

Summary

Seetoh and Lum's *Literacy development at Little Skool House (Time 4)* investigates the effects of Little Skool House's literacy curriculum on children's language trajectories in English and Mandarin. This report follows the fourth phase of this literacy development research and focuses on parents' perception of the Little School House curriculum, their child's adjustment to primary school, and their current social skills development. Measuring bilingual language development at Kindergarten 2 and subsequently at Primary One, the study assesses the children's Primary School readiness and follows the participants' engagement with Little Skool House's curriculum.

Sixty-eight Kindergarten 2 students from three Little Skool House centres participated in the study. For this phase, a parent questionnaire was conducted to measure the child's home literacy and language environment, social skills development, enjoyment of English and Mandarin classes and homework, and parents' perception of the Little Skool House curriculum. This questionnaire was carried out when the children were in Primary One.

The former Little Skool House children were rated to have good social skills and show strengths in communication, assertion, and engagement by their parents. During the questionnaire, parents also reported their children exhibiting problem behaviours such as externalising behaviours. In addition, the study found that children's Mandarin scores were positively related to their social skills, whereas children's English receptive scores were negatively associated with exhibiting bullying behaviours. There was also a negative relationship between children's English home literacy scores and children's social skills.

Children's enjoyment of English/Mandarin class/homework was correlated with their language proficiency as well as their home literacy environment. On the other hand, enjoyment of English class and homework were reportedly much higher than of Mandarin class and homework. Children's enjoyment also correlated with their social skills/problem behaviours, whereby children who enjoyed homework more also have further developed social skills. Furthermore, children who enjoyed English homework more also exhibited fewer problem behaviours.

Parents rated Little Skool House's curriculum highly and felt that it helped develop various competencies such as social-emotional skills. Parents remained satisfied now as when their child was in Kindergarten 2,

with regards to the adequacy and appropriateness of the curriculum. Following the child's progress in Primary One, parents' satisfaction levels over the curriculum's ability to prepare their child academically had also differed. Nonetheless, parents highlighted their gratitude to Little Skool house for inculcating independent learning and instilling confidence in their children, which are factors viewed as vital for primary school success.

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