Primary English Oral Practice (P3 to PSLE)

Primary 3 to 6 and PSLE · English

The Singapore Syllabus

1 How the PSLE English oral works

Paper 4 (Oral Communication) has two parts that are not linked by theme. In Reading Aloud, your child reads a passage to suit the purpose, audience and context of a given situation. In the Stimulus-based Conversation, your child talks with the examiners on a topic based on a photo. SEAB publishes this format for the PSLE only. Schools set their own Primary 3 to 5 oral exams, so check the format with your child's teacher. Every set in this booklet follows the PSLE shape, so younger children meet the final format early. All passages, photos and questions here are TSS's own practice material, not SEAB papers.

PSLE English Paper 4 (SEAB syllabus examined in 2026)

Part	What SEAB sets	Marks
Part 1, Reading Aloud	One passage, read aloud to suit the purpose, audience and context of a given situation	15
Part 2, Stimulus-based Conversation	A conversation with the examiners on a topic based on one photo	25

- Paper 4 is worth 40 marks, 20% of the PSLE English total. It takes about 10 minutes: 5 minutes of preparation time and about 5 minutes of examination time.
- SEAB assesses the ability to read aloud fluently and expressively with clear and accurate pronunciation, to express personal opinions, ideas and experiences clearly and appropriately to engage the listener, and to speak fluently with clear pronunciation and grammatical accuracy, using a range of appropriate vocabulary and structures.

What to know about the format used since 2025

Point	What it means for practice
40 marks, not 30	The syllabus implemented from 2025 gives the oral 40 of the 200 PSLE English marks (20%). Older guides that say 30 marks describe the format used before 2025.
A situation comes with the passage	Each passage has a situation that names the purpose and the audience, such as a notice to the class or a story for a younger child. Read it first and match the voice to it.
The conversation starts from a photo	The examiners talk with your child about a topic based on one photo. Expect to describe, give opinions and share experiences.
The two parts are not linked	The passage and the photo are on different topics. Prepare each part on its own.

How to use this booklet at home (our suggestion)

Step	What to do
1. Prepare	Give your child about 5 minutes with one passage and one photo description, as in the exam. Your child may read the passage silently and plan what to say.
2. Read aloud	Your child reads the passage to you once. Listen for the sounds and expression points listed under the passage.
3. Talk	You play the examiner. Ask the opening question, then the follow-ups. Let your child speak without interrupting.
4. Feed back	Give one thing that went well and one thing to fix. Then try the same passage again the next day.
5. Repeat	One passage and one conversation set a day for a week is enough to build confidence before a school oral.

- There is no audio with this booklet. Before your child reads, you can read the passage aloud once yourself, slowly and with feeling, as a model to copy. Then let your child read on their own.
- The photos are described in words. To get closer to the exam, find a similar photo in a newspaper, a magazine or on your phone, or sketch the scene together, and talk about that picture.

2 Reading aloud: the sounds and habits to watch

These are common slips when children read aloud. Each passage below lists the words from that passage to practise.

What to listen for

What to watch	How to say it	Practise with
Final consonants	Say the last sound of each word clearly, especially t, d, k and s.	cat, bread, desk, bus stop, kept
Past tense -ed	It sounds like t after sounds such as k, p and s (walked), like d after most other sounds (played), and like an extra syllable, id, after t or d (waited).	walked, played, waited, jumped, needed
Plural and verb -s	Do not drop the s. It buzzes like z after many sounds (dogs, plays) and adds a syllable after s, sh and ch sounds (buses, watches).	books, dogs, buses, she runs
The th sounds	Put the tip of the tongue lightly between the teeth. Think is not tink, and that is not dat.	think, three, mother, the, weather
Consonant groups	Say every sound in groups such as str, spl and nts.	street, splash, months, plants, crisp
Word stress	Stress the right syllable. The stress can move when a word changes.	PHO-to-graph, pho-TO-gra-phy, be-CAUSE, HOS-pi-tal
Long and short vowels	Keep pairs apart so the meaning stays clear.	ship and sheep, full and fool, bed and bad
Pausing	Pause briefly at commas and a little longer at full stops. Do not stop in the middle of a phrase.	After lunch, we walked home.
Questions	The voice usually rises at the end of a yes or no question and falls at the end of a what, where or why question.	Are you ready? Where is it?
Purpose and audience	Match the voice to the situation. A notice to the class is clear and steady. A story for a younger child is warmer and livelier.	Read the situation line first and decide who you are speaking to.

3 Primary 3 reading aloud passages

Three short passages, about 90 to 110 words each.

P3 Passage 1: Where is Biscuit?

Part	Practice passage
Situation	You are reading a short story to your younger cousin at bedtime.
Passage	Mei Ling had a small brown hamster called Biscuit. Every evening, Biscuit ran round and round on his little wheel. One night, Mei Ling heard a soft scratching sound under her bed. She switched on the lamp and looked around. The cage door was open. Biscuit was gone. Mei Ling searched behind the cupboard and inside her slippers. At last, she spotted two tiny eyes peeping out of her school bag. Biscuit was sitting on her pencil case, nibbling a cracker. “So that is where my snack went,” she laughed.
Sounds to watch	Groups: small, scratching, switched, spotted. Past tense: looked and searched end in t, spotted ends in id, laughed ends in t. Final sounds: bed, cage, gone. The th in that.
Expression to watch	Slow down and lower your voice at “The cage door was open. Biscuit was gone.” to show worry. Sound amused and relieved on the last line.

P3 Passage 2: Class trip notice

Part	Practice passage
Situation	You are the class monitor, reading a notice to your class.
Passage	Good morning, everyone. Our class will visit the Botanic Gardens next Friday. Please bring a water bottle, a cap and a small snack. We will meet in the school hall at half past seven. The bus will leave at eight o’clock sharp, so please be on time. Remember to wear your PE attire and comfortable shoes. If it rains, the trip will be moved to the following week. Please hand in your consent form to Mrs Tan by this Wednesday. Thank you.
Sounds to watch	Bottle with a clear t. Wednesday is said WENZ-day. Comfortable has three syllables, COMF-ta-ble. Final sounds: snack, hall, sharp, attire, form.
Expression to watch	Clear and steady, a little slower than a story. Stress the key facts: next Friday, half past seven, eight o’clock sharp, this Wednesday.

P3 Passage 3: Ants on the march

Part	Practice passage
Situation	You are reading a page from a nature book to your classmates.
Passage	Have you ever watched an ant carry a crumb? An ant can lift things much heavier than its own body. Ants live and work together in large groups called colonies. Each ant has a job. Some ants look after the eggs. Others go out to find food. When an ant finds something to eat, it leaves a trail of scent on the ground. The other ants follow this trail, one behind another, all the way to the food. That is why you often see ants marching in a neat line across the kitchen floor.
Sounds to watch	Watched ends in t. Scent has a silent c. Colonies is COL-o-nies. Groups: crumb, trail, ground. Final sounds: ants, eggs, food.
Expression to watch	Let the opening question rise at the end. Sound curious and interested, as if sharing a fact you enjoy.

4 Primary 4 reading aloud passages

Three passages, about 110 to 130 words each.

P4 Passage 1: My first race

Part	Practice passage
Situation	You are reading your diary entry aloud to your class during a sharing session.
Passage	Today I took part in my first swimming competition. My stomach was churning as I stood on the starting block. The whistle blew and I dived into the cool water. I kicked as hard as I could, but halfway through the race, my goggles started to fill with water. I could hardly see the wall. For a moment, I thought about stopping. Then I heard my sister shouting my name from the stands. I gritted my teeth and kept going. I finished fourth, not first, but I was proud that I did not give up. Next time, I will check my goggles twice.
Sounds to watch	Stomach is STUM-uk. Whistle has a silent t. Halfway has a silent l. Past tense: dived ends in d, kicked and finished end in t, gritted ends in id. Group: churning, starting, stands.
Expression to watch	Build tension through the race, then slow down at “For a moment, I thought about stopping.” Lift your voice with pride at the end.

P4 Passage 2: Growing a plant

Part	Practice passage
Situation	You are giving a short talk to your class about how to grow a plant at home.
Passage	Growing a plant at home is easier than you might think. First, choose a pot with small holes at the bottom, so that extra water can drain away. Next, fill the pot with soil and press a seed gently into it, about as deep as your fingertip. Water the soil until it is damp, but not soggy. Place the pot near a sunny window. Check it every day. If the soil feels dry, add a little water. In about a week, a tiny green shoot should push through the soil. Be patient. Plants grow slowly, but watching them change is part of the fun.
Sounds to watch	Choose ends in a z sound. Soil has the oi sound. Patient is PAY-shent. Groups: drain, press, plants, slowly. Final sounds: damp, add, push.
Expression to watch	Sound like a friendly teacher. Pause briefly after First and Next. Stress the warning words: damp, but not soggy.

P4 Passage 3: The dark corridor

Part	Practice passage
Situation	You are reading the start of a mystery story to a group of friends.
Passage	The lights flickered twice and then went out. Ravi froze in the middle of the corridor. Somewhere behind him, a door creaked open. “Hello?” he called. His voice sounded thin and shaky. Nobody answered. He took one careful step forward, then another. Something brushed against his ankle. Ravi jumped and nearly dropped his torch. When he finally switched it on, he found himself face to face with a fluffy grey cat. It blinked at him, yawned, and padded away as if nothing had happened. Ravi laughed so loudly that the sound echoed down the empty corridor.
Sounds to watch	Past tense: flickered, yawned and echoed end in d, creaked, brushed and jumped end in t, padded ends in id. The th in then, thin and nothing. Corridor is COR-ri-dor.
Expression to watch	Read the first half slowly and quietly to build suspense. Let “Hello?” rise and sound unsure. Relax your voice when the cat appears and sound amused at the end.

5 Primary 5 reading aloud passages

Three passages, about 130 to 150 words each.

P5 Passage 1: Green Club announcement

Part	Practice passage
Situation	You are reading an announcement over the school PA system before recess.
Passage	Good morning, pupils. This is an announcement from the Green Club. From next Monday, our canteen will hold a Bring Your Own Container week. If you bring your own lunch box or cup, the stallholders will give you a stamp on your card. Collect five stamps and you can exchange your card for a reusable straw at the General Office. Every day, our school throws away a great many disposable cups and boxes. Small changes, made by many people, can make a big difference. Let us work together to keep our school and our island clean. Thank you for listening.
Sounds to watch	Canteen is can-TEEN. Reusable is ree-YOO-za-ble. Difference is DIF-fer-ence. Island has a silent s. Groups: exchange, straw, stamps. Final sounds: cup, card, boxes.
Expression to watch	Confident and clear, as if every class can hear you. Slow down for the instructions. Sound warm and encouraging in the last two sentences.

P5 Passage 2: Grandpa's bicycle

Part	Practice passage
Situation	You are reading part of a story aloud at a library storytelling session for younger pupils.
Passage	Grandpa's old bicycle had been leaning against the wall of the void deck for as long as Jun Hao could remember. Its paint was peeling, its bell was rusty, and one tyre was completely flat. "Why don't you throw it away?" Jun Hao asked one afternoon. Grandpa smiled and ran his hand along the handlebars. "This bicycle carried me to work every day for thirty years," he said. "It carried your father to kindergarten too." That weekend, Jun Hao and Grandpa spent hours scrubbing, oiling and pumping. When they finally wheeled it out into the sunlight, the bell gave a bright, clear ring, as if it was happy to be remembered.
Sounds to watch	Bicycle is BY-si-kul. Kindergarten has four syllables. Past tense: smiled, carried, wheeled and remembered end in d, asked ends in t. The th in thirty, throw and that.
Expression to watch	Make Jun Hao's question curious. Make Grandpa's voice slower and warmer. Let the last sentence sound bright and happy.

P5 Passage 3: The rooftop garden

Part	Practice passage
Situation	You are reading a short article from a community newsletter to your class.
Passage	On the rooftop of Block 218, something unusual is growing. Two years ago, a group of residents turned an empty corner of the roof into a community garden. Today, rows of chilli plants, kangkong and pandan line the planter boxes. Every Saturday morning, neighbours who once only nodded at one another in the lift now meet to water, weed and share recipes. Madam Rosnah, who started the garden, says the plants are not the most important harvest. "The best thing we grow here," she explains, "is friendship." The residents now hope to invite pupils from the nearby primary school to plant a corner of their own.
Sounds to watch	Unusual is yoo-ZHOO-al. Neighbours is NAY-bers. Recipes is RES-i-pees. Groups: grow, planter, friendship. Past tense: turned and nodded, with nodded ending in id.
Expression to watch	Sound interested and informative. Change your voice slightly for Madam Rosnah's words and pause before "is friendship."

6 Primary 6 and PSLE reading aloud passages

Three passages, about 150 to 170 words each, each with a clear situation, as in the PSLE.

P6 Passage 1: Welcome speech

Part	Practice passage
Situation	You are a student leader reading a welcome speech to Primary 1 pupils and their parents on Orientation Day.
Passage	Good morning, Principal, teachers, parents and our newest pupils. On behalf of the Student Council, I would like to welcome you to our school. Six years ago, I sat exactly where you are sitting now. I remember clutching my mother's hand, staring at the enormous hall and wondering whether I would ever find my classroom. I need not have worried. Within a week, I had made friends, learnt the way to the canteen and discovered that the library had a whole shelf of dinosaur books. Over the next few years, you will try many new things. Some will be easy, and some will be hard. Please do not be afraid to ask for help. Our teachers, and every pupil here, are ready to lend a hand. Once again, welcome. We hope you will be as happy here as I have been.
Sounds to watch	Behalf has a silent l. Council is COUN-sil. Enormous is e-NOR-mous. Past tense: worried and discovered end in d. Groups: clutching, staring, friends, afraid.
Expression to watch	Formal but warm. Pause after the greeting. Smile as you speak about your own first day. Slow down for "Please do not be afraid to ask for help."

P6 Passage 2: The rescue

Part	Practice passage
Situation	You are reading the most exciting part of a story to your classmates during a storytelling competition.
Passage	The rain was coming down in sheets by the time Aisha reached the bridge. Below her, the canal, usually a lazy trickle, had become a roaring brown river. Then she heard it, a thin, desperate whimper. Clinging to a floating branch in the middle of the water was a small puppy, its fur plastered to its tiny body. Aisha's heart pounded. She knew she could not climb down. Instead, she looked around and spotted a long bamboo pole lying beside a rubbish bin. Gripping the railing with one hand, she lowered the pole with the other. "Come on," she whispered. "Come on, little one." The branch spun closer. With a desperate scramble, the puppy hooked its paws over the pole, and inch by inch, Aisha pulled it to safety.
Sounds to watch	Canal is ka-NAL. Desperate is DES-per-it. Past tense: reached, looked and hooked end in t, pounded and spotted end in id, lowered and whispered end in d. Groups: trickle, clinging, plastered, scramble.
Expression to watch	Start steady and serious. Build speed and tension as the puppy appears. Whisper Aisha's words softly but clearly. Slow right down on "inch by inch" and let your voice relax at "to safety".

P6 Passage 3: A letter to the editor

Part	Practice passage
Situation	You are reading a letter you wrote to the editor of your school newsletter, at a class sharing session.
Passage	Dear Editor, I am writing to suggest that our school starts a buddy reading programme. Every week, older pupils could spend twenty minutes reading with pupils from the lower primary classes. I believe this would benefit both groups. Younger pupils would enjoy stories with a friendly reader and gain confidence in reading aloud. Older pupils would learn to be patient and responsible. The programme would also help pupils from different levels get to know one another, which would make our school feel like one big family. It would not cost much. All it needs is a quiet corner of the library and some willing volunteers. I hope you will consider this idea. Yours sincerely, Nur Hidayah, 6 Integrity.
Sounds to watch	Suggest is sug-JEST. Library is LY-bruh-ree, not LY-ber-ry. Volunteers is vol-un-TEERS. Different has the stress on the first syllable. Groups: programme, twenty, friendly, responsible.
Expression to watch	Polite and confident. Stress the reasons: benefit both groups, confidence, patient and responsible. End with a sincere, hopeful tone.

7 Stimulus-based Conversation: how to build a strong answer

SEAB looks for personal opinions, ideas and experiences expressed clearly to engage the listener. A simple four-step answer, used for every question, keeps your child on track. The frame and example are our own.

The four-step answer frame (our suggestion)

Step	What to say	Example start
1. Opinion	Answer the question directly in the first sentence.	Yes, I would love to take part in this fun run.
2. Reason	Give one or two reasons, linked to the photo where you can.	This is because the children in the poster look like they are having fun with friends.
3. Example	Tell a short personal story: when, where, what happened and how you felt.	Last year, my class ran a relay at Sports Day. I was nervous, but...
4. Wider view	Come back to the question and add a wider thought.	So I think events like this help children stay active and make new friends.

- Aim for about 45 seconds to 1 minute per question. If your child stops after one sentence, ask "Why?" or "Can you tell me more?" as a gentle prompt.

Example answer to Set 1, opening question

Part	Answer
Weak	Yes. Because it is fun. I like running.
Strong	Yes, I would love to take part in this fun run. The children in the poster are running together and smiling, so it looks like a relaxed event, not a tough race. I also think it is a good way to spend a Saturday morning outdoors instead of on a screen. Last year, my cousin and I joined a family walk at a park connector. We were tired at the end, but we stopped to watch the herons by the river and talked the whole way. So for me, a fun run is less about winning and more about spending time with people I like.
Why it is stronger	It answers at once, gives two reasons tied to the photo, adds a short real-life story with a detail (the herons), and ends with a wider thought.

The three kinds of question in every set

Question	What it asks	Example from Set 12	How to answer
1. About the photo	What your child thinks of what the photo shows	What do you think of what the teenager is doing?	Say what you see, give your opinion and use one or two details from the photo as reasons.
2. About you	A real experience linked to the topic	Tell me about a time you were kind to a stranger, or a stranger was kind to you.	Tell one short story: when, where, what happened, how you felt and what you learnt.
3. About the wider world	A view on people, school or society	Why do some people not give up their seats, and how can we encourage them?	Give a clear view, look at more than one side, and end with a suggestion or conclusion.

- SEAB does not publish a fixed list of questions. Every set in this booklet moves from the photo, to the child's own life, to the wider world, so your child practises all three kinds.

When your child freezes or gives one-line answers

What happens	What to try at home
Mind goes blank	Teach a calm starter: "That is an interesting question. Let me think." Then go back to the photo and describe one thing in it.
Stops after one sentence	Ask "Why?", then "Can you give me an example?". Over time, your child learns to ask these questions of themselves.
No personal story comes to mind	Build a bank of 6 to 8 real stories together: a family outing, a mistake, helping someone, trying something new, a school event, a time they felt proud. Most questions can use one of them.
Does not understand the question	In practice, let your child ask you to repeat it. Then they answer the part they understood, in full sentences.
Speaks too fast from nerves	Practise taking one breath before each answer and pausing at the end of each idea.

8 Primary 3 conversation sets

Three sets. Read the photo description to your child as if they can see the photo, or draw a quick sketch together first.

Set 1: The school fun run

Part	Practice set
The photo (described)	A poster for a school fun run. Children in sports attire run along a park path, smiling and waving. The poster says: Sports Day Fun Run, Saturday, 7.30 am. Everyone is welcome.
Opening question	Would you like to take part in this fun run? Why or why not?
Follow-up 1	Tell me about a time you took part in a sports event or a game with others.
Follow-up 2	Why do you think schools hold sports days?
A strong answer includes	A clear yes or no with two reasons from the poster (running with friends, being outdoors). A personal example that says when, where, what happened and how you felt. A wider reason for the last question, such as keeping healthy or learning teamwork.

Set 2: A helping hand

Part	Practice set
The photo (described)	A girl helping her grandmother carry bags of groceries along the corridor of an HDB block. The grandmother is smiling at her.
Opening question	Do you help your family at home? How?
Follow-up 1	Tell me about a time someone helped you when you needed it.
Follow-up 2	Why is it important to help older people?
A strong answer includes	Two or three real chores with a detail (when you do them, how long they take). A story with a clear problem and how the helper made you feel. A thoughtful reason, such as older people finding heavy things harder to carry, or wanting to repay their care.

Set 3: Our class pets

Part	Practice set
The photo (described)	A corner of a classroom with a fish tank of small colourful fish. A sign above it says: Our Class Pets. Please feed us at 10 am.
Opening question	Would you like to have a class pet? Why?
Follow-up 1	Do you have a pet at home, or would you like one? Tell me about it.
Follow-up 2	What should a child learn before keeping a pet?
A strong answer includes	An opinion with a reason (learning to be responsible, something to look forward to). Specific details about a real or wished-for pet: name, habits, who looks after it. Practical points for the last question: feeding, cleaning, cost, time.

9 Primary 4 conversation sets

Three sets, a little more open than at P3.

Set 4: Tray return

Part	Practice set
The photo (described)	A boy at a hawker centre placing his tray and bowls at a tray return point. Behind him, a family is clearing their own table. A sign reads: Please return your tray and crockery.
Opening question	Do you return your tray after eating at a hawker centre or food court? Why?
Follow-up 1	Tell me about a time you saw someone do something thoughtful in a public place.
Follow-up 2	What else can people do to keep public places clean?
A strong answer includes	An honest answer with a reason (it is considerate, it keeps tables free for others). A specific story with who, where and what they did, and what you thought. Two or three ideas for the last question, with a reason for each.

Set 5: Read around the world

Part	Practice set
The photo (described)	A school library display called Read Around the World. Books are stacked beside a globe, and two pupils are flipping through a picture book about Japan.
Opening question	Would you visit this display? Why or why not?
Follow-up 1	Tell me about a book you enjoyed and why you liked it.
Follow-up 2	Do you think children today read less because of phones and tablets?
A strong answer includes	An opinion linked to the display (learning about other countries, the colourful books). The title of a real book, what it is about in one or two sentences and the part you liked best. A balanced view for the last question, with an example from your own life.

Set 6: A rainy afternoon

Part	Practice set
The photo (described)	Children standing under a playground shelter, watching heavy rain. One child is holding an umbrella that has turned inside out, and the others are laughing.
Opening question	What do you like to do on a rainy day?
Follow-up 1	Tell me about a time the weather changed your plans.
Follow-up 2	Should children spend more time playing outdoors? Why?
A strong answer includes	Two or three activities with details. A story with what you had planned, what happened and how you made the best of it. A clear view for the last question, with reasons such as exercise, fresh air or making friends, and perhaps a safety point.

10 Primary 5 conversation sets

Three sets. From P5, follow-up questions often ask for a wider opinion, so encourage your child to look at both sides.

Set 7: Speaking up

Part	Practice set
The photo (described)	A pupil standing at the front of a classroom, giving a talk with a poster about recycling. Some classmates are listening closely. One pupil at the back is looking out of the window.
Opening question	Would you like to give a talk like this to your class? Why?
Follow-up 1	Tell me about a time you had to speak in front of others. How did you feel?
Follow-up 2	How can schools help shy pupils become more confident?
A strong answer includes	An honest opinion, even if you feel nervous, with a reason. A story that shows the feeling through details (shaking hands, a dry mouth) and what you learnt. Practical ideas for the last question, such as small-group sharing first or practising with a friend.

Set 8: Share the joy

Part	Practice set
The photo (described)	A group of pupils packing rice, biscuits and soap into boxes at a community centre. A banner above them says: Share the Joy Donation Drive.
Opening question	Would you like to volunteer at an event like this? Why?
Follow-up 1	Tell me about a time you did something to help people in need.
Follow-up 2	Some people say children are too young to volunteer. Do you agree?
A strong answer includes	An opinion with a reason linked to the photo (teamwork, helping families). A specific example with what you did and how the people you helped reacted. A balanced view for the last question, with examples of what children can and cannot do.

Set 9: Work and play

Part	Practice set
The photo (described)	A boy at his desk late in the evening, surrounded by worksheets and assessment books. He looks tired. A football lies forgotten on the floor beside him.
Opening question	Do you think the boy in this photo has a good balance between work and play? Why?
Follow-up 1	How do you spend your time after school?
Follow-up 2	Should children have less homework? Why?
A strong answer includes	An opinion based on clues in the photo (the time, his tired face, the forgotten football). A real description of your own afternoons. A reasoned view for the last question that considers both sides, such as practice versus rest.

11 Primary 6 and PSLE conversation sets

Four sets at PSLE standard. The opening question links to the photo, and the follow-ups widen to personal experience and society.

Set 10: Three generations

Part	Practice set
The photo (described)	A family of three generations at a dinner table. The grandfather is showing two children an old photo album, and everyone is laughing at one of the pictures.
Opening question	Would you enjoy looking at old photos with your grandparents? Why?
Follow-up 1	Tell me about a family tradition that is special to you.
Follow-up 2	How can young people and older people learn from each other?
A strong answer includes	An opinion tied to the photo (stories behind the pictures, laughter). A specific tradition with when it happens, what you do and why it matters to you. Ideas that go both ways for the last question: older people share experience and skills, younger people help with technology.

Set 11: Learning on screens

Part	Practice set
The photo (described)	Pupils in a classroom answering a quiz on tablets while their teacher walks between the desks. One pupil has her hand up to ask a question.
Opening question	Do you like learning with a tablet or laptop? Why?
Follow-up 1	Tell me about something useful you learnt from a video or an app.
Follow-up 2	Do you think screens will replace books one day? Why?
A strong answer includes	A clear view with reasons on both the good and the hard side of screens. A specific example with what you learnt and how you used it. A thoughtful prediction for the last question, supported by reasons and an example.

Set 12: A seat for someone else

Part	Practice set
The photo (described)	Inside a crowded MRT train. A teenager is standing up from a reserved seat so that a woman carrying a baby can sit down. The woman is thanking him.
Opening question	What do you think of what the teenager is doing?
Follow-up 1	Tell me about a time you were kind to a stranger, or a stranger was kind to you.
Follow-up 2	Why do some people not give up their seats, and how can we encourage them?
A strong answer includes	An opinion that names the value shown (thoughtfulness, respect). A story with a clear situation and how both people felt. A fair answer to the last question that gives possible reasons (tired, not noticing, shy) and practical ideas (reminders, setting an example).

Set 13: Backstage nerves

Part	Practice set
The photo (described)	A pupil holding a guitar backstage at a school talent show, peeking through the curtain at the audience. A friend beside her gives her a thumbs up.
Opening question	Would you take part in a talent show? Why or why not?
Follow-up 1	Tell me about a time you tried something new even though you were nervous.
Follow-up 2	Is it more important to win or to take part? Why?
A strong answer includes	An honest opinion with reasons linked to the photo (nerves, support from a friend). A personal story that shows the feeling and what you learnt. A balanced view for the last question, with a clear conclusion.

12 Score your child's practice at home

Use this after each practice to see progress over a few weeks. It adds up to the same totals as the PSLE parts, 15 and 25, but it is our own home guide based on the skills SEAB describes. SEAB does not publish its oral marking scheme, so treat the score as a guide to what to fix, not a prediction.

Reading Aloud, out of 15 (3 marks for each check)

Check	3 marks	1 mark
Fluency	Steady pace, no long stops or repeated words	Many stops, restarts or skipped words
Pronunciation	Final sounds, -ed and -s endings and th sounds are clear	Several endings dropped or words said wrongly
Pausing	Pauses at commas and full stops, never mid-phrase	Pauses in odd places or runs sentences together
Expression	Voice changes for questions, speech and feelings	Flat voice from start to end
Purpose and audience	Sounds right for the situation, clear for a notice, lively for a story	Reads every passage the same way

- Give 2 marks when the check is partly met.

Stimulus-based Conversation, out of 25 (5 marks for each check)

Check	5 marks	1 to 2 marks
Answers the question	Clear opinion in the first sentence	Answer is unclear or off the question
Reasons and photo	Two reasons, at least one linked to the photo	No reason, or only "because it is fun"
Personal example	A short, real story with details and feelings	No example, or a vague one
Keeps going	About a minute per question with few prompts	One or two sentences, needs many prompts
Language and manner	Complete sentences, varied words, correct tenses, looks at the listener and sounds interested	Broken sentences, many tense slips, looks down and mumbles

- Give 3 to 4 marks when the check is partly met.

Why a fluent child can still lose oral marks

Slip	What to do instead
Ignores the situation line	Reads a notice in a storytelling voice, or a story like a notice. Decide who the audience is before reading.
Reads too fast	Speed hides pausing and expression. Aim for a calm pace that a listener can follow.
Drops word endings	Fluent speakers often drop final t, d and s. Slow down on words in the sounds to watch lists.
Answers but does not explain	A confident yes or no with no reason or example earns little. Always add why and a short story.
Memorised answers	A rehearsed speech often misses what was asked. Use the story bank, but fit it to the question asked.
Only talks about the photo	The follow-ups ask about your child and the wider world. Practise all three kinds of question.
Too casual	Words like "like", "you know" and "lah" weaken the answer. Use complete, standard English sentences.

13 PSLE oral exam dates

This is the only part of the booklet that changes each year. It comes from SEAB's PSLE timetable.

PSLE oral dates (SEAB 2026 timetable, checked 12 November 2026)

Year	English oral	Source
2026	Wednesday 12 August and Thursday 13 August, within the session from 8.00am to 1.30pm	SEAB 2026 PSLE examination timetable
2027	Not yet published by SEAB on 12 November 2026. In 2026 the orals were in August, before the listening and written papers.	SEAB important dates page