



P3 MTL

Curriculum Briefing

2026



P3

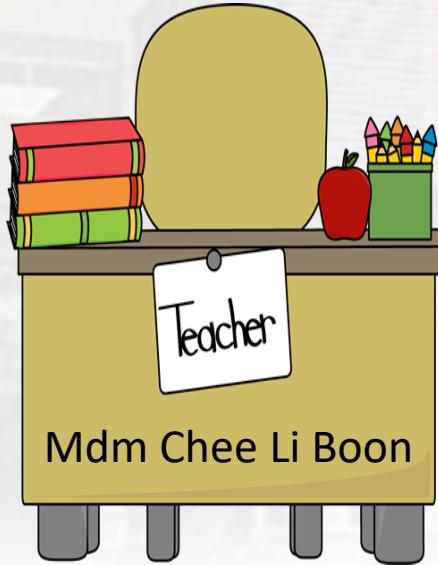
Mother Tongue Language Teachers



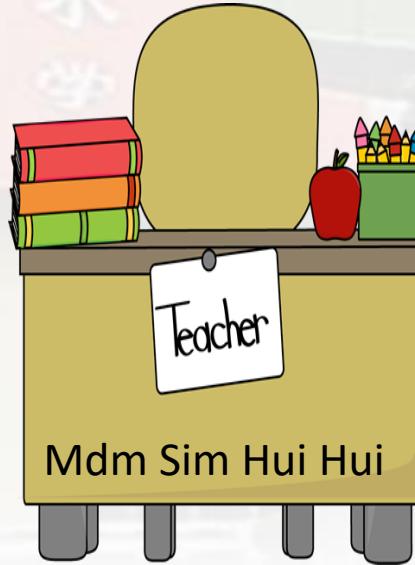
Chinese Language Teachers



Mdm Zhu Xue Shu



Mdm Chee Li Boon



Mdm Sim Hui Hui



Miss Charlotte Tan

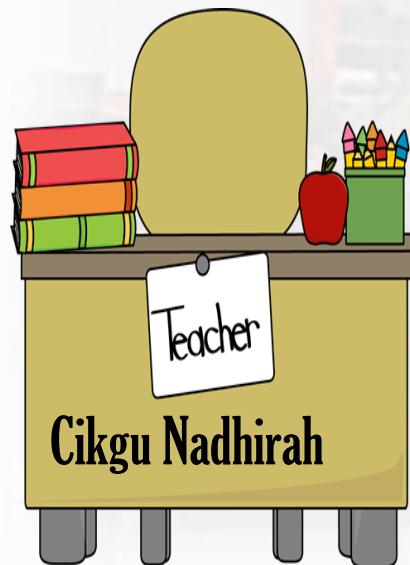


Mdm Soh Eng Wee

Official (Open) / Non-sensitive



Malay Language Teachers



Cikgu Nadhirah



Cikgu Anuar



Cikgu Salamah

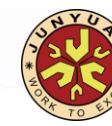


Cikgu Kamisah

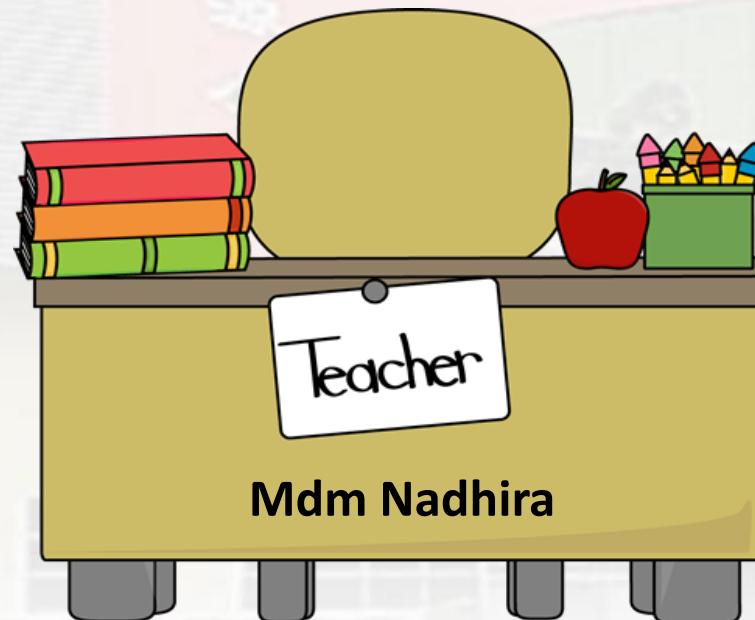


Cikgu Marina

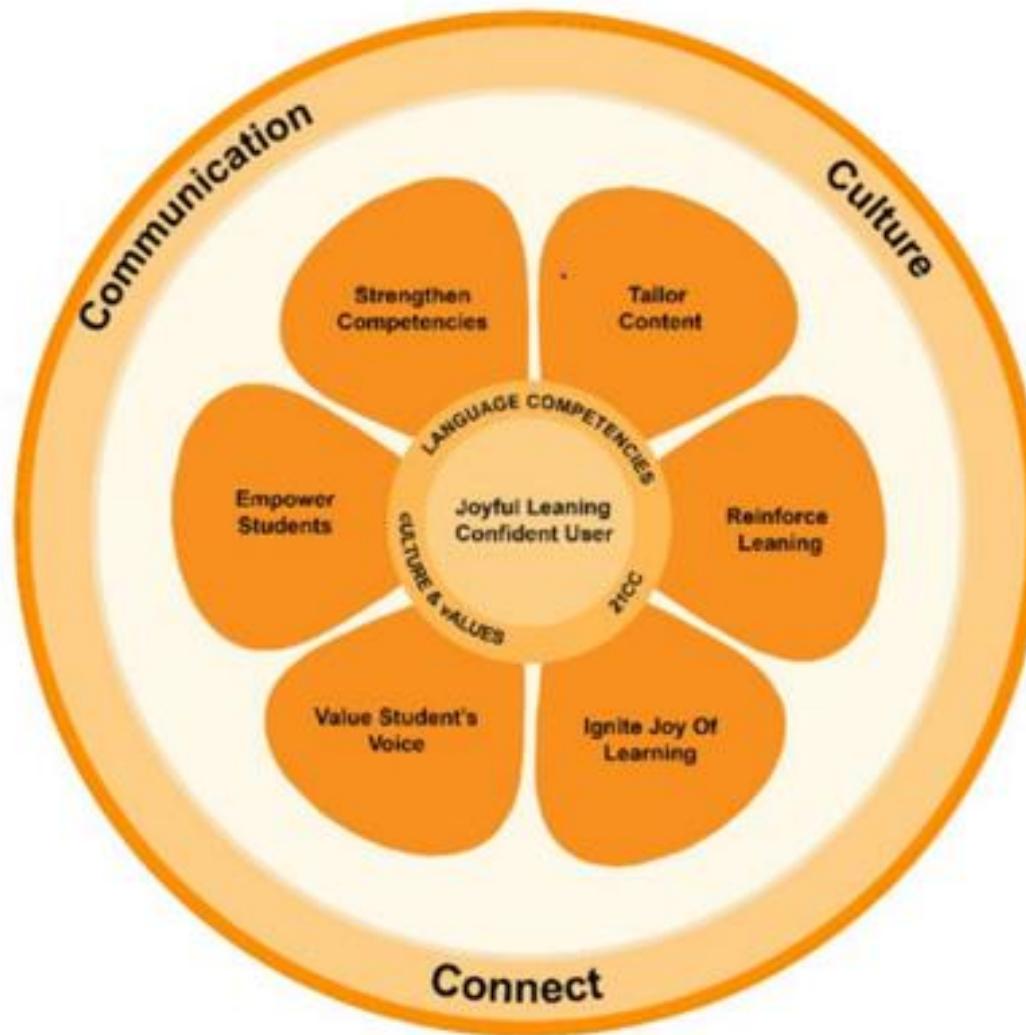
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Tamil Language Teacher



Official (Open) / Non-sensitive



Joyful Learner, Confident User

Primary Mother Tongue Language Curriculum Framework



Primary 3 Key Department Programmes



Key MTL Programmes at P3

**Applied Learning Programme
(Confident Communicators)**

Focus: Story Telling



Objectives of the P3 MTL ALP Programme

- Build up oracy skills & proper dictation
- Build confidence to use the mother tongue language to express oneself
- Find joy in learning MTL



Features of the P3 MTL ALP Programme

- voice projection
- body movement
- eye contact
- tone characterization



P3 Cultural Day Camp

- Students participates in cultural programme such as learning about cultural art forms, doing craft work, quiz and traditional games
- The programme provide opportunities for students to learn and appreciate their culture.



Primary 3 MTL Learning Resources



MTL Learning Platforms

School Learning Space (SLS)

<https://vle.learning.moe.edu.sg/login>

SINGAPORE STUDENT LEARNING SPACE

LEARN ANYTIME, ANYWHERE, AT ANY PACE

Username

Username

Password

Password

FORGOT PASSWORD

LOGIN

Technical Support Login Troubleshooting Terms of Use Privacy Statement
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Using technology for engaged learning and collaboration among peers

第6组给出的反馈(feedback):

你们哪里做得好:

有很多对话，标点符号也正确。

你还可以进步:

你们应该写插队的同学的行为和动作。

16:52 71%
vle.learning.moe.edu.sg/mrv/assignment/view/7bd7a086-2ee6-41f7-8a50-a8a467fa8f
SLS 四年级 第四课 写作小练笔——连接词 JYPS... / Interaction Board
You're in the Interaction Board.

自我评估 (Self-assessment Checklist)

Poll

1. 写了第2和第3段后, 请看看以下的自我评估表, 看看自己做到了那几点?

Read Less

iii
iv
v
vi
vii
viii

0 5 10 15 20

■ i. 我写出了康康和小安的行为。
■ ii. 我写出了插队的同学的行为。
■ iii. 我写出了学长的行为。
■ iv. 我在第2段写出了多过一个连接词语。
■ v. 我在第3段写出了多过一个连接词语。
■ vi. 我写出了完整的句子。
■ vii. 我检查了有没有写错别字。
■ viii. 我能清楚地把事情的经过写出来。

Need Help?



Using technology to build self-directed learners



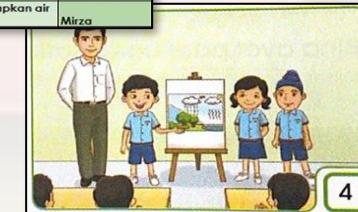
KOSA KATA	NAMA MURID
Cikgu Hamdi dan murid-murid membuat projek Sains, mereka sangat gembira.	Azalea
Cikgu Hamdi menapak murid-muridnya	Syafawali
Mereka sedang membuat projek kumpulan Gurmil. Ana dan Budi membuat projek Hari Bumi bersama-sama	Asyikin
Pada hari Rabu	Mukromin
Mereka bekerjasama di dalam kumpulan.	Rya
Waktu pagi	Shaura
mereka sedang buat projek mereka	Firas
mereka sedang membuat Sains	Rizqi
Mereka membuat poster sains sedang membuat Sains	Sameer
Mereka membuat projek	Shahruddin



KOSA KATA	NAMA MURID
Budi dan Ana menolong Gurmil untuk menapak cat di poster.	Azalea
Budi dan Ana menolong Gurmil mengelap air di poster	Syafawali
Gurmil tidak sengaja	Asyikin
Mereka mengelap air yang terlumpuh itu.	Mukromin
Kawan-kawan Gurmil tidak marah kerana mereka berkawan baik	Nurin
Budi dan Ana tidak marah Gurmil	Rya
Anda dan Budi menolong Gurmil mengelap air yang di rumah oleh Gurmil.	Shaura
mereka bekerjasama untuk menolong Gurmil untuk mengelap mejanya	Firas
gurmil berasa salah	Rizqi
Zaid dan Ana mengelap meja dengan lisuca	Sameer
kumpulan Gurmil menolong untuk lapan air itu	Shahruddin
Zaid dan Ana mengelap meja dengan lisuca	Mirza



KOSA KATA	NAMA MURID
Gurmil terlumpuh air di poster.	Azalea
Gurmil terpranjat kerana gelas jatuh	Syafawali
Gurmil terlumpuh air di majar	Asyikin
Tiba-tiba, air terlumpuh ke kerat mereka.	Mukromin
Gurmil terlumpuh gelas air	Nurin
Gurmil terlumpuh air	Rya
Gurmil terlumpuh air yang di dalam cawan itu.	Shaura
Gurmil terlengang gelasnya yang berisikan air lalu air terlumpuh	Firas
gurmil terlumpuh air	Rizqi
Tangan Gurmil terkena gelas itu dan sekaran lukisan mereka sudah comot	Sameer
Gurmil terlumpuhkan gelas air	Shahruddin
air itu terlumpuh	Mirza



KOSA KATA	NAMA MURID
Gurmil, Budi dan Ana membuat pembentangan projek Sains mereka.	Azalea
Mereka berbesar hali kerana dapat selesaikan projek Sains ini	Syafawali
Mereka pembentangan projek Sains di hadapan keles mereka	Asyikin
Mereka membuat pembentangan projek Sains	Mukromin
Selepas mengelap air yang terlumpuh itu mereka membuat pembentangan projek Sains mereka	Nurin
Cikgu Hamdi berasa bangga dengan kumpulan Gurmil	Rya
Mereka buat pembentangan mereka bekerjasama untuk menghabiskan projek mereka	Shaura
mereka lunjuk poster hari bumi	Firas
Ana Zaid dan Gurmil tidak pulus asa dan pembentangan poster mereka.	Rizqi
Ana, Budi dan Gurmil tidak berpulus asa	Sameer
mereka tidak berpulus asa	Shahruddin
Ana, Budi dan Gurmil tidak berpulus asa	Mirza



Official (Open) / Non-sensitive



Learning Resources at P3

知识网 (eZhishi)

CL e-Magazines & digital resources

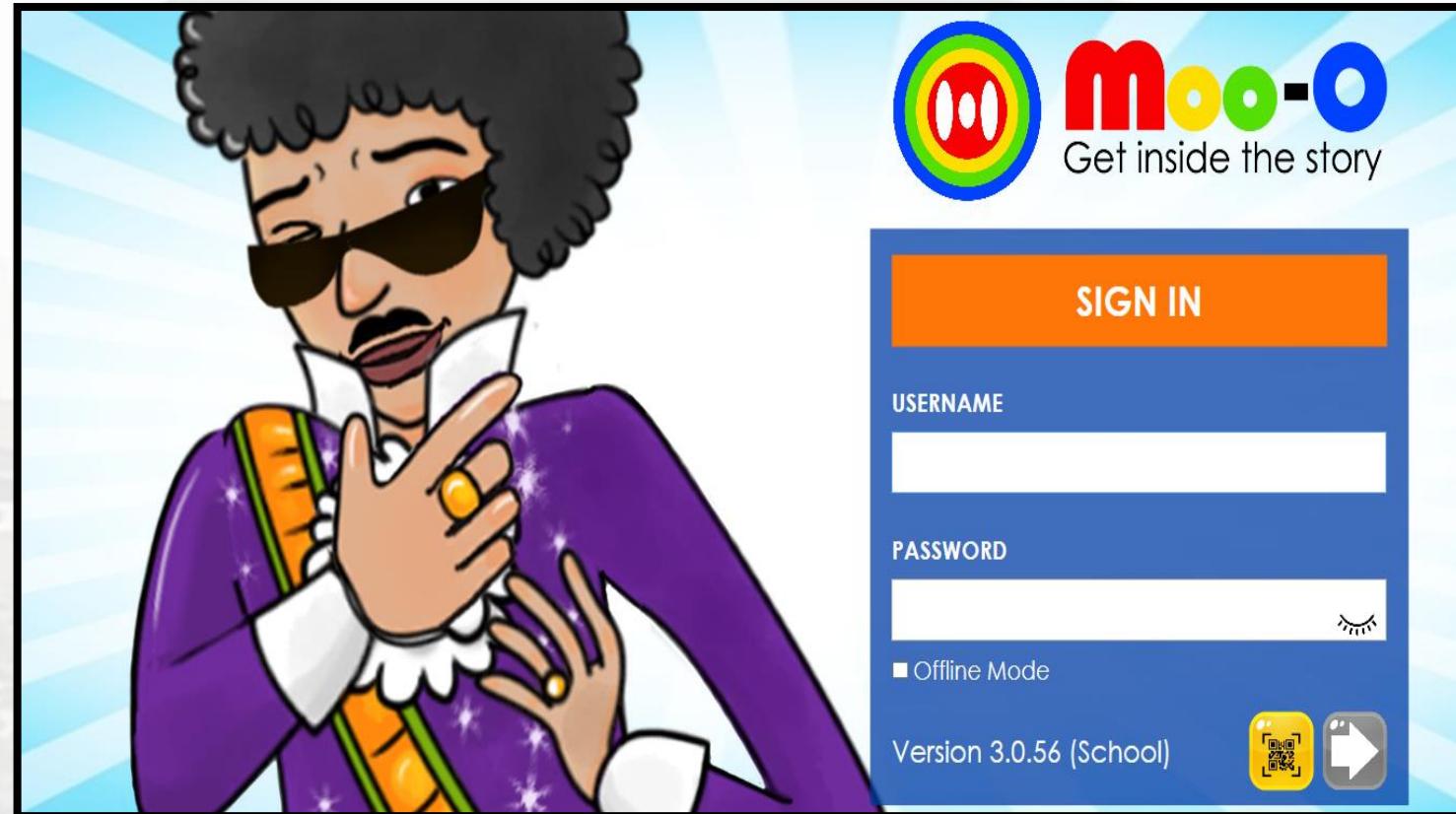
www.ezhishi.net



Official (Open) / Non-sensitive



Learning Resources at P3

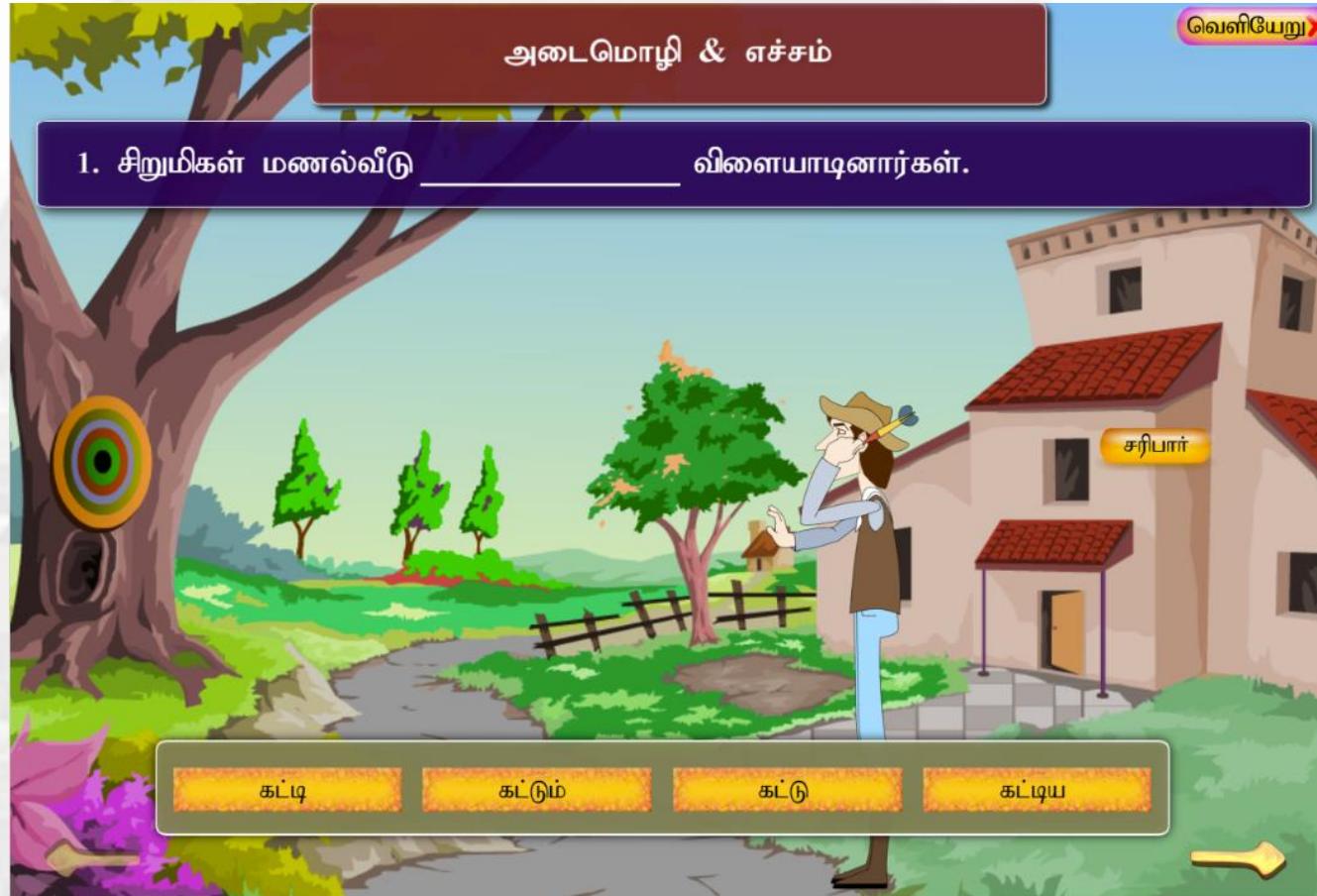


ML Story Telling App - Moo-O

Official (Open) / Non-sensitive



Learning Resources at P3



Tamil Language e-Portal (Pazhahu Tamil)

Official (Open) / Non-sensitive

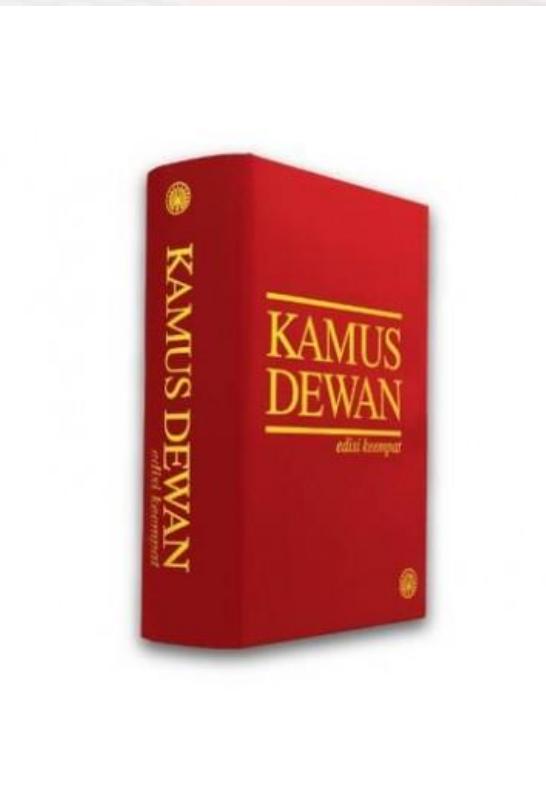
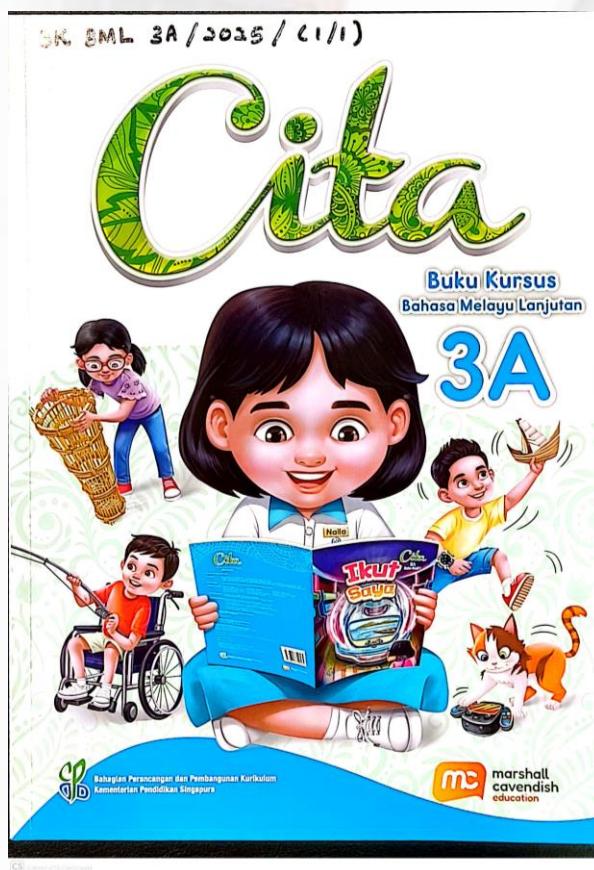


Learning Resources at P3





Learning Resources for P3 Higher Mother Tongue Language





P3 MTL Key Strategies



Speaking & Listening

JYPS Oral & LC Packages
Oral feedback forms
Electronic oral & LC
interactive resources
SLS audio recording

Reading

JYPS Comprehension Packages
Bulk Borrowing
Class Storybooks Rotation
CUB (Circle, Underline, Bracket)
Reading Checklist
Structured Reading Period
Magazine Subscription

Writing

JYPS Composition Packages
Language Editing
Elaboration of Content
Good Phrases
Feedback form & rubrics
Student-teacher writing feedback conferencing



P3 Higher Mother Tongue Languages

- To further strengthen the learning of MTL from an early age, starting 2022, schools may offer Higher Mother Tongue Languages from Primary 3 onwards.
- Whether schools eventually offer HMTL depends on factors such as student's interest, proficiency, as well as school's staffing situation.



- Implementation at P3 and P4 will allow for early exposure to students who have a flair in MTL and cultivate an interest in taking HMTL when they progressed to P5 and 6.
- Schools take reference from the Primary 2 MTL Learning Outcomes and use qualitative descriptors (QDs) provided in the School Cockpit or their own customised set of QDs to determine students' MTL proficiency.



- Schools will also take into consideration teachers' feedback and observations on a range of performances which includes active participation in class discussions, quality of class work, homework etc.
- While there is no weighted assessment for HMTL curriculum at P3, teachers will look at students' progress through their class work and participation.



- For HCL, 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. (Wednesdays 2-3pm)
- For HML, the school has adopted the implementation model of infusing HML curriculum into the normal curriculum hours.
- Due to staffing limitations and the small cohort of TL students, HTL is currently not provided in our school.



P3 MTL

Assessment

Components



P3 Mother Tongue Languages

Weighted Assessment (WA1 & WA2)	
Components	Marks
1 Paper 2 – Language & Comprehension	30

End of Year Examination	
Components	Marks
1 Paper 1 – Picture Composition Writing	15
2 Listening Comprehension (MCQ)	10
3 Oral (completed in Term 3B)	30
4 Paper 2 – Language & Comprehension	45
Total	100



P3 Mother Tongue Languages

End of Year Examination - Oral		
	Components	Marks
1	Passage Reading	10
2	Picture Description	10
3	Conversation	10
Total		30



P3 Chinese Language

End of Year Exams

Paper 1 – 写作

	考查项目	考查方式	题数	分数
1	看图作文	按照图意写作	1	15
Total			1	15



P3 Chinese Language

End of Year Exams

Listening Comprehension – 听力

	考查项目	考查方式	题数	分数
1	听力拼音	听录音后, 填写正确的拼音	2	2
2	听话选图	听录音后, 回答多项选择式的问题	2	2
3	听力理解	听录音后, 回答多项选择式的问题	6	6
Total			10	10



P3 Chinese Language

End of Year Exams

Paper 2 – 语文理解与运用

	考查项目	考查方式	题数	分数
1	辨字测验	多项选择	5	5
2	词语选择	多项选择	4	4
3	看图选词	填充 (提供选项)	4	4
4	词语搭配	填充 (提供选项)	5	5
5	改写句子/扩写句子	开放式	5	10
6	组句成段	多项选择	1	5
7	阅读理解 (一)	多项选择	3	6
8	阅读理解 (一)	开放式	3	6
Official (Open) / Non-sensitive			Total	45



P3 Malay Language

End of Year Exams

Paper 1				
	Section	Format	Number of Questions	Marks
1	Karangan – Gambar Bersiri	Open-ended	1	15
Total			1	15



P3 Malay Language

End of Year Exams

Listening Comprehension

	Section	Format	Number of Questions	Marks
1	Pemadanan Gambar	MCQ	4	4
2	Kefahaman Mendengar Berdasarkan Teks	MCQ	6	6
Total			10	10



P3 Malay Language

End of Year Exams

Paper 2 – Language & Comprehension

	Section	Format	Number of Questions	Marks
1	Imbuhan	MCQ	5	10
2	Peribahasa	FIB	4	8
3	Golongan Kata	FIB	5	10
4	Kefahaman 1	MCQ	4	8
5	Kefahaman 2	OE	5	9
Total				45



P3 Tamil Language

End of Year Exams

Paper 1 - தாள் 1

	Section	Format	Number of Questions	Marks
1	கட்டுரை	4 படங்களைக் கொண்ட படத்தொடர். (40 சொற்களுக்குக் குறையாமல் எழுதவேண்டும்)	1	15
Total			1	15



P3 Tamil Language

End of Year Exams

Listening Comprehension - கேட்டல் கருத்தறிதல்-

	Section	Format	Number of Questions	Marks
1	படத்தைத் தெரிவு செய்தல்	தெரிவுவிடை (புடகுறி இடுதல்)	4	4
2	எளிய / கதை நிகழ்ச்சி (3 பஞுவல்கள்)	தெரிவுவிடை	6	6
	Official (Open) / Non-sensitive	Total	10	10



P3
Tamil Language
End of Year
Exams

Paper 2 – தாள் 2 (மொழிப்பயன்பாடும் கருத்தறிதலும்)

	Section	Format	Number of Questions	Marks
1	மூவிடப் பெயரும் வினையும்	தெரிவுவிடை	5	10
2	காலங்கள்	தெரிவுவிடை	5	10
3	வேற்றுமை	தெரிவுவிடை	5	5
4	செய்யுள் (ஆத்திசூடி)	தெரிவுவிடை	5	5
5	முன்னுணர்வுக் கருத்தறிதல்	தெரிவுவிடை	5	5
6	சூயவிடைக் கருத்தறிதல்	தெரிவுவிடை	5	10
		Total	30	45



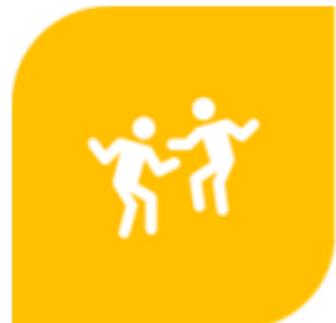
Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books



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