TERM 4

LITERACY SPARKS

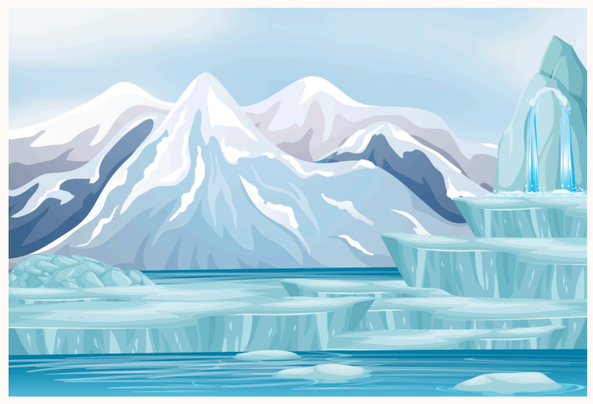
Celebrating Our Young Writers

Selected student writers from Primary 3, 4 and 5 participated in the P3–P4 Creative Writing Camp and P5 Journalism Camp. Through a range of engaging and enriching activities, they unleashed their creativity while honing their writing and communication skills. Here are some samples of the work they produced during the camps!

Creative Pieces from the P3 Writing Camp

The Island of Ice

Written by Pan Myat Maple, 3 Care



In a land far, far away, Beatrice, Mark, Frost and Mei lived on Ice Island. It was freezing, and pretty snowflakes were falling onto the ground. Their mission was to achieve one of their biggest goals: to get the one and only magical gem. They would have to cross Ice Lake, climb Frosty Mountain, reach a specific kingdom and fight its army to get the magical gem. Beatrice and Mark prepared to start their journey. Frost and Mei, their two dragons, would drop them off at their destinations.



They soon arrived at Ice Lake. Beatrice and Mark were quite tired, but they were absolutely determined to get that magical gem. The four continued to their next stop, Frosty Mountain. Frost and Mei flew them there. When they arrived at Frosty Mountain, they decided to climb it on foot. Both Mark and Beatrice had a pair of hiking sticks, so it was quite a piece of cake for them.

"Ha! We have arrived at the kingdom!" Mark exclaimed proudly, raising his arms in victory.

The soldiers at the gate let the four in and directed them to where the king was. They greeted the King and Queen.



"Good evening, Your Majesties. We are here for the magical gem."

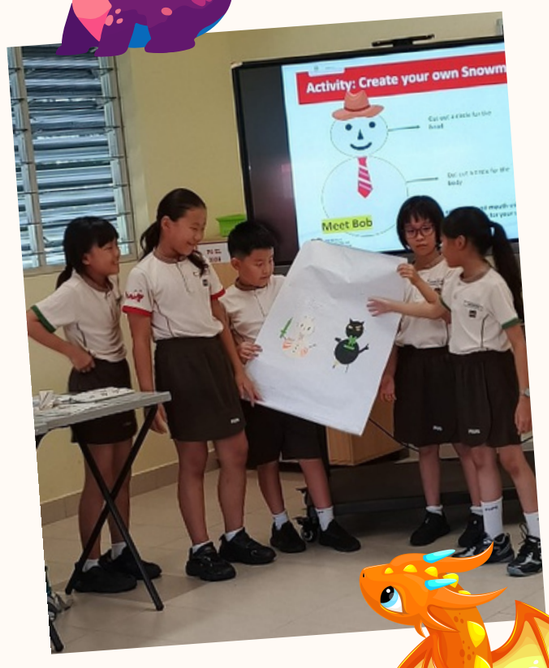


The King understood and ordered his "Fighters for the Gem" to come out. They froze like statues when they saw whom they were battling against. All of them were their biggest enemies. They got ready with their weapons and started the fight. Beatrice and Mark were easily beating the other team, but unfortunately, Frost and Mei were defeated. Mei was in agony but wanted another round. This time, they knew their mistakes and had learnt from them. Using that strategy, they eventually won and were rewarded with the magical gem.



"Yes! We did it! We finally made it!" Mei yelled with a wide smile, feeling as proud as ever.

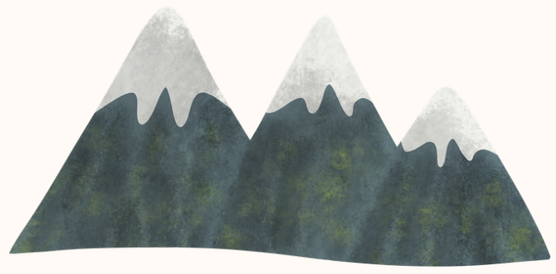
The other three also celebrated together as tears of joy ran down their faces. All of them were over the moon, feeling as if a heavy weight had been lifted off their shoulders. The King awarded Mark the gem, saying, "Great job, dear!"



They exited the kingdom together, feeling elated and skipping happily in sync. They made their journey back to Ice Island to place the magical gem on a special stand. Once they arrived at Ice Island, they protected it, making sure it was safe and sound. Every day, they dreamed of the magical gem until they passed on, leaving it for the next generation.

Princess Snowy Saves the Day!

Written by Layla Ho, 3 Excellence



Once upon a time, in the Crystal Clear Jade Mountains, trouble was brewing. The bad guy, Revenge Dude, was creeping up the tallest mountain.

"Muahaha! That treasure chest! The treasure is all mine! No one else can open it!" he exclaimed as he took out his new portable key.

"This key can open anything! And to add to that, it opens things as fast as lightning!" he exclaimed.



Then, he took a deep breath and looked around. Since no one was nearby, he decided to lie down and enjoy the nice, cool air blowing against his skin.

Just as he was about to sit down, he saw Princess Snowy in the distance. Revenge Dude felt like he was going to erupt.

"That troublesome princess! Just let me carry out my plans!" he shouted angrily. "I had better grab the treasure and run! Hopefully, she didn't see me," he said.

He looked at the treasure chest. It seemed as if it was calling to him! Revenge Dude was just about to open the chest when Princess Snowy swooped in.

"Not so fast!" she exclaimed.



"Tee hee!" Revenge Dude sneered. He ran away, thinking that he could escape. However, he was wrong. Princess Snowy flew after him and grabbed his collar.

"You're not going anywhere except to jail!" she shouted proudly.



Revenge Dude scowled, but he had to admit it: he was going to jail. Just then, he remembered his new portable key sitting in his pocket. He flashed an evil smile. However, when he put his hand into his pocket, he gasped. There was nothing there!

"I must have lost it!" he thought.

Just then, they reached the jail. As Princess Snowy locked Revenge Dude up, the whole city started cheering. Everyone was happy that Princess Snowy had saved the day once more.

As Princess Snowy walked through the crowded streets, signing autographs and blowing kisses to the crowd, she felt contented that yet another mission was complete. She knew that many missions awaited her, but she had a feeling that she could achieve anything and go anywhere at any time she chose.

Wishing Chair

Written by Zhu Peikun, 3 Excellence

Hati was a nine-year-old boy who had big eyes, a round face and short legs. One day, he found a foldable chair. Suddenly, it said, "I am the wishing chair. I can let your wish come true once a day!" Hati's eyes widened, and he was as happy as a flower.

One day, he wished to the chair, "Let that little boy go down the swing!" His wish came true, and he was so happy to have such a good chair.

A few months later, it was his P3 Oral Examination. However, he did not study for it. Instead, he brought the chair to the examination classroom and said, "I want to get full marks for my examination!"

"Okay!" the chair replied in a stern voice.

After the examination, the marks were released. Hati got 100%! He was overjoyed and was over the moon.



After doing the same thing again and again, someone finally caught Hati cheating and took the chair away. Because Hati had not studied hard enough, he did not even know his term work.

Hati asked his mother for help, and she promised to help him if he never did that again. After years of practice, Hati finally caught up with the others' learning progress and improved his scores. He was as proud as a peacock!

From that day on, Hati learnt a valuable lesson, which was to be honest and never give up. He felt very happy to have learnt this lesson and promised never to cheat again.

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Little Red's Adventure in the City

Written by Kwek Zhi Ying, 3 Care



Once upon a time, there lived a little girl named Little Red. She was a nice, cheerful, responsible and adorable girl with braided hair, clean clothes and a clear voice. She lived in the city on her own.

One day, she thought of giving her mother some cookies. She baked some delicious chocolate cookies and set off to see her mother. She was walking happily all the way until she saw a fierce and mean-looking tiger.

"Come and let me eat you, little girl!" shouted the tiger.



"Help! A tiger, a mean one, wants to eat me!" shouted Little Red at the top of her voice. However, no one came to rescue her.

She kept repeating what she had said, but still no one came. Little Red also kept running around in circles to try to shake off the tiger. However, wherever she ran, the tiger could still keep track of her. Little Red's heart was starting to pound fast, and she started to panic because no one was there to save her.

""Please! Someone! Help me catch this tiger!" Little Red shouted at the top of her lungs. Meanwhile, the tiger was still chasing her.

After a very long time of running away and shouting, someone finally came to save her. Little Red looked up and saw that it was her mother. Her mother had some policemen behind her. The policemen were holding guns and pointing them at the tiger. When the tiger saw the guns, it ran far, far away, deep into the forest, as fast as a bolt of lightning.

Little Red hugged her mother and said, "Thank you for saving me!"

"You are welcome, my little girl!" her mother replied.

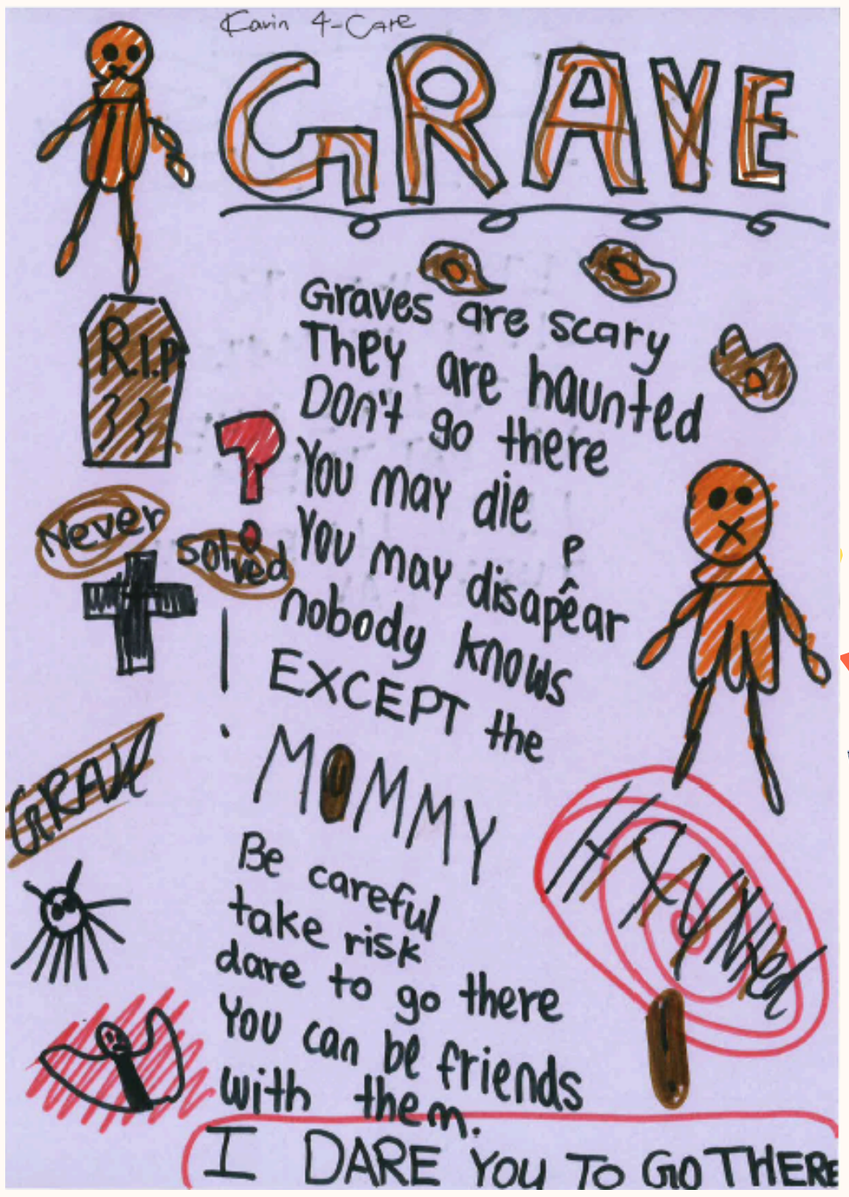
In the end, Little Red gave her mother the delicious cookies, and her mother took her home safely. Little Red learnt never to go near strangers or talk to them ever again, even if they offered her things that she liked very much.

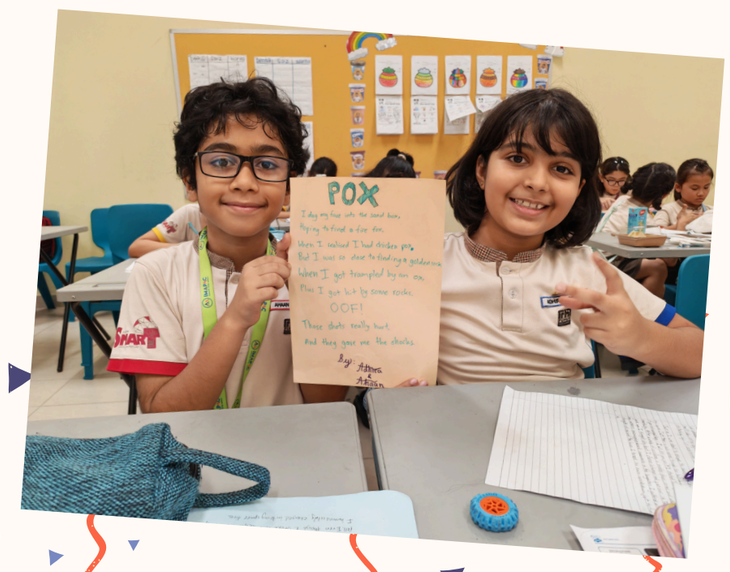


Creative Poems from the P4 Writing Camp

Grave

Written by Anantharajan Kavinmithra, 4 Care

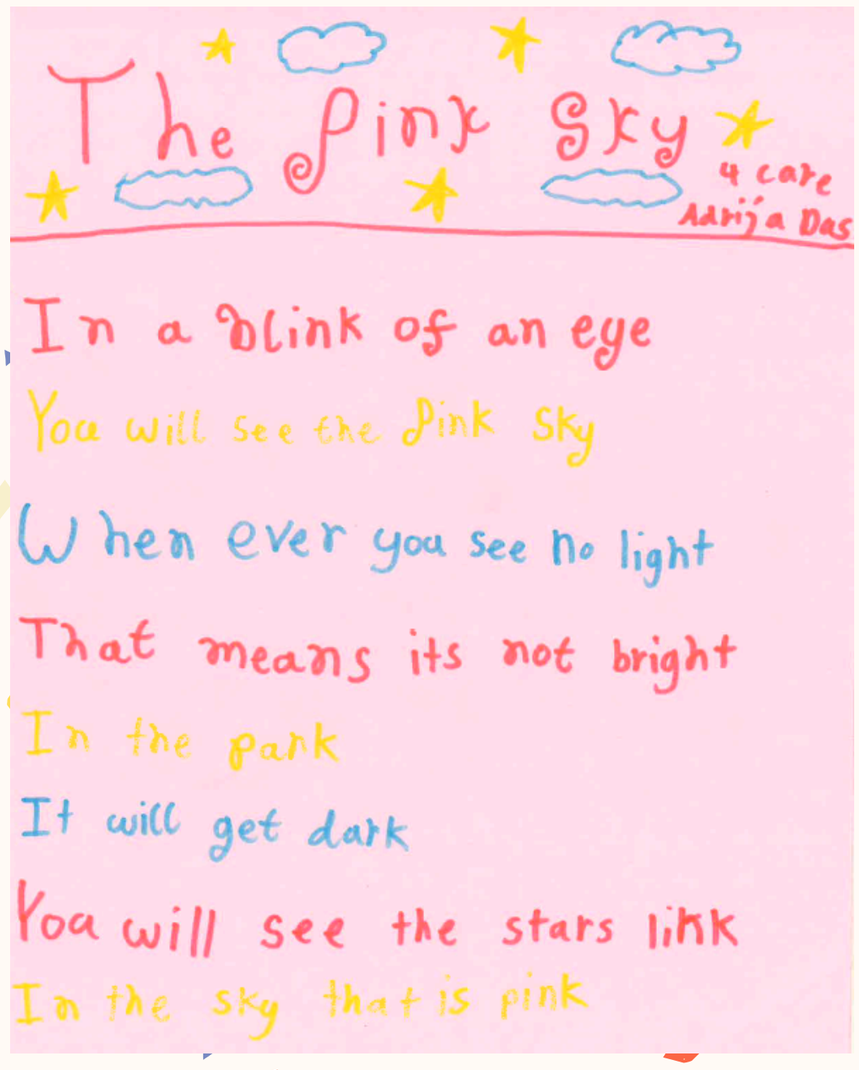






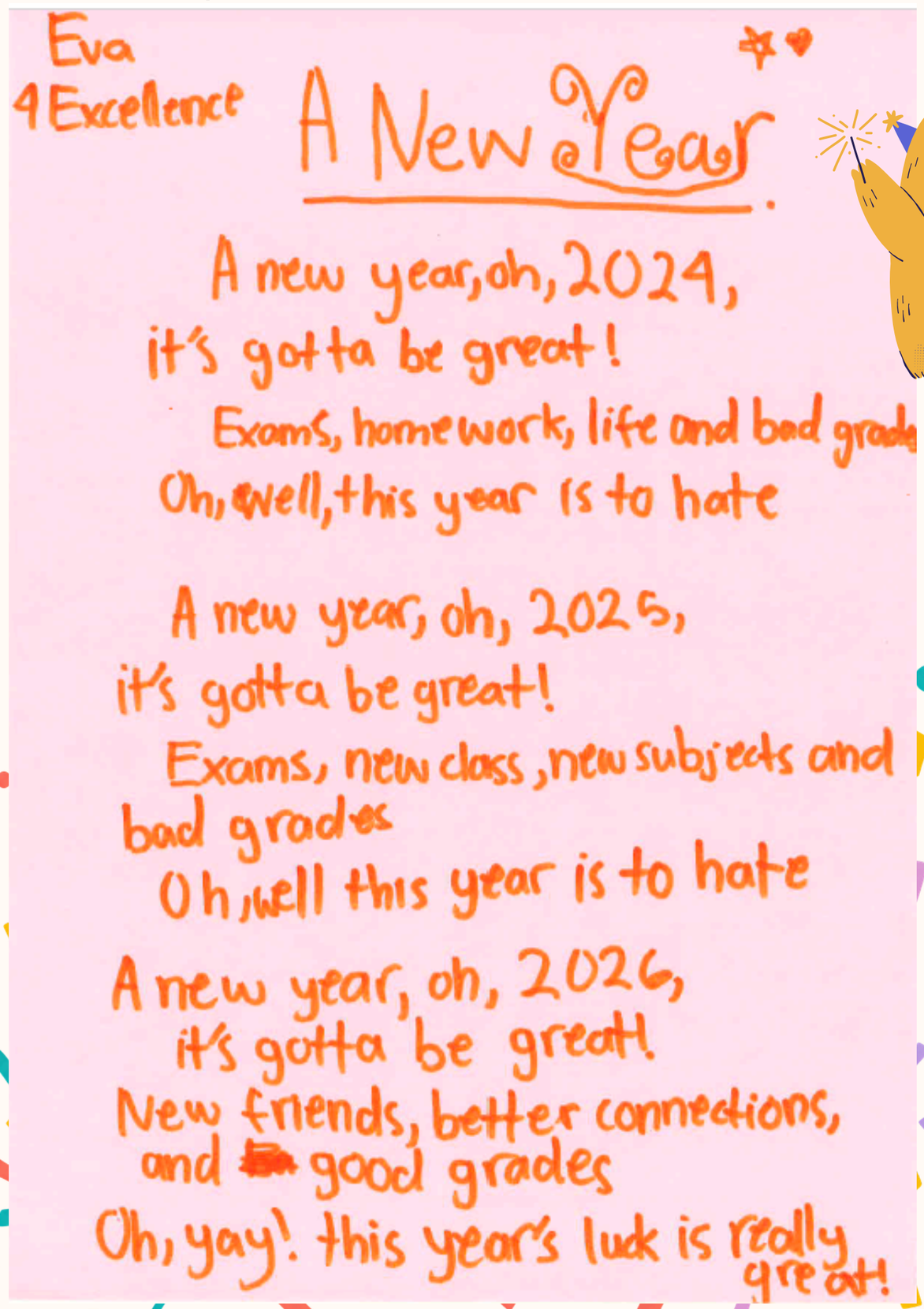
The Pink Sky

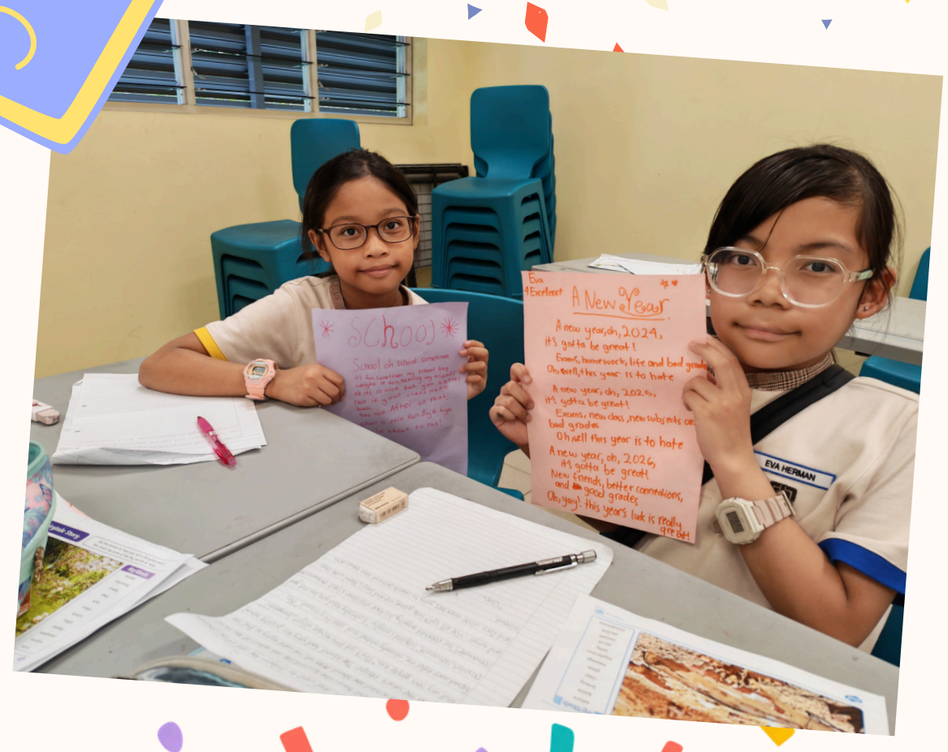
Written by Adrija Das, 4 Care



A New Year

Written by Eva Binte Herman, 4 Excellence







Young Journalists at Work



Good Taste, Unhealthy Life: Take Action Before It's Too Late!

Reported by Voon Zhao Yi, 5 Care

Fried foods such as sausages, chicken nuggets and chicken cutlets are popular choices among students at Fuhua Primary School. Reports in January 2026 showed that students claimed sugary drinks and fried foods were their top choices. However, after the canteen started selling these drinks and foods, the number of cases of illness increased.

"We have noticed changes in students' attendance since unhealthy food was introduced," Principal Mr Jackson said. He concluded that immediate action had to be taken to protect the health of students. He later established a healthy food stall that sold chips with carrots, sugar-free Milo and boiled nuggets. He also restricted every stall in the school from selling fried and sugary foods on Mondays, Tuesdays and Fridays.



"I seem to fall sick less often now after the principal introduced the new rules and the new stall. I even found out that healthy food isn't that bad!" said Zara, a Primary 5 student at Fuhua Primary School.



The changes Mr Jackson made did more good than harm. Afterwards, he also organised a poster-making competition based on the importance of healthy habits to encourage students to eat healthily and live healthier lives.



Other schools were inspired by his actions and aspired to create a healthy eating environment where students could lead healthy and happy lives.

Resident Cat Beats Deadly Snake and Saves Girl

Reported by Princeton Chong and Braxton Tan, 5 Excellence

Ruth, 12, found a highly dangerous black mamba, which has enough venom to kill a person, outside her school at 1.45 p.m. Frightened, Ruth turned to run, but the mamba saw her as a threat and started chasing her.



As the mamba lifted its head to attack, the resident cat, Whiskers, stepped in, striking the snake before it could attack. The snake struck again, but Whiskers swiftly avoided it and pinned the snake down.



It was no surprise to the residents living there, as they had seen Whiskers take down rats, small insects and frogs before. Ruth said, "Even though Whiskers is small, he is extremely strong. I will never forget the day when a cat saved my life."



Animal expert Jason Tan said that Whiskers won because cats naturally have faster reflexes than snakes. Fortunately, Whiskers was not hurt.



Reading Habits & Student Voice Pulse

Inspiring a Love for Reading Through Student Voices

Our students took centre stage as they shared interesting reads and introduced exciting new additions to our school library, inspiring their peers to discover the joy of reading.

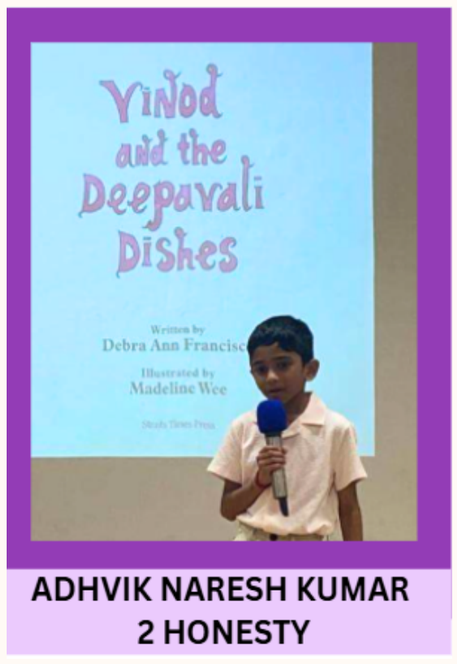
In conjunction with Racial Harmony Day, students introduced books such as *The Amazing Sarong, The Incredible Basket, Why Do the Chinese Shout Yam Seng?* and *Why Do Malays Avoid Pork?* by Edmund Wee. Through these book-sharing sessions, students gained insights into different cultural practices and traditions, fostering greater understanding and appreciation of Singapore's multicultural society.

Beyond Racial Harmony Day, students also played an active role in promoting new additions to the school library. One of our enthusiastic student readers, Ahaan, introduced *You and Me and the Peanut Butter Beast,* encouraging his peers to explore the library's collection.

These student-led sharing opportunities empower students to express their reading preferences, recommend books and inspire one another. By giving students a voice, we hope to nurture a vibrant reading culture where every recommendation sparks curiosity and every story opens the door to new discoveries.



FATHIMA JUWAN
1 CARE



ADHVIK NARESH KUMAR
2 HONESTY





SAADHANA
5 EXCELLENCE



NUR HANNAH
5 EXCELLENCE

Literacy - Supporting Learners through KidsRead

KidsRead nurtures a lifelong love for reading in a warm, engaging and supportive environment. Designed to build students' confidence in using the English language, the programme brings stories to life through interactive read-aloud sessions, lively discussions and hands-on creative activities.

With the support of dedicated teachers and enthusiastic parent volunteers, students receive personalised guidance as they discover the endless possibilities that books have to offer.



Thank you, parent volunteers, for always explaining to us and helping us to spell words.

Check out my artwork!



We look forward to listening to the exciting stories read by Mr Lim and Mr Terrance.

My friends and I work together to tackle engaging questions.

Literacy - Support Learners through the Reading Clinic Programme



At Fuhua Primary, we believe every child deserves to feel confident and excited about reading. Through our Reading Clinic Programme, students selected by their English Language teachers receive targeted support to develop their reading fluency and cultivate positive reading habits in a safe, nurturing environment.

Central to the programme is Paired Reading, where our dedicated Primary 5 student volunteers read alongside younger students twice a week in the school library. These shared reading experiences provide a supportive environment for younger readers to tackle challenging words, expand their vocabulary and build the confidence to become independent readers.

We are deeply grateful to our Primary 5 student volunteers and parent supporters for their contributions towards fostering a vibrant and supportive reading culture in our school community!

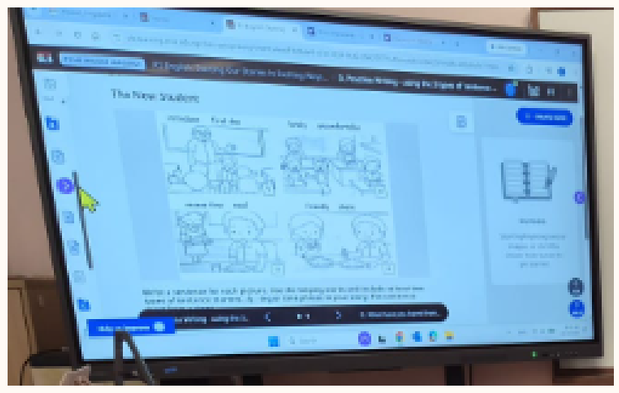




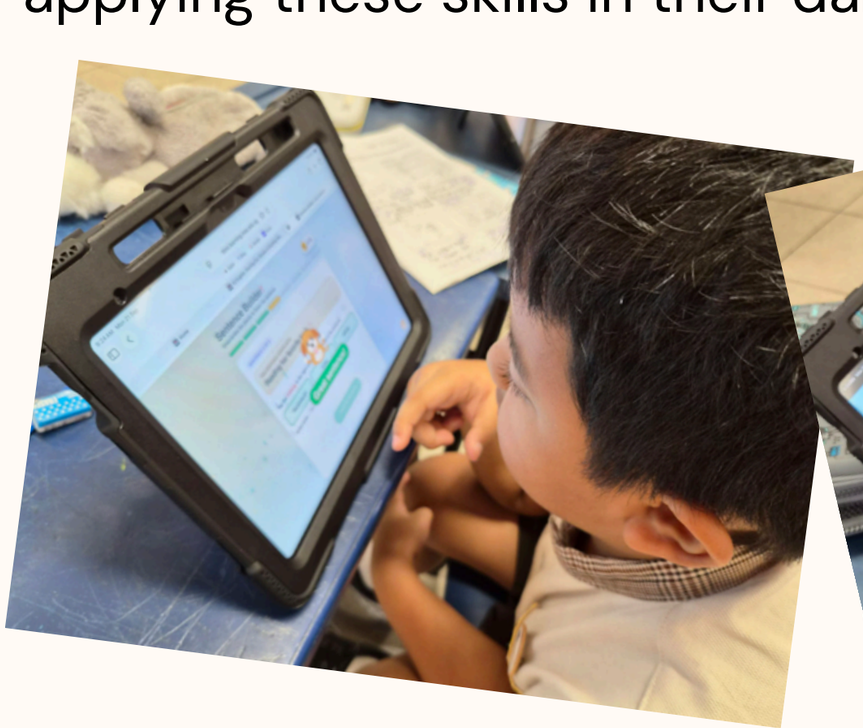
Digital Learning in the EL Classroom

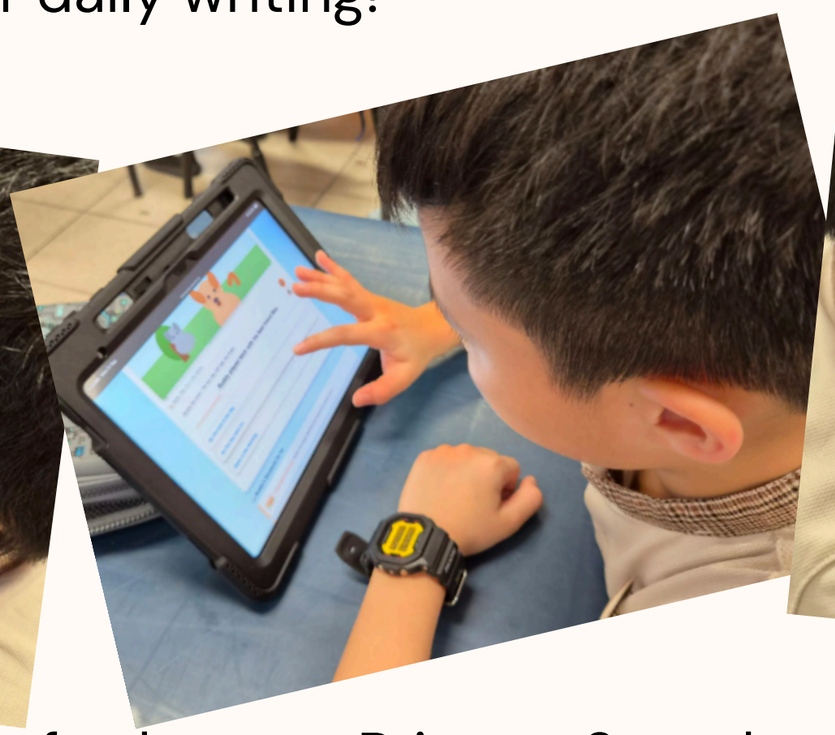
Next-Gen Learning: Using AI to Unlock Better Writing and Deeper Engagement!

Our Primary 2 students explored three different sentence starters through purposeful and engaging AI-generated activities on the Student Learning Space (SLS). These interactive activities also featured built-in read-aloud functions, enabling students to access and understand texts more independently.



Through gamified learning experiences, our young writers gained confidence in using a variety of sentence starters to make their stories more interesting and engaging. They have also begun applying these skills in their daily writing!



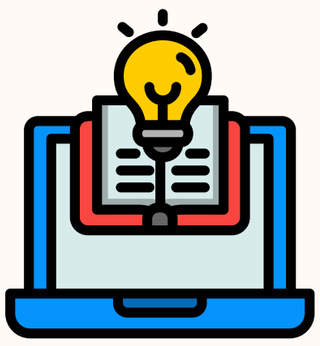




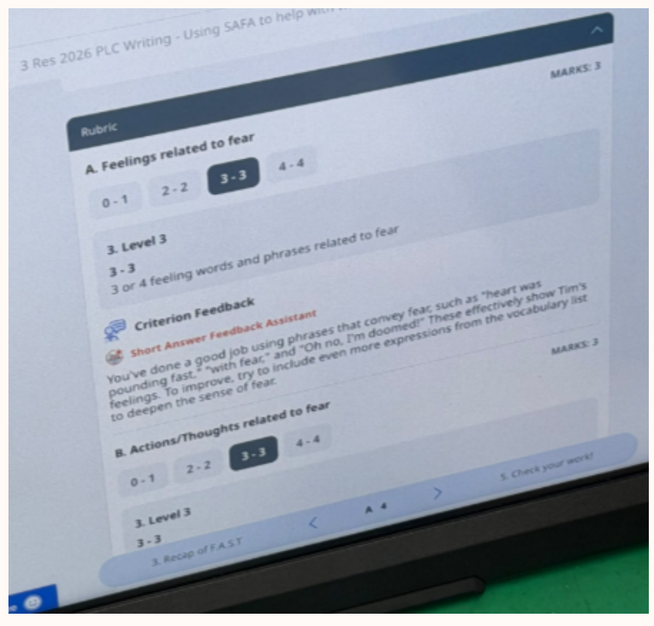
Taking digital literacy a step further, our Primary 3 students embarked on an AI-assisted writing journey to enhance their storytelling skills.

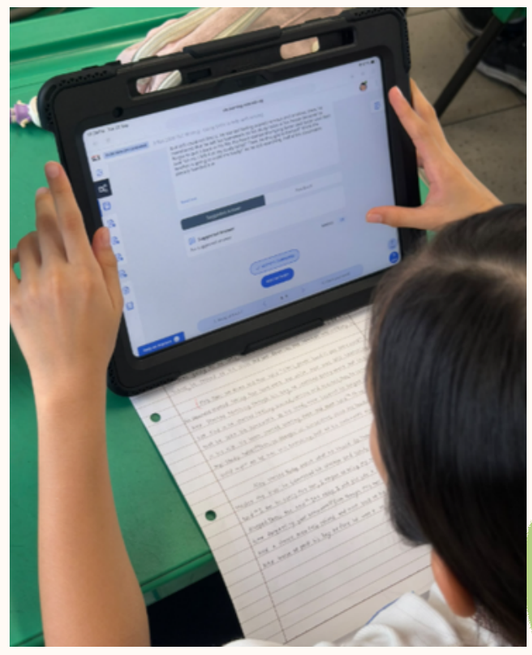
After crafting their initial story drafts, students used the Short Answer Feedback Assistant (SAFA) on the Student Learning Space (SLS) to receive feedback on their writing based on a given rubric. The tool also provided suggestions to help students refine their paragraphs and improve their stories.

Rather than relying solely on technology, our students took on the role of critical editors, carefully reviewing the AI-generated suggestions and deciding which ones to incorporate into their final drafts. This process not only helped them strengthen their grammar and writing skills but also encouraged them to become thoughtful, independent writers who use technology responsibly.









Digital Learning in the EL Classroom

Supporting speaking and presentation (P4 & P5)

In Primary 4, students read a book of their choice and prepare individual book reports using PowerPoint, Canva or Google Slides. Through these presentations, they learn to organise their thoughts, share their perspectives and communicate confidently with their peers.

Building on these skills, our Primary 5 students embark on research projects centred on the topic of “Animals with Jobs” or a theme of their choice. They learn to evaluate the reliability of information sources, acknowledge and cite them appropriately, and organise their findings into engaging presentations. Students also prepare speeches to share their research with their peers.

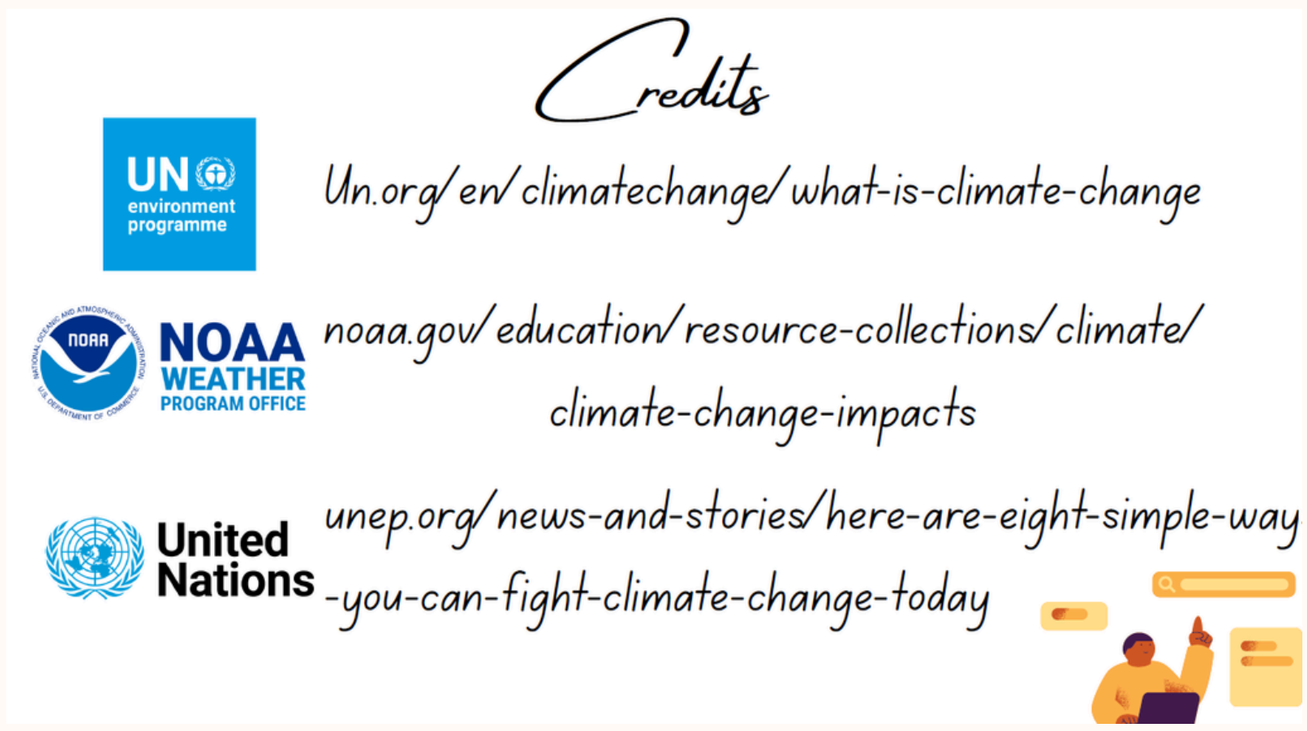
These learning experiences provide students with an authentic audience and a meaningful purpose for speaking. Beyond developing confidence in public speaking, students strengthen their research, information literacy and digital communication skills, equipping them to become thoughtful researchers and effective communicators.



P5 Student presenter



Sample P4 Work



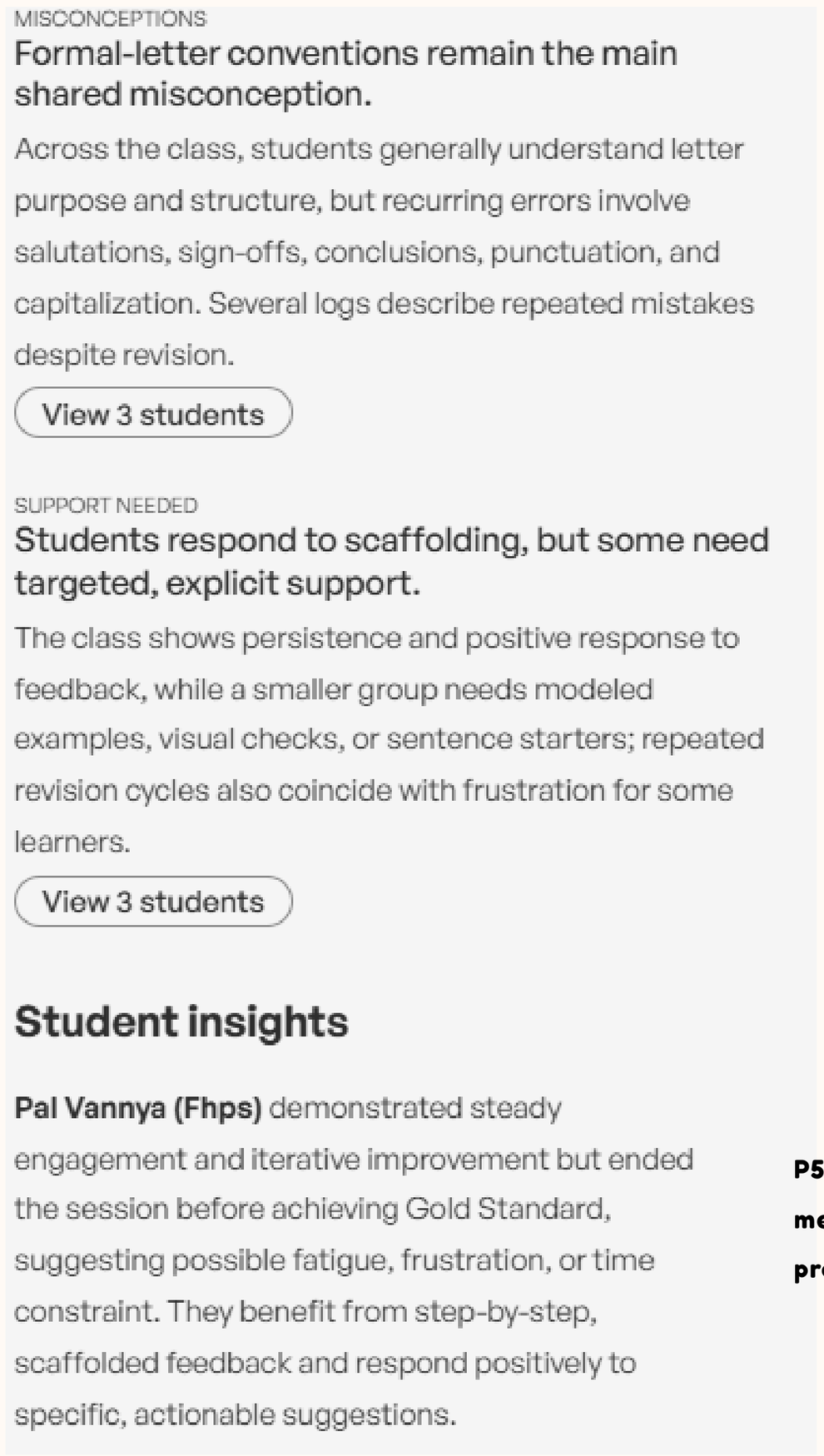
Sample P5 work: Citing reliable sources

Digital Learning in the EL Classroom

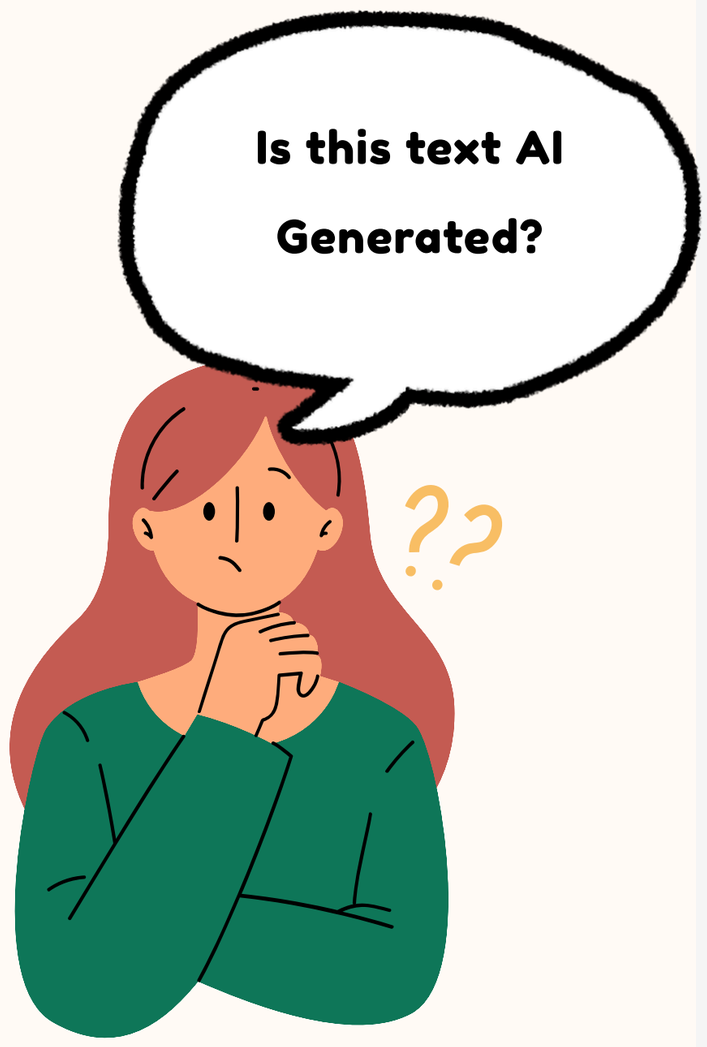
Supporting writing through critique and idea generation (P5 & P6)

In Primary 5 and 6, students explore AI-generated narrative mentor texts to develop their writing skills. They critically examine these texts, focusing on story structure, language choices and content. Students also interact with AI tools such as SchoolAI and SALiS in the Student Learning Space (SLS) to generate ideas and receive suggestions for improving their compositions. In addition, they use AI to build their background knowledge of unfamiliar topics before reading new texts.

These learning experiences encourage students to become more independent and confident writers. Importantly, students learn to evaluate AI-generated suggestions critically, considering their accuracy and relevance before deciding whether to incorporate them into their own writing. By making informed decisions rather than accepting AI-generated responses without question, students develop essential AI literacy skills while retaining ownership of their work.

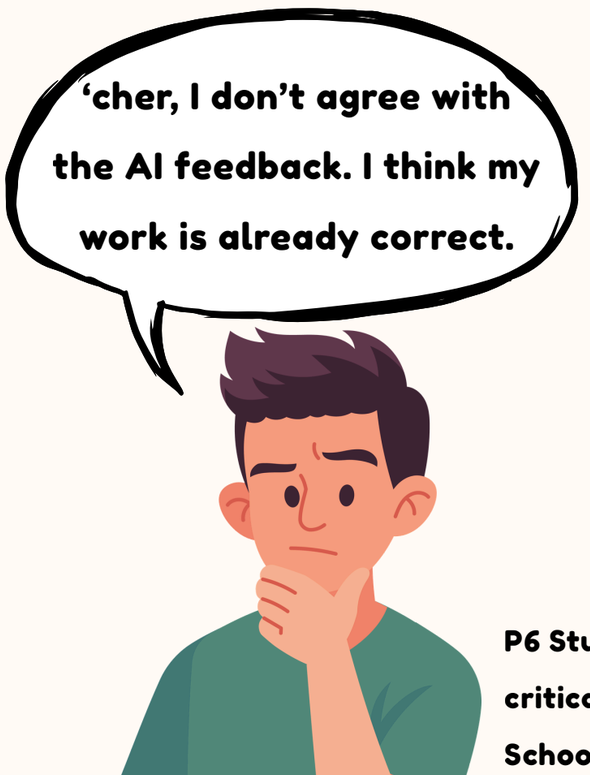


Students getting feedback on their SW



P5 Student was able to identify the mentor text as AI generated and proceeded to analyse and critique it.

Students learning about Tsunamis



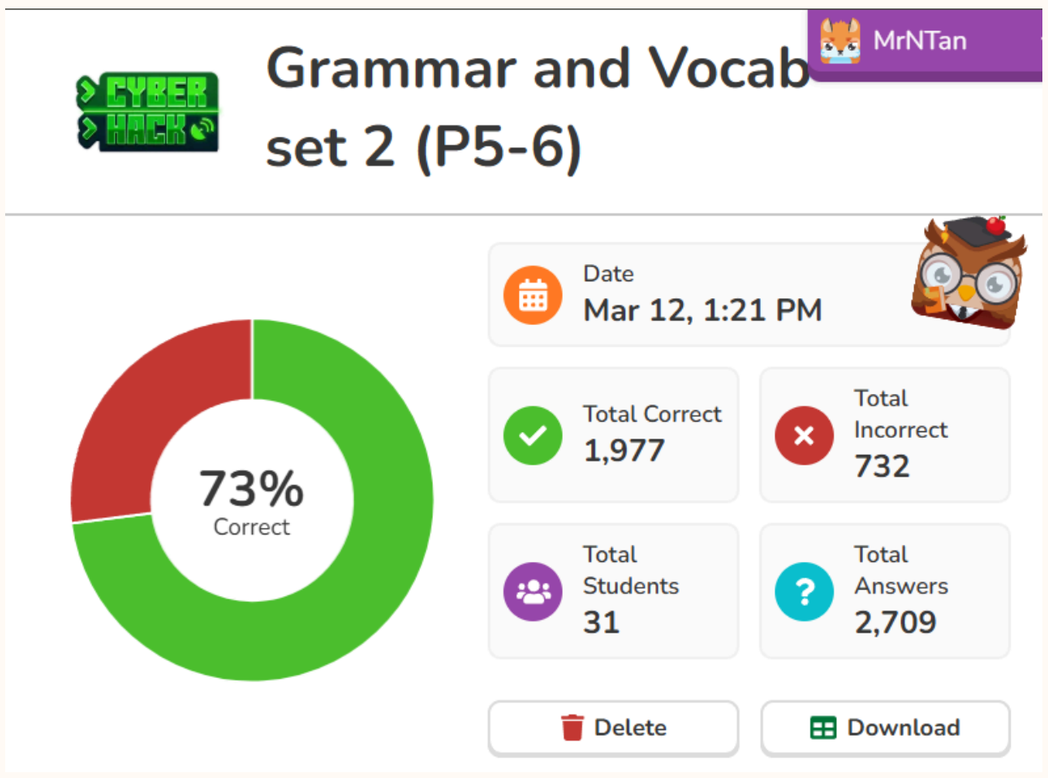
P6 Student was able to be critical of feedback given by SchoolAI

Digital Learning in the EL Classroom

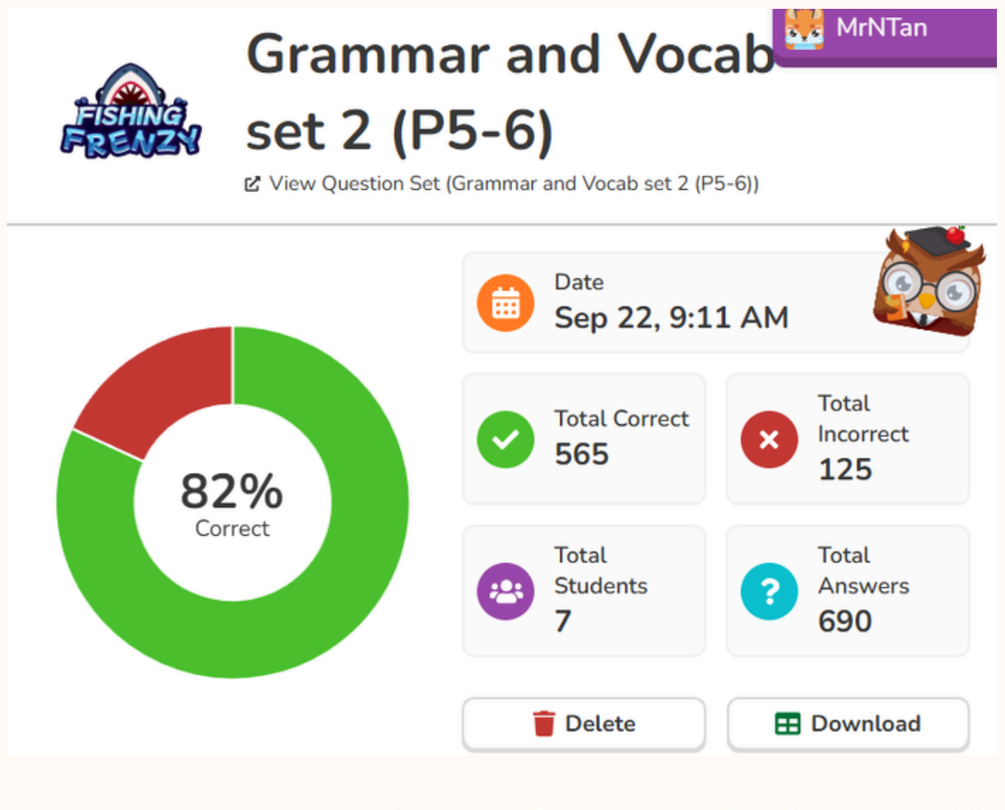
Gamified practice (P4–P6)

Across Primary 4 to 6, students use gamified learning platforms such as Blooket and Quizizz to practise grammar multiple-choice questions (MCQs). These interactive games provide students with repeated opportunities to apply their grammatical knowledge in an enjoyable and engaging manner. Many students look forward to these activities and are motivated to improve their scores. Some have also begun drawing connections between the questions in Blooket and those found in formal assessments, demonstrating a growing awareness of different question types.

Through these fun, low-stakes activities, students are encouraged to recall and apply previously learnt grammatical concepts, reinforcing their understanding and helping them retain what they have learnt. These learning experiences make grammar practice more enjoyable while building students' confidence and motivation to learn.



P6 Class at the start of the year



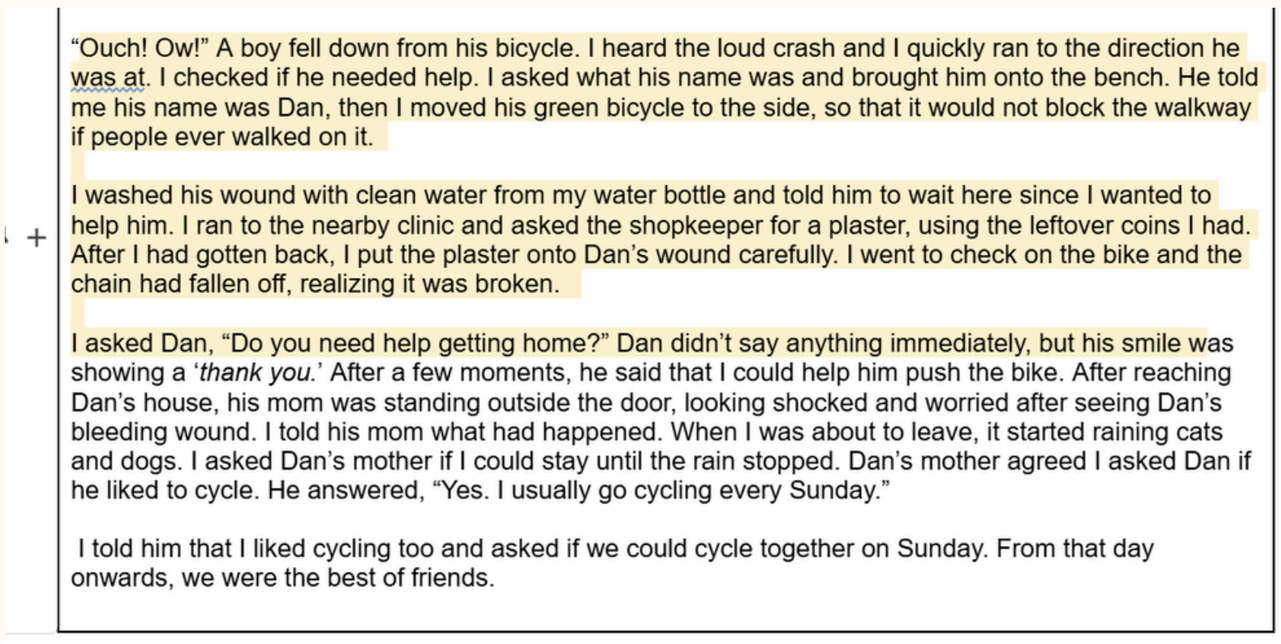
Same class just before Prelims

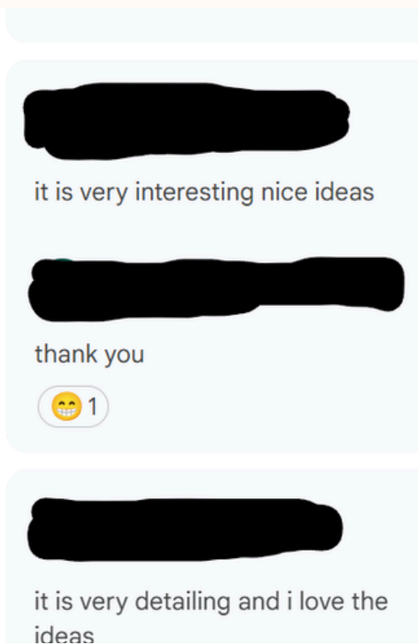
Live feedback and virtual gallery (P6)

In Primary 6, students use Google Classroom to complete and share their work, allowing teachers to monitor their progress and provide timely feedback while they are still working on their tasks. This enables students to make improvements to their work based on the feedback received.

The platform also allows teachers to showcase students' work through a virtual gallery, where students can view and learn from one another's ideas. Students are guided on how to provide constructive feedback and communicate respectfully with their peers.

Through these learning experiences, students develop greater confidence in sharing their ideas, reflecting on their work and learning from others. They also strengthen their communication and collaboration skills while becoming more responsible digital learners.





Student's work being viewed by teacher live. Students giving peer feedback using the comment function on Google Classroom/Google Docs