Briefing by Year Head

2027 P1 Pre-Orientation

5 November 2026

Mdm Siti Halizah Binte Hamzah
Year Head (Lower Primary)
siti_halizah_hamzah@schools.gov.sg

Mdm Goh Cai Yun
Assistant Year Head (Lower Primary)
goh_cai_yun@schools.gov.sg

Briefing Outline

- What is Primary School about?
- Primary1 Experience in School
- P1 Orientation Day
- First Week of School
- School – Home Partnership

What is Primary School about?

1. Laying a strong foundation
2. Nurturing holistic individuals and continuous learning
3. Providing learning opportunities, recognising our children's strengths & developing their potential
4. Preparing our children for the future
5. Providing a safe learning environment to support their well-being



Holistic development for Primary 1 includes:

Prioritising the development of soft skills, including values, social-emotional competencies and self-help skills

Focusing on building learning dispositions for Lifelong Learning, including curiosity, confidence and nurturing the joy of learning



Building strong foundations in literacy and numeracy

Strengthening 21st Century Competencies and Digital Literacy in an age-appropriate manner

Building Strong Foundations:
Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The lower primary curriculum nurtures students'
  - Joy of learning
  - Builds on pre-school foundations
  - Promotes dispositions and attitudes for lifelong learning

Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The following are professionally determined expectations on what most children should be equipped with at the start of P1. Our teachers will continue to build on these to strengthen our students' foundations and nurture active, curious learners.



English Language

- **Listen and Speak** for Enjoyment and Information
- **Read** with Enjoyment and Understanding
- **Communicate** Ideas and Information through **Writing** or Using Symbols or Letter-Like Shapes



Mathematics

- **Basic Understanding** of Numbers Up To 10
- **Compare** Quantities between Two Groups of Objects within 10
- **Recognise** Simple Patterns



Mother Tongue Languages

- **Enjoy** and Show an Interest in **Learning** Mother Tongue Language
- **Enjoy** and Show an Interest in **Listening and Speaking** in Mother Tongue Language
- **Demonstrate** Awareness of Local Ethnic Culture

Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1



Values, Social-Emotional Competencies, Citizenship Dispositions

- Develop understanding of **self and manage own** behaviours
- **Communicate, interact** and build **caring** and **respectful** relationships with others
- Take **responsibility** for own actions



Art

- **Enjoy** Participating in **Art**
- **Express Ideas** and **Feelings** through **Art**
- **Demonstrate** Awareness of Art from Different Cultural Groups



Music

- **Enjoy** Participating in **Music** and **Movement Activities**
- **Express Ideas** and **Feelings** through **Music** and Movement Activities
- **Demonstrate** Awareness of Music and Movement from Different Cultural Groups



Physical Education

- **Enjoy Physical Activities**
- Display **Coordination** in Motor Tasks
- **Demonstrate** Awareness of Healthy Habits and Safety

Building a Strong Foundation: How is it achieved?

Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

Differentiated support for children with differing learning needs

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.



No examinations and weighted assessments at P1 and P2
to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.

Learning Support

- Learning Support Programme (LSP)
  - Identified at the start of Primary 1
  - Conducted by trained teachers
  - Focused on building English language skills
  - Half an hour a day, in small groups of 8 to 10 students

Learning Support

- Learning Support Programme for Mathematics (LSM)
  - Identified at the start of P1
  - Conducted by trained teachers.
  - Focused on developing numeracy skills.
  - 8 periods a week, in small groups of up to 8 students.

Social and Behavioural Support

- TRANsition Support for InTegration (TRANSIT) Programme
  - Students identified with social and behavioural needs
  - Develop foundational self-management skills
  - Conducted by trained teachers and Special Educational Needs Officers
  - Support students in small groups
  - Work closely with parents to ensure that self-management skills learnt in school are practised at home

What is the Experience like in School?

- Building greater confidence and nurturing a stronger intrinsic motivation to learn

- Moving away from over-emphasis on grades





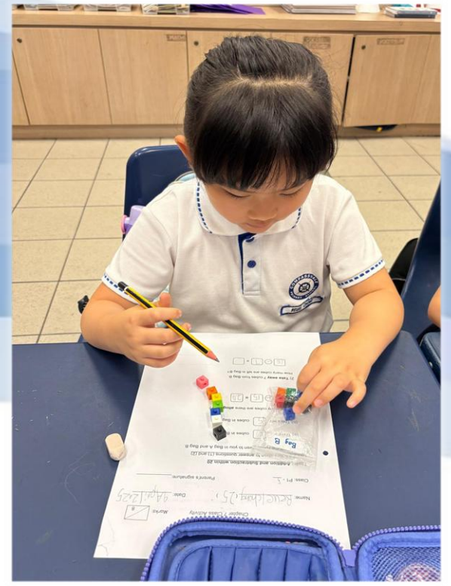


Holistic Assessment

- No examinations and weighted assessments at P1 & P2

- Use of appropriate assessment modes









Holistic Assessment

Holistic Development Profile

Semester 1 2026

Page : 1 of 5
Date :

Name
Age on 1st Jan **Identification No**
Class **S/N** **Course**
Form Teacher
Co-Form Teac

SUBJECT	SEMESTER 1
English Language	
Listening: Listen attentively and follow simple instructions.	Competent
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Accomplished
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Accomplished
Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Competent
Chinese Language	
Listening: Listen attentively to short, simple spoken content related to daily life.	Accomplished
Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.	Accomplished
Reading: Recognise characters taught in Primary 1.	Competent
Reading: Read aloud Primary 1 texts with accuracy.	Accomplished

Holistic Development Profile

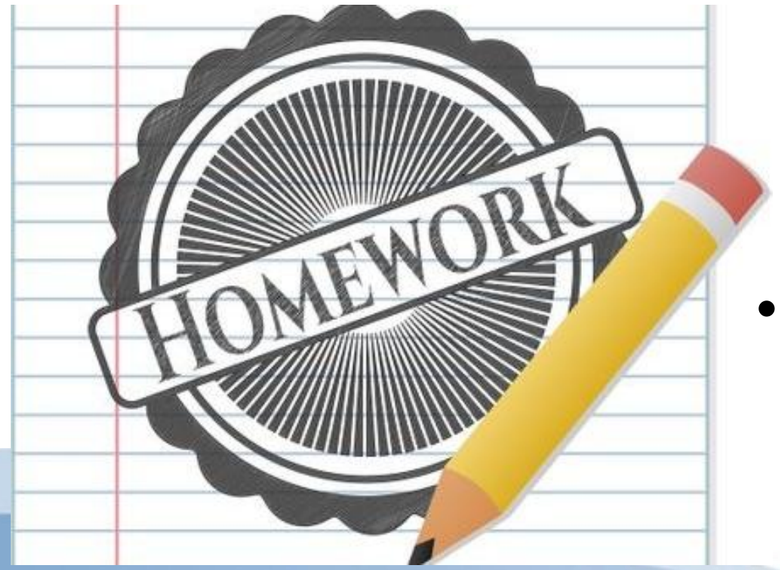
Semester 1 2026

Page : 2 of 5
Date :

Name : **Identification No :**

SUBJECT	SEMESTER 1
Mathematics	
Understand numbers up to hundred.	Competent
Understand addition and subtraction.	Developing
Identify, name, describe and sort shapes.	Competent
Read and interpret picture graphs.	Competent
Social Studies	
Recognise that everyone is unique.	Accomplished
Describe people, places and events by making careful observations, with teacher guidance.	Competent
Share thoughts and feelings with group members, with teacher guidance.	Competent
Ask questions to learn more about self, people and places.	Competent
Art	
Identify simple visual qualities in what they see around them.	Competent
Show interest in looking at a variety of artworks.	Competent
Draw from their imagination and observation.	Accomplished
Share their imagination, thoughts and feelings through art making.	Competent

Homework Policy



- **Homework Policy** is in place to guide parents on the extent of offline and occasional online homework that is given to students.

- Homework helps teachers to assess students' understanding of their learning so that timely feedback can be given to support their learning.

- **No online homework will be assigned to P1 and P2 students.**

SINGAPORE
Student Learning Space

What is SLS?

Our national online learning portal with curriculum-aligned resources for students to learn at their own pace and collaboratively.

In school, students' use of digital tools will be age and developmentally appropriate.

Digital tools are only introduced if they benefit students' learning. For e.g., the discussion feature in Singapore Student Learning Space (SLS) might be used to support collaboration.

SLS onboarding information will be shared with parents via PG announcement in Term 2.

How and when will P1 students use SLS?

Schools will prioritise a **print-first approach** to learning.

In school, students may use AI tools in SLS that provide customised feedback. These tools have in-built guardrails.

P1 to P3 students will not be tasked to use chatbots.

For self-directed learning purposes, students can choose to access MOE Library modules within SLS

Learning Disposition

1

Provide a holistic understanding of student's progress

2

Reflect attitude, motivation and interest that affect student's approaches to learning

CVPS Learning Dispositions

- **C**uriosity
- **P**ersistence
- **R**eflectiveness
- **O**pen-mindedness
- **M**otivation

Learning Disposition

Curiosity



Learning Disposition

Persistence



Learning Disposition

Reflectiveness



Learning Disposition

Open-mindedness



Learning Disposition

Motivation



P1/2027 Orientation Day

Day/ Date	**Monday, 4 January 2027**
Time	**7:30 am to 11:00 am**
Attire	**School Uniform with School Tie**

***Details will be posted on Parents Gateway (PG) in mid December**

First Week of School

Attire	Day/Date
School Uniform with School Tie	Monday, 4 January 2027
Physical Education (PE) Attire	Tuesday, 5 January 2027 to Friday, 8 January 2027

Personal Care Kit



Tissue Paper



Antibacterial Wipes (Wet wipes)



Disposable/Reusable mask



Thermometer (given by HPB)



Hand Sanitizer

COMPASSVALE PRIMARY SCHOOL

Personal Items

- Label all personal items for ease of identification including shoes, pinafore and school uniform
- P1 level letter on the items to be submitted in week 2 will be posted on Parents Gateway (PG) on Friday, 8 January 2027







COMPASSVALE PRIMARY SCHOOL

P1 Recess & Lunch Buddy













P1 Recess & Lunch Buddy









Break Time

Break	Day	Day/Date
Recess	Monday to Friday	9:35 am to 10:10 am
Lunch	Tuesday	12:10 pm to 12:40 pm
Snack Break	Monday Wednesday Thursday Friday	12:00 pm

Recess and Lunch

- Parents are not allowed to enter the school premises
- Do not bring food for your child during recess, lunch or snack break times
- Bring packed food from home
- Encourage your child to be independent

Snack Break

- Monday, Wednesday, Thursday and Friday at 12 pm
- 10 minutes
- In the classroom
- Bite-sized food
- Dry snacks
- Healthier Choice logo

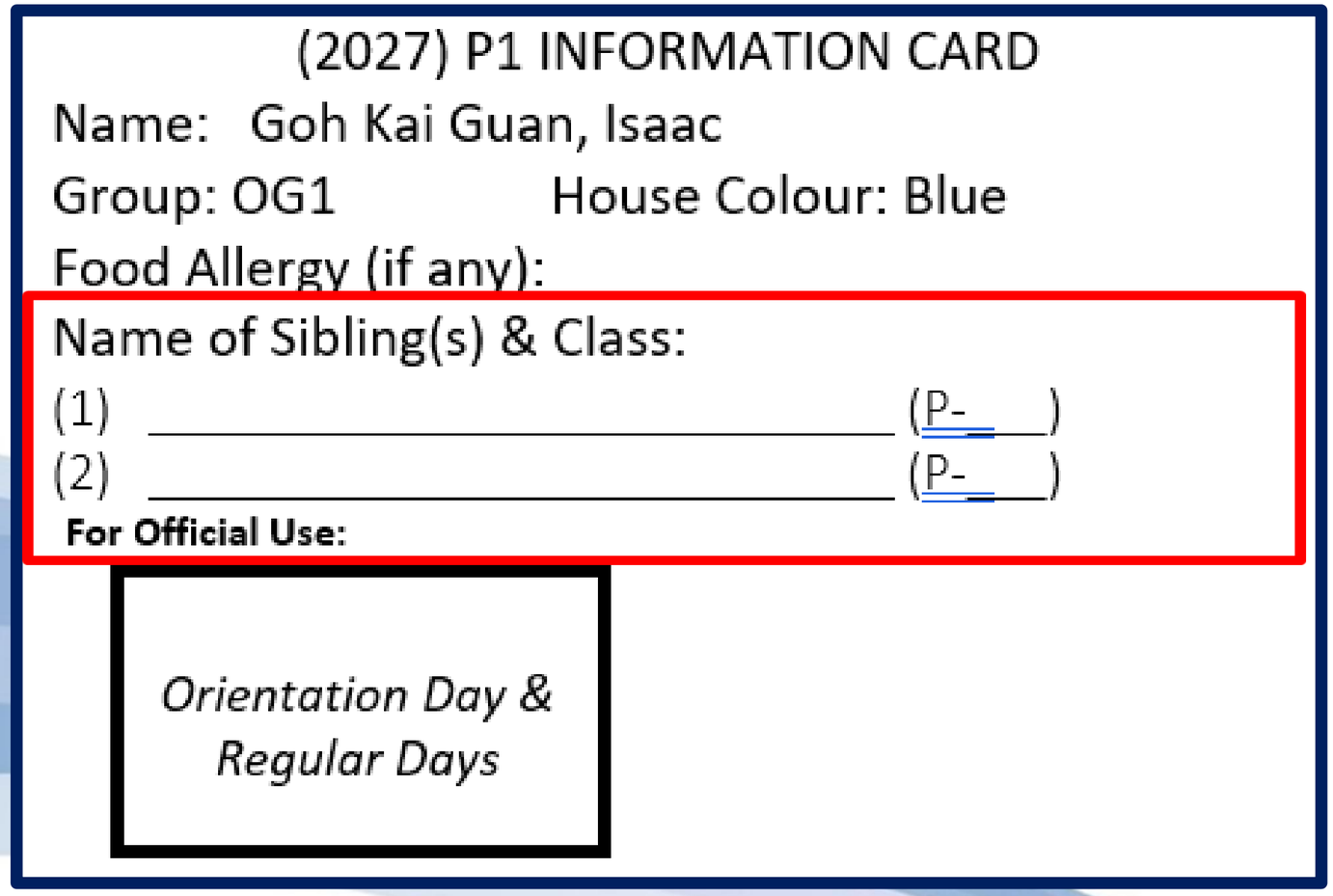








P1 Information Card (Front)


(2027) P1 INFORMATION CARD

Name: Goh Kai Guan, Isaac

Group: OG1 House Colour: Blue

Food Allergy (if any):

Name of Sibling(s) & Class:

(1) _____ (P-___)

(2) _____ (P-___)

For Official Use:

Orientation Day & Regular Days

***Student's class will be confirmed on Wednesday 6 January 2027**

P1 Information Card (Back)

For Parents: Please tick the mode of dismissal on **Orientation Day (4 Jan) & Regular Days (5 Jan onwards)**. *(*Please circle)*

Orientation Day & Regular Days (5 Jan onwards):

☐ **Waiting for sibling**

☐ **Student Care:**
NASCANS

☐ **School Bus:**
*(1 / 2 / 3 / 4 / 5)

☐ **Basketball Court (BBC)**

☐ **Gate 4**

P1 First Week of School
Dismissal Timing

Day/Date	Dismissal Timing
Tuesday, 5 January 2027 Wednesday, 6 January 2027 Thursday, 7 January 2027 Friday, 8 January 2027	1.10 pm



COMPASSVALE PRIMARY SCHOOL

Primary 1

Information Booklet

Information included:

- Attire
- Items to bring
- Morning assembly
- Recess and lunch
- Snack break
- Dismissal
- School Rules
- Useful school information
- Useful contact numbers

Note:
The P1 Orientation Information Booklet will be posted in mid November 2026 via Parents Gateway (PG).

Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:

New friends and teachers



New routines

New learning environments

Smoothening the transition to Primary 1

1. Transition is the process in which a child moves into a new environment

2. When moving from pre-school to primary, a child will have to adapt to unfamiliar setting and routines

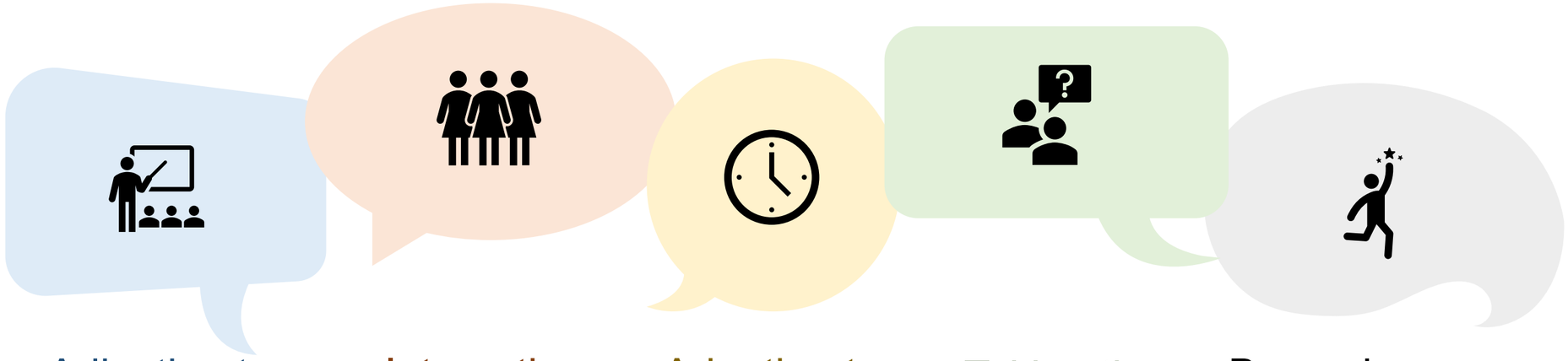
When your child has transited well, he/she will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/ or peers for support when needed
- Be more ready to learn



How can you prepare your child for Primary 1?

You can start talking to your child about the following:



Adjusting to a larger learning environment

Interacting with more peers and teachers

Adapting to longer school hours and new routines

Taking the initiative to ask for help

Becoming more independent and responsible

Try these conversation starters:

I had a good day at work today. *[Parent to share what they enjoyed]* How was your day? Which part did you enjoy the most?

Let's both remember someone that we met today who did a kind deed for us?

I learnt something new at work today. I am sure you did too. Can we teach each other what we learnt?

School-Home Partnership

3 areas we can work together to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



School-Home Partnership

Respectful Communication

Foster kind words and actions between schools and educators



- Listen to and understand each other's perspectives and concerns regarding each child
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers
- Respect each other's time by communicating during working hours

School-Home Partnership

Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

COMPASSVALE PRIMARY SCHOOL

School-Home Partnership

Real Connections

Cultivate strong relationships and healthy habits in this digital age

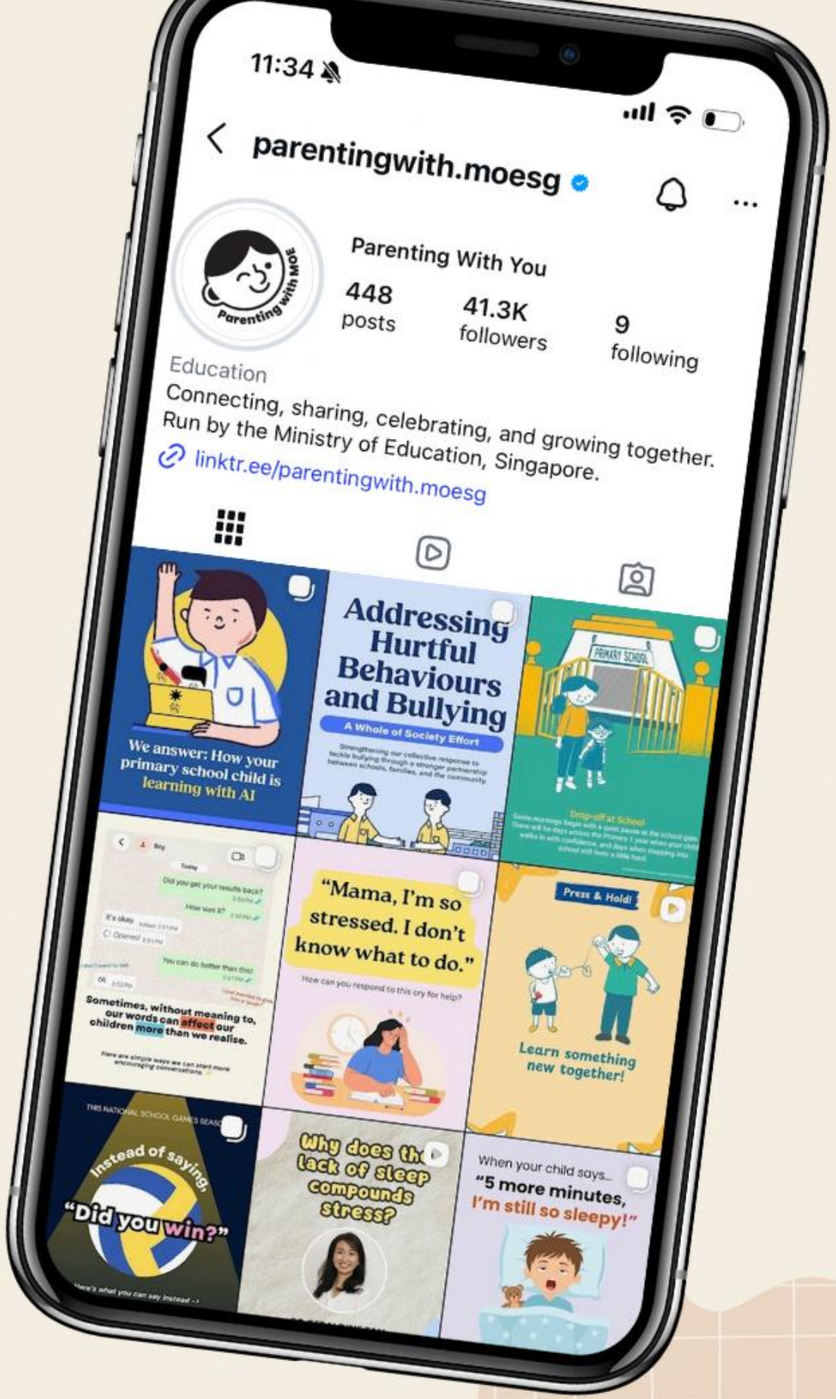
Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations



Provide a balanced mix of engaging online and offline activities, at school and at home





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GO.gov.sg

School-Home Partnership

Create the right environment at home to enable our children to continue learning both in and out of school.

Our children will carry with them the right learning attitude to primary school when parents work to develop these from a young age.

Our children do best when schools and parents work hand in hand to support them.

Admin Matters

Edusave Standing Order

Edusave Account

- Opened automatically for all Singapore Citizen students
- Can be used for enrichment programmes organised by school
- Miscellaneous fees
- To use the Edusave funds, parents will need to submit the online Standing Order Form with either parent's SingPass login.

Apply for eGIRO

- All parents are encouraged to apply for GIRO account.
- Can be used for child's school and miscellaneous fees.
- Will also be extended to cover their payment of enrichment programmes, school charges and deduction of national examination fees (PSLE and GCE Examinations), where applicable.
- You will receive an email acknowledgment within 2 working days after submitting your application.

Apply for eGIRO

Submit eGIRO by	Receive Email Confirmation By
25th of the month (January to October)	First week of the following month
25 November or December	First week of February

Thank You