



**ANG MO KIO  
PRIMARY SCHOOL**

# **Curriculum Sharing (Primary 5)**

## **Mother Tongue Languages**

12 January 2026

# MTL Curriculum

## MOE's focus

- developing students into proficient users with strong communication, cultural, and connection skills, emphasizing joy, authentic contexts, and 21st-century competencies like critical thinking
- introducing more tech, gamification, and flexibility for Higher MTL (HMTL) from 2026 for high-achieving PSLE students,
- building on core skills (listen, speak, read, write) from primary to secondary levels.

# Our Aim

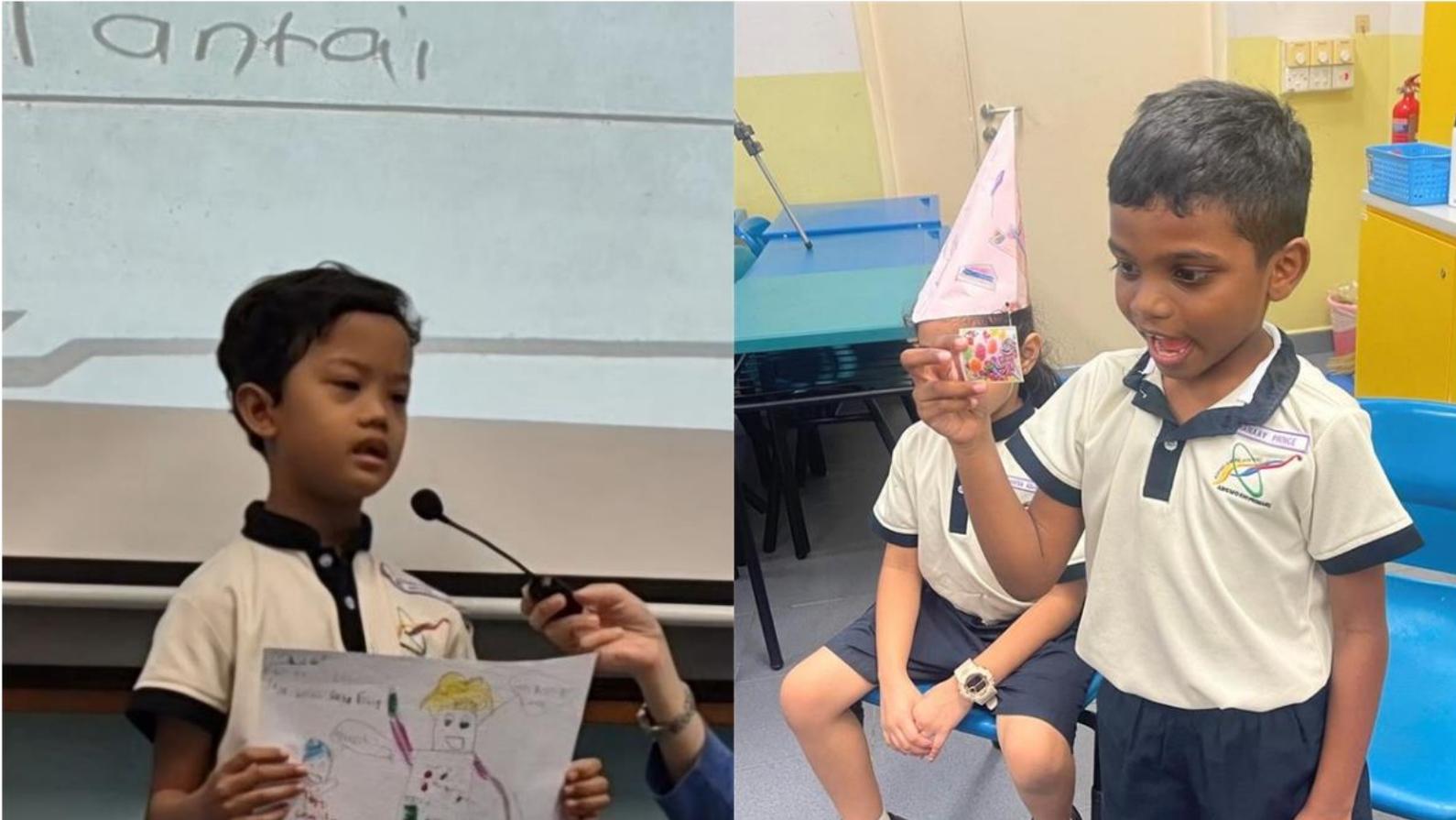
Nurturing joyful learners, confident users of the Mother Tongue Language and cultural inheritors who appreciate their unique identity and culture.

# Our Approach



Making the learning of MTL enjoyable through role-play, collaborative tasks, interactive games and the use of Edtech tools.

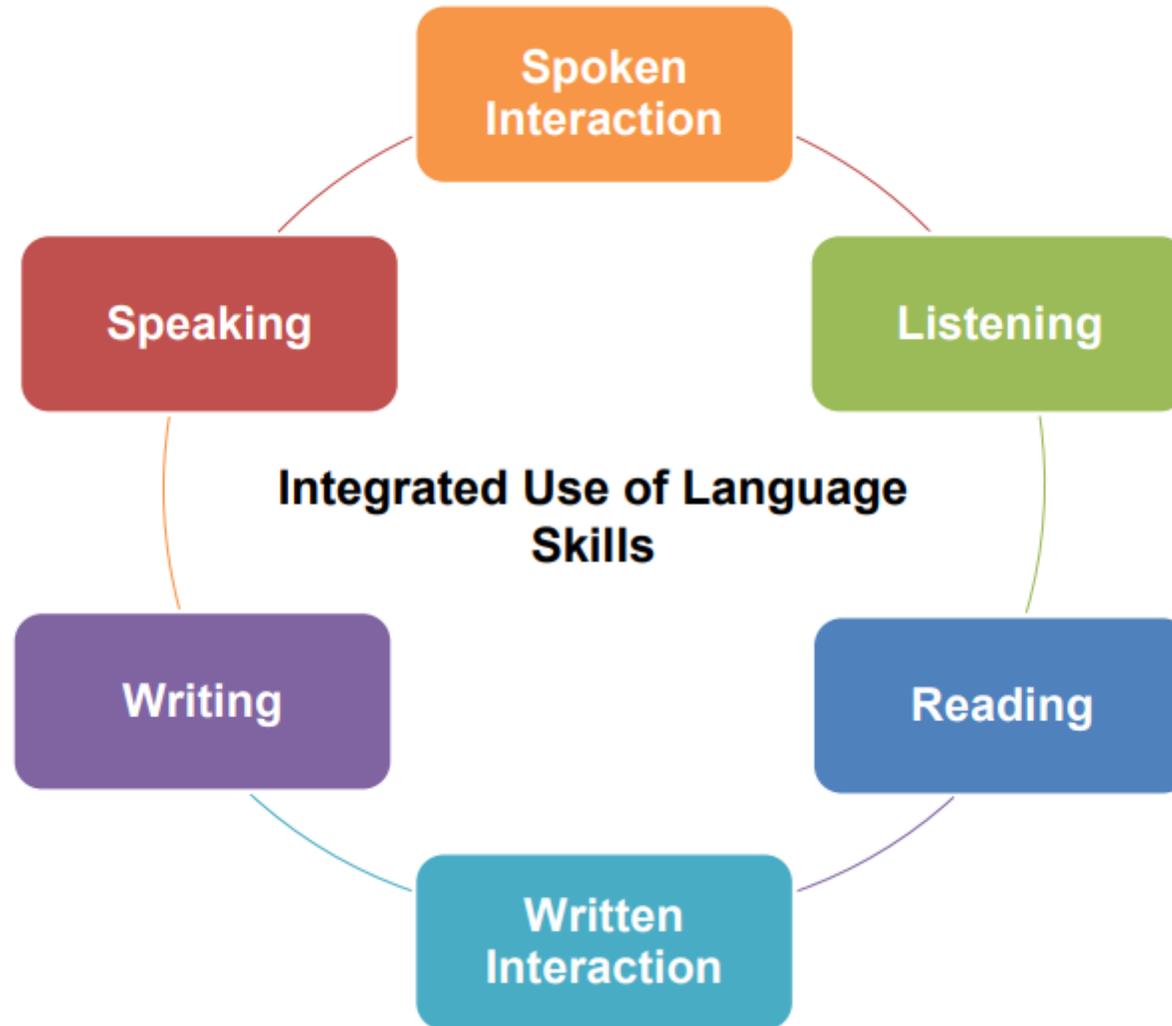
# Our Approach



Building students' confidence in using their MTL using differentiated teaching approaches.

Creating opportunities for our students to express themselves in their Mother Tongue Language

# Our Curriculum



# Writing Skills (F.E.A.S.T.)

P5 & P6

- Feelings
- Expression
- Action
- Speech
- Thoughts



Annotation: Students indicate the appropriate places to add in F.E.A.S.T.

Writing notes: Students can refer to their writing notes to learn good F.E.A.S.T. phrases.

## 心情描写

在文章中适当加入不同人物的感受描写能够使人物的性格更为活灵活现，而且可以使文章整体更加的生动有趣。

### 开心

笑吟吟	笑盈盈	笑眯眯	乐滋滋
甜滋滋	眉开眼笑	乐不可支	喜笑颜开
兴高采烈	心花怒放	欣喜若狂	满心欢喜
心里乐开了花		乐得合不拢嘴	
非笔墨所能形容		喜悦飞上眉梢	

### 例句

- 她心里乐开了花，脸上也露出了愉快的笑容。
- 我听了，心里甜滋滋的，像喝了蜜糖一样。
- 他高兴得嘴都笑歪了，心里像有只小鸟在快乐地唱歌。
- 我心中的喜悦是非笔墨所能形容的。

## 动作描写

好的动作描写不仅能够使人物的形象鲜活的跃然纸上，还能够对人物的性格有更深一层的体现。

### 看

瞧	盯	瞪
注视	打量	对视
扫视	察看	观察
目不转睛	东张西望	左顾右盼

### 例句

- 他东张西望，见没有人注意他，便一溜烟地逃跑了。
- 他目不转睛地盯着我，好像要从我的脸上找出答案。

## 生气

气愤	愤怒	怒骂	怒火
激怒	气呼呼	咬牙切齿	火冒三丈
大发雷霆	怒气冲冲	恼羞成怒	怒容满面
气得直咬牙		暴跳如雷	怒气冲天
气得涨红了脸		大动肝火	气急败坏
气得七窍生烟		气得脸上一阵青一阵白	

### 例句

- 他气得直咬牙，满脸涨得通红。
- 看到妈妈气得脸上一阵青一阵白，我知道接下来她一定会把我骂得狗血淋头。
- 妈妈气得涨红了脸，怒目四视，像是一匹被激怒的野兽，把我严厉地痛骂一顿。
- 他气得七窍生烟，太阳穴上青筋暴起。
- 他们俩怒容满面，你一言，我一语，像两只快要决斗的公鸡。

## 走

慢吞吞	匆匆忙忙	踏着轻快的脚步
急匆匆	飘然而去	一个箭步地冲到
踱来踱去	沉重的脚步	三步并作两步

### 例句

- 他说完后，便像一阵风，飘然而去。
- 我的脚像是一块铁，走起路来是那样沉重。
- 电话铃响了，明华三步并作两步走到客厅听电话。
- 姐姐这么晚了还没回家，妈妈急得在屋里踱来踱去。
- 我摇摇摆摆地走着，只觉得两腿发软，气也喘不匀了。
- 走到半路，我已筋疲力尽，两条腿就像灌了铅似的，每一步都十分吃力。

# Oracy Skills (T.R.E.E.)

Oral notes: Students can refer to their writing notes to learn good T.R.E.E. phrases.



3) 你认为学校可以通过什么方法，培养学生乐于助人的精神？

P5 & P6

- Thoughts
- Reasons
- Example
- End off and wrap up



a) TREE	Thoughts + Reasons + Experiences + Evaluation 想法 + 原因 + 经验 + 总结	
怎么说:	 <p><b>T:</b> 我认为我觉得学校可以用很多方式来鼓励我们帮助别人。像在周会上播放录像或表扬好榜样，让我们学习。老师也可以在德育课上提醒我们关心别人。还可以举办“好人好事周”，鼓励我们每天做一件好事。</p> <p><b>R:</b> 因为学生如果从小就懂得关心别人，将来长大</p>	 <p><b>T:</b> 我认为学校可以通过周会、德育课和各种活动，积极培养学生乐于助人的精神。</p> <p><b>R:</b> 因为如果学生从小学习关怀与同理心，不但可以建立良好的人际关系，也能为社会培养有责任感的人。</p> <p><b>E:</b> 学校可以在周会上表扬乐于助人的同学，用榜样的力量鼓励大家。老师也可以在德育课上结合生活案例，</p>

# Key programmes

## Promoting the joy of reading

- Reading corners in classrooms
- Morning Reading (Wednesday and Thursday)
- Book reviews

# Key programmes

## Mother Tongue Language Fortnight



# Assessment (P5 Standard Mother Tongue)

Term 1	Term 2	Term 3	Term 4
WA1 (15%)	WA2 (15%)	WA3 (15%)	EYE (55%)
<ul style="list-style-type: none"> <li>Language use</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Language use</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Language use</li> <li>Comprehension</li> <li>Graphic Stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Oral (video-based)</li> <li>Listening Comprehension</li> <li>Composition Writing</li> <li>Written Paper</li> </ul>

Please refer to Annex for more information

# Assessment (P5 Foundation Mother Tongue)

Term 1	Term 2	Term 3	Term 4
WA1 (15%)	WA2 (15%)	WA3 (15%)	EYE (55%)
<ul style="list-style-type: none"><li>• Reading</li></ul>	<ul style="list-style-type: none"><li>• Speaking (video based)</li></ul>	<ul style="list-style-type: none"><li>• Reading</li><li>• Speaking</li></ul>	<ul style="list-style-type: none"><li>• Oral (video-based)</li><li>• Listening Comprehension</li><li>• Written Paper</li></ul>

Please refer to Annex for more information

# Assessment (P5 Higher Mother Tongue)

Term 1	Term 2	Term 3	Term 4
WA1 (15%)	WA2 (15%)	WA3 (15%)	EYE (55%)
<ul style="list-style-type: none"><li>Language Use</li></ul>	<ul style="list-style-type: none"><li>Language use</li></ul>	<ul style="list-style-type: none"><li>Composition Writing (Choose 1 from 2 Questions)</li></ul>	<ul style="list-style-type: none"><li>Composition Writing</li><li>Written Paper</li></ul>

Please refer to Annex for more information

# P5 HMTL – Points to note

- **Extended curriculum**

1-hour session after school on Tuesdays (2:15–3:15 pm).

- **Additional learning opportunities**

Students will have extra homework and sit for an additional HMTL paper in P5, P6, and PSLE. This is designed to help students strengthen their language skills and cultural understanding.

- **Programme progression**

- Students who are not offered HMTL at P5 will not be offered HMTL at P6.
- Students who attain a “UG” grade for P5 EYE HMTL examination will not be able to offer HMTL at P6

# Use of Higher Chinese Language for admission into SAP schools

## Using HCL for Admission into SAP Schools

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL	Students with better PSLE Scores will be posted first, even if they did not take HCL.
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first.
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	



Under the revised PSLE scoring system 2021, students who take HCL will receive posting advantage for entry to **Special Assistance Plan (SAP)\* schools**.

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

*\*SAP schools are committed to nurturing bilingual and bicultural students who are immersed in the Chinese language and culture and are equipped with a global outlook.*

# HMTL in secondary school

Students who have done well in their PSLE will be offered to take HMTL in their secondary schools.

For your child to take HMTL, your child should meet the following criteria

## Eligibility Criteria for Secondary School HMTL

PSLE MTL score of AL1/AL2

OR

HMTL score of Distinction/Merit

Students who did not take HMTL at PSLE can still be offered to take HMTL at secondary school.

# Partnership with Stakeholders

- Supporting your child in the learning of MTL

## Listening and Speaking

- Expose your child to the use of MTL at home and have regular conversations with them
- Watch suitable television programmes/educational online videos in MTL
- Introduce songs with appropriate lyrics

## Reading

- Read MT storybooks
- Revise characters/words/letters taught in class

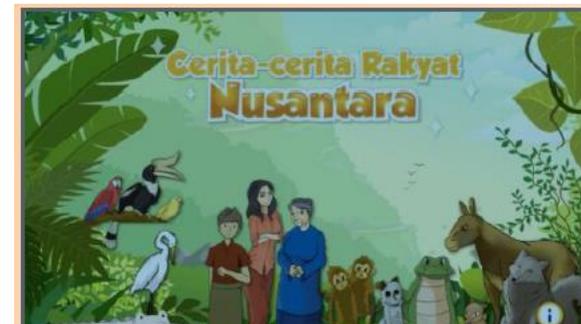
## Writing

- Writing diary, journaling
- Write cards to family members

# Partnership with Stakeholders

## MTL online resources

- Ezhishi learning platform (<https://www.ezhishi.com>)
- Promote Mandarin Council  
(<https://www.languagecouncils.sg/mandarin/en>)
- Committee to Promote Chinese Language Learning (CPCLL)  
(<https://www.cpccl.sg/16>)
- Malay Folklore stories App by MLLPC
- Tamil Language learning website (<http://www.noolagam.com>)



# Partnership with Stakeholders

## Communication with the MTL teachers

- Classdojo
- Parents Gateway
- Email