

# P3 Higher Mother Tongue Languages

Information Session for Parents

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Keming Primary School

**A PRESENTATION BY MINISTRY OF EDUCATION SINGAPORE**



Ministry of Education  
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# This presentation will cover

- Purpose of offering Higher Mother Tongue Languages (HMTL)
- Selection guidelines
- Key features of P3 HMTL curriculum
- HMTL lessons
- Assessment
- Benefits of taking HMTL from P3 and other related issues

# What is the Purpose of Offering HMTL?

Higher Mother Tongue Languages (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

**To further strengthen the learning of MTL from an early age, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.**

# What is P3 Higher MTLs?

It is designed to enthruse P3 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.

# What is the Criteria?

1

## For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills.**

# What is the Criteria?

2

## Evidence of **students' performance** throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

3

## Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

# Key Features of P3 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts.

## Literary-based text

Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

## Exposure to higher-order thinking exercises

Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

## Creative and fun-filled activities and games to teach language and cultural knowledge.

To sustain interest and extend culture knowledge, so that they are able to appreciate their own MTLs, culture and traditions.



# Examples of Learning Resources (Chinese)

**文化屋** **铁棒磨成针**  
Tiě bàng mó chéng zhēn

① 李白小时候不爱读书，经常跑出去玩。  
② 一天，他在小河边看见一位老婆婆在磨一根铁棒。  
老婆婆，您在做什么？ 我要磨一根针。  
③ 磨针？怎么可能？  
④ 只要我天天磨，就能磨成针。  
⑤ 听了老婆婆的话，李白明白了，只要坚持不懈，做什么事都能成功。后来，他努力读书，成了一个有名的诗人。  
我知道  
人们常说的“只要功夫深，铁棒磨成针”，就是从这个故事来的。



**文化屋** **咏鹅**  
Yǒng ē

骆宾王  
Luò Bīnwáng

鹅 鹅 鹅，  
曲项向天歌。  
白毛浮绿水，  
红掌拨清波。





# Examples of Learning Resources (Malay)

**Unit 2** *Lanjutan* **Pilihan Saya** Cinta Sastera

**Bahagian 1:** Pada akhir pelajaran, murid dapat membaca dan memahami peribahasa yang berkaitan dengan membentarkan respon yang sesuai (3-2).

Budi tidak sabar untuk ke karnival kegiatan kokurikulum. Namun, dia belum pasti kegiatan yang ingin dipilihnya. Dia ingin mempelajari cara bermain alat muzik Melayu tetapi dia kurang berkeyakinan.

"Apa-apa sahaja yang kita cebul, pasti memerlukan usaha yang berterusan. Yang penting, kita harus fikirkan cara terbaik untuk menyelesaikan sesuatu masalah," kata ayah Budi sambil tersenyum.

Kata-kata ayahnya itu mengingatkan Budi tentang cerita 'Gagak dengan Takar' yang pernah dibacanya.

**Student Learning Space**




Unit 2 Pilihan Saya 7

**Unit 1** *Lanjutan* **Kembali ke Sekolah** Cerdik Bahasa

**Bahagian 2:** Pada akhir pelajaran, murid dapat menggunakan kata seerti dan seiras yang betul dan sesuai mengikut konteks.

**Latihan A**  
Berikan perkataan yang seerti atau seiras bagi perkataan yang berhuruf tebal dalam ayat di bawah ini. Tulis jawapan kamu di petak silang kata.

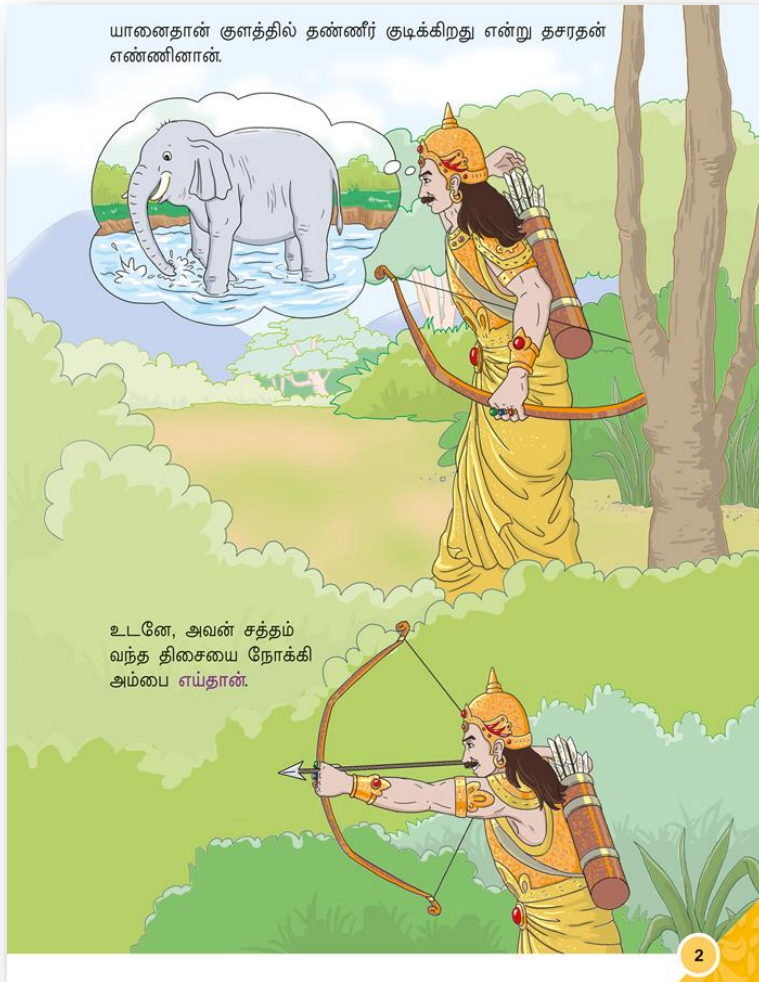


**menegak**

- Ayah tidak pernah lupa untuk **menjirus** pokok-pokoknya setiap hari.
- Siti **mempelawa** **nenek** masuk ke rumah.
- Ajak **takut** mendengar bunyi dentuman guruh di langit.
- Ali **kecewa** kerana tidak dapat menyertai pertandingan bola sepak sekolahnya.
- Setiap Isnin, murid-murid **berhimpun** di dewan sekolah.

Unit 1 Kembali ke Sekolah

# Examples of Learning Resources (Tamil)



## சிந்திப்போம்; கலந்துரையாடுவோம்

'உடனே அவன் சத்தம் வந்த திசையை நோக்கி அம்பை எய்தான்.' நீ தசரதனாக இருந்திருந்தால் அவ்வாறு செய்திருப்பாயா? ஏன்?



## வினையாடுவோம்

பகடைக்காய்களை உருட்டிக் கிடைக்கும் எண்ணைத் தெரிந்துகொள். அந்த எண் குறிக்கும் சொல்லைத் தேர்ந்தெடு. அவ்வாறே மீண்டும் காய்களை உருட்டி மற்றொரு சொல்லைத் தேர்ந்தெடு. அவற்றைக்கொண்டு வாக்கியம் அமை.

(எ-டு): (6) யானை, (5) நீர் - யானை குளத்தில் நீர் குடித்தது.

1 வேட்டை	2 சத்தம்	3 விலங்கு	4 அன்பு
8 அரசன்	7 அம்பு	6 யானை	5 நீர்
9 அக்கறை	10 சிறுவன்	11 பெற்றோர்	12 கண்

புட்குறி (✓) இடு.

தேர்ந்தெடுத்த சொற்களைக்கொண்டு  
என்னால் வாக்கியத்தை உருவாக்க முடியும்.

# How are lessons carried out for HMTL at P3 level?

**MOE recommends 2 additional periods per week**

## **For HMTL (HCL, HML & HTL)**

The textbook includes literary-based texts which would require two additional periods per week to provide an enjoyable early experience to ethnic literature and cultural knowledge.

**After school - 1 hour (2 periods).**

**After school HTML lessons will be taught by the same P3 MTL teacher.**

**For P3 students who take HCL need to buy HCL textbook and activity book only.**

**For P3 students who take HML & HTL need to buy 1 Standard and ML & TL textbook and activity book and 1 HML/HTL coursebook.**

# How would assessment look like for HMTL at P3 for my child?

HMTL at P3 will be reflected as a **non-weighted assessment**. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The school would also indicate your child's progress in HMTL in the Holistic Development Profile.

# How will my child benefit from offering HMTL?

Offering HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early and learn MTL to as high a level as he/she can.**

# Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 or at P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. The offering of HMTL from P3-P5 is a parental option whereas the offering of HMTL at P6 is a school-based decision. You are strongly encouraged to discuss with the school which course best suits the need of your child.

# If my child decides to discontinue HMTL during P3, will he/she be allowed to do so?

To truly benefit from the HMTL curriculum at P3, he/she should offer HMTL for **at least two years** to ascertain his/her ability to cope with it. If your child really finds difficulty coping, he/she can drop HMTL at the end of the year.

# Partnering You

Your child's school will:

- Inform you of your child's progress regularly
- Provide ideas and suggestions to support your child's learning, where necessary
- Share strategies to engage your child in MTL learning at home in a fun and meaningful manner



# Thank You



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