

3 July 2026

Dear Parents/Guardians,

Re: Primary 6 School-Based Assessment for Semester 2 2026

As students prepare for the Preliminary Examination, we would like to share the assessment schedule and some suggestions to support your child's preparation.

Details of the Preliminary Examination for Primary 6 students are provided in Annex A. Please also refer to Page 24 of the Student Diary for the procedures to follow should a student be absent on the day of an assessment. Please note that there will be no make-up assessments for the Preliminary Examination.

To support the development of students as self-directed learners, we have included a set of study strategies and self-reflection tools in Annex B to encourage students to take ownership of their learning by setting goals, monitoring their progress, reflecting on their understanding and identifying areas for improvement.

We appreciate your partnership in supporting your child's learning. Should you require further clarification, please contact your child's/ward's form/subject teachers.

Thank you

Regards,



Mdm Fauziah
Head of Assessment

Annex A

PRIMARY 6 PRELIMINARY EXAMINATION (100%)

Date	Subject / Paper	Duration	Remarks
27 - 28 July (Monday & Tuesday)	Standard & Foundation English and Mother Tongue Language Oral Examination	-	After school curriculum (more details regarding the timing will be provided separately)
17 August (Monday)	Standard & Foundation English Language Listening Comprehension Examination	-	During curriculum time
18 August (Tuesday)	Standard & Foundation Mother Tongue Language Listening Comprehension Examination	-	During curriculum time
19 August (Wednesday)	Higher Mother Tongue Language Paper 1 (Writing)	50 min	Composition (To choose 1) - Situational writing - Continuous writing
	Higher Mother Tongue Language Paper 2 (Language Use)	1 h 20 min	语文应用与阅读理解文 一、语文应用 阅读理解 (2 个篇章)
			- Peribahasa - Mengedit Teks - Kefahaman 1 - Kefahaman 2
20 August (Thursday)	Standard & Foundation English Language Paper 1 (Writing)	1h 10 min	- Situational Writing - Continuous Writing
	Standard English Language Paper 2 (Language Use)	1 h 50 min	Booklet A - Grammar MCQ - Vocabulary MCQ - Vocabulary Cloze - Visual-Text Comprehension MCQ Booklet B – Open-Ended Questions - Grammar Cloze - Editing for Spelling and Grammar - Comprehension Cloze - Synthesis and Transformation - Comprehension

Date	Subject / Paper	Duration	Remarks
	Foundation English Language Paper 2 (Language Use)	1 h	Booklet A – MCQ - Grammar - Vocabulary - Punctuation - Visual-Text Comprehension Booklet B – Open Ended Questions - Form Filing - Editing for Spelling and Grammar - Synthesis and Transformation - Comprehension Cloze - Comprehension
21 August (Friday)	Standard Mathematics Paper 1 Paper 2	1 h 10 min 1 h 20 min	All P1, P2, P3, P4, P5 and P6 topics & Conceptual Skills - MCQ - Short Answer Questions - Long Answer Questions
	Foundation Mathematics Paper 1 Paper 2	1 h 45 min	All P1, P2, P3, P4, P5 and P6 topics & Conceptual Skills - MCQ - Short Answer Questions - Long Answer Questions
24 August (Monday)	Standard Mother Tongue Language Paper 1 (Writing)	50 min	Composition (To choose 1) - Picture composition - Continuous writing
	Standard Mother Tongue Language Paper 2 (Language Use)	1 h 40 min	一、语文应用 二、短文填空 三、阅读理解一 四、完成对话 五、阅读理解 二 (2个篇章)
			- Penggunaan Bahasa - Imbuhan - Peribahasa - Golongan Kata - Kefahaman 1 - Frasa - Kefahaman 2
			- வேற்றுமை - செய்யுள் / பழமொழி - அடைமொழி / எச்சம் - முன்னுணர்வுக் கருத்தறிதல்



Lives Empowered, Lives Touched

EDGEFIELD
PRIMARY SCHOOL

Date	Subject / Paper	Duration	Remarks
			- தெரிவிடைக் கருத்தறிதல் - மற்றும் சொற்பொருள் - ஒலி வேறுபாட்டுச் சொற்கள் - கருத்து விளக்கப்படக் கருத்தறிதல் - சுயவிடைக் கருத்தறிதல்
	Foundation Mother Tongue Language Paper 2 (Language Use)	40 min	语文应用与阅读理解文 二、 语文应用 三、 阅读理解 (2 个篇章)
			- Penggunaan Bahasa - Kefahaman 1 - Kefahaman 2
			- மொழிப் பயன்பாடு - வாசிப்புக் கருத்தறிதல் - நடைமுறை சார்ந்த பனுவல்
25 August (Tuesday)	Standard Science	1 h 45 min	All P3, P4, P5 and P6 themes Booklet A – MCQ
	Foundation Science	1 h 15 min	Booklet B – Structured Questions

**If your child/ward is exempted from MTL or taking NTIL/ Foreign Languages in lieu of MTL, he/she is still expected to report to school on the day of MTL Exams. He/She is permitted to read on his/her own or carry out self-revision for the next paper.*

Annex B

SMART REVISION GOAL

To help students become better learners, they can set SMART goals.

I will use the Pomodoro Timer to stay focused

The Pomodoro method is a way to help you focus better when studying.

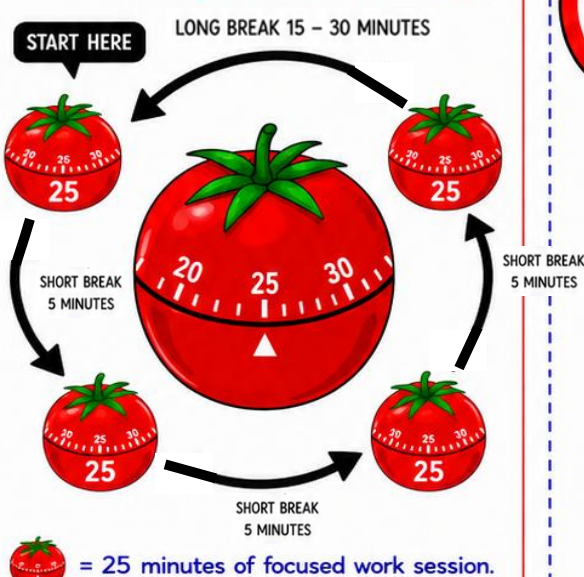
You set a timer for 25 minutes and do your work without stopping.

Then, take a short 5 min break.

After four rounds, you can take a longer break (15–30 min).

This helps your brain stay fresh and makes studying easier and more fun.

THE POMODORO TECHNIQUE



Source: The Pomodoro Technique® developed by Francesco Cirillo.



You can repeat the Pomodoro cycle as many times as needed based on your study schedule and revision goals. Remember to take the longer break after every four rounds.



S
SPECIFIC



I will identify what I need to improve and plan what I will revise each day.

I will focus on understanding the concepts so that I can improve.

M
MEASURABLE



I will track my progress and record what I have studied or completed.

I will keep a diary or checklist to see my progress.

A
ATTAINABLE



I will set realistic targets that I can achieve with my time and effort.

I will follow a plan that fits my daily routine and do my best consistently.

R
RELEVANT



My goal is important for my learning and helps me succeed.

Better learning now will help me build confidence and do well in my assessments.

T
TIME-BASED



I will follow my plan consistently until the exam.

I will start now and stay committed to my plan every day.

Illustrations generated using ChatGPT (OpenAI).



RESOURCES FOR REVISION



Using the right resources and strategies helps students understand better, remember key information and feel more confident.

1 MIND MAP

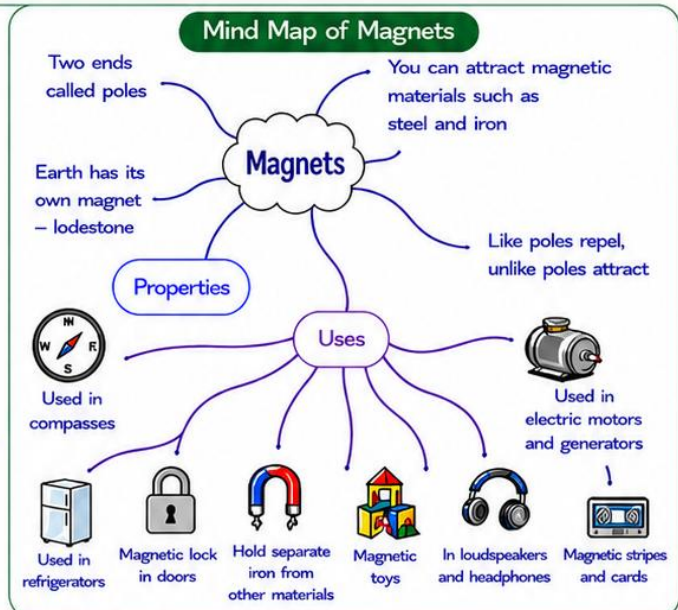


A mind map is a diagram that helps you arrange your ideas clearly and understand things better.

You start with one big idea in the middle, then draw lines to smaller related ideas around it – like the branches of a tree.

You can add words, drawings, or colours to make it more fun and easier to remember.

It's a great way to learn and remember important facts.



2 FLASHCARDS



Q

What are the factors affecting the rate of photosynthesis?

FRONT

A

Amount of carbon dioxide, light and water

BACK

Flashcards are small cards that help you remember concepts or facts. One side has a question, and the other side has the answer or meaning. They are useful for practising and testing yourselves.

How to create flashcards:



1. Choose a topic
e.g. English Language or Mother Tongue Language, vocabulary, Math facts or Science concepts.



2. Write a question or keyword on one side
e.g. "What is 6×4 ?"



3. Write the answer on the back
e.g. "24".



4. Use colours or drawings to help you remember.



5. Practise regularly, mix the cards, and try to answer before flipping them.

3 REVISE SMART WITH SCHOOL RESOURCES



Before exams, it's helpful to review your textbooks, notes and try the questions in your worksheets, workbooks, SLS quizzes and practice papers online because it helps you:

Remember and understand what you have learnt.
Become more familiar with different types of questions.
Practise questions you answered incorrectly before, to learn from your mistakes.
Identify concepts, facts or skills you are still unsure about to help you decide what to revise.

When you practise regularly:



You feel more confident.



You are better prepared for the exam.



Illustrations generated using ChatGPT (OpenAI).

SELF-REFLECTION



SELF-REFLECTION means thinking about learning.

It helps students identify the mistakes they made and understand why they made them. When students know their mistakes, they can learn from them and try not to repeat them.

This helps students get better at their work, feel more confident, and be more prepared for their exams.

Students can also create a reflection form for each subject to think about what they did well and what they can improve.

SELF-REFLECTION TEMPLATE



FOCUS ON WHAT MATTERS

You don't need to write about every question answered incorrectly.

Choose questions or skills:



you didn't understand at all



you often get wrong



you want to get better at



Questions / Skills / Concepts

I Got Wrong:

(Write down the question number / skills / concepts you had trouble with)



What Went Wrong:

(Write what mistake you made or what you didn't understand)



What I Should Have Done:

(Write the correct method or answer)



What I Will Do Next Time:

(e.g., check my working, read the question carefully, revise this topic again)



Encourage

Encourage regular revision rather than last-minute studying before exams.



Listen

Listen to their reflections and show understanding and support.



Plan Together

Help your child plan how to improve and stick to the plan.



Celebrate Progress

Celebrate their efforts and improvements, no matter how small.

Reflection helps students learn from mistakes, build confidence, and achieve their best.

Thank you for partnering with us in your child's learning journey.

