

DYSLEXIA ASSOCIATION OF SINGAPORE

Growing Impact: Reaching Further, Supporting Deeper

DAS Annual Programme Evaluation 2025-2206



Our Goal

To establish a world-class organisation committed to empowering people who learn differently including those with dyslexia in Singapore.

Our Mission

Empowering those who learn differently, including those with dyslexia, to achieve their true potential.

Dyslexia Association of Singapore
(UEN 202114767K)

Registered Company Limited by Guarantee (CLG) under ACRA on 26 April 2021

Registered Charity under the Charities Act 1994 on 29 June 2021

Institution of a Public Character (IPC)
Accorded the IPC status that is valid up to 31 March 2027

Full Member of National Council of Social Service

Registered Address:
1 Jurong West Central 2 #05-01, Jurong Point
Singapore (648886)

Auditor:
CLA Global TS Public Accounting Corporation

Main Banker:
OCBC Bank

Investment Fund Managers:
Lion Global Investors Limited
Fullerton Fund Management Company Ltd

Designed by
Deborah Hewes,
Director, Special Projects & Managing Editor

Published by
Dyslexia Association of Singapore

© DAS 2026



CONTENTS

	Page
SPLD Assessment Services	4
English Language and Literacy Division	12
♦ Programme Evaluation 2024-2025	16
♦ Main Literacy Programme	20
♦ iReaCH™	34
♦ iStudySmart™	44
♦ iWorkSmart™	54
Specialised Educational Services	60
♦ Preschool	62
♦ Chinese	78
♦ Maths	92
♦ PREP 2 PSLE	118
♦ Science Explorers	132
♦ Speech and Language Therapy	142
♦ Speech and Drama Arts	162
♦ ARTVenture	172
DAS Learning Centres	172
DAS Staff Professional Development 159	186

© DAS 2026

SpLD Assessment Services (SAS)

SpLD Assessment Services (SAS) serves as the gateway to DAS programme's and intervention. Comprising a team of Registered Psychologists and Specialist Psychologists, along with Referral Reading Officers (RROs) and administrative personnel, SAS provides admission services, screening for dyslexia, psycho-educational assessments and consultations for those who struggle with literacy.

The team also regularly conducts talks to raise awareness of people with specific learning difficulties.



SpLD Assessment Services (SAS)

Every referral begins with a question. Why is learning hard, and what support will help? Through assessments and consultations, the SpLD Assessment Services (SAS) team helps children, adults, and families better understand learning differences, identify what support is needed, and make informed decisions about interventions, accommodations, and next steps.

Highlights of the Year

This year marked both growth and expansion for SAS. The team completed close to 900 psycho-educational assessments, continuing to support individuals and families in understanding learning needs and accessing appropriate support. A key milestone was the inaugural run of a five-week Social Skills Programme, which was successfully completed and introduced a new avenue of structured support for students' social-emotional development.

The team also continued to grow its workshop offerings through several student-focused programmes. Two half-day Emotional Literacy Workshops supported lower primary students in building foundational emotional awareness and regulation skills, while a Transition to Primary School Workshop helped Kindergarten 2 students prepare for the social and emotional demands of school entry. These workshops extended support beyond assessment and provided early, practical intervention opportunities.

Together, these efforts reflect a year of strengthening core services while broadening support through new programmes, early intervention and community outreach



Assessments for Dyslexia and Beyond

In FY2025-2026, SAS completed 896 assessments, representing a significant increase in assessment activity over the past year. The continued demand for psycho-educational assessments reflects the importance of early identification and timely intervention in supporting students with learning differences.

Dyslexia and review assessments continued to make up the majority of assessments seen by the team. At the same time, SAS also supported individuals presenting with diverse learning, attention, and academic concerns through SpLD and adult assessment services. Demand for adult dyslexia assessment remained steady, particularly among tertiary students and working adults seeking a clearer understanding of their learning profiles and accommodations available to support their academic or workplace functioning.

To support clients requiring faster access and more individualised guidance, SAS continued to offer Concierge Assessments through DAI. This service provides closer support throughout the assessment process and is delivered by Registered Psychologists.

ASSESSMENTS CONDUCTED	
2025/2026	**Total**
Assessments Conducted	**896**
Dyslexia Only	681 (76%)
Review Assessments	140 (15.6%)
Adult Assessments	17 (1.9%)
Other SpLD	39 (4.4%)
DAS International Concierge Assessments	19 (2.1%)
Bursaries Awarded	**242**



© DAS 2026

Impact and Feedback from Parents

The impact of the assessment process extends beyond identifying learning needs. Parents shared that they valued the support, clarity, and guidance provided by the team throughout their journey, particularly in helping them better understand their child's profile and the practical steps needed to support them at home and in school.



One parent wrote:

"[DAS Psychologist] has been incredibly friendly and supportive throughout our journey with DAS. She made our son feel very comfortable during the assessment, and her report was very thorough and comprehensive, and she included very helpful home and classroom-based support strategies, which the school and we have been following. She has also always been ready to answer all our questions, and we are especially thankful to her for writing a letter to our son's school recommending certain accommodations to help him perform to the best of his abilities. We cannot thank her enough."

Another parent shared:

"It was a smooth and clearly guided experience throughout the entire assessment process. All questions and clarifications were addressed, and the assessment thoughtfully considered the current situation. The guidance and recommendations provided were holistic and tailored to support [my son] across all areas where he needed help, which I truly appreciate."

© DAS 2026



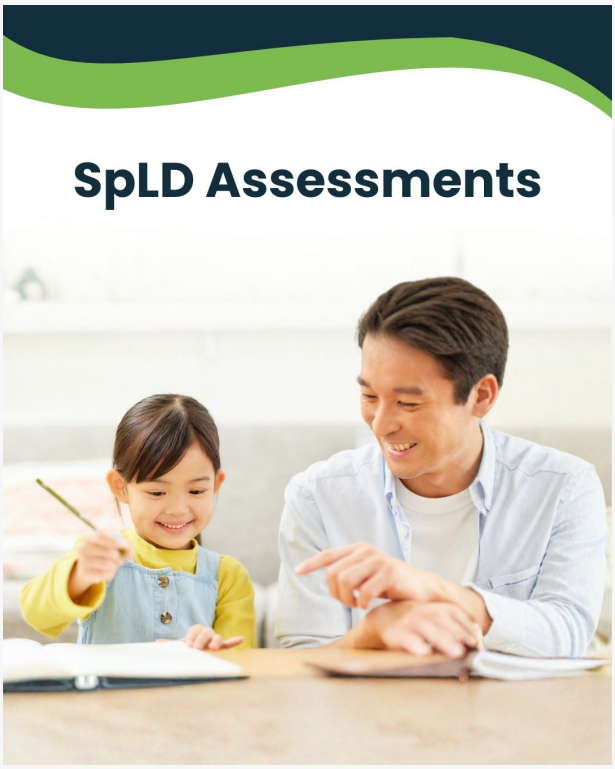
The DAS SpLD Assessment Team

Beyond Assessments

Beyond psycho-educational assessments, SAS continued to expand its support for students' social-emotional development through targeted group programmes and workshops. Over the past year, the team conducted several Emotional Literacy workshops for primary school students, focusing on strengthening their emotional awareness, self-expression, and coping strategies.

SAS also completed the first run of its 5-week Social Skills Programme, which was designed to support students in developing social communication, perspective-taking, emotional regulation, and peer interaction skills through structured group activities and guided practice.

Building on the positive response from families, SAS will continue to offer these short-term programmes and workshops in the coming year. The team will also explore expanding the Emotional Literacy workshops into a three-day format to provide students with more opportunities for experiential learning and social interaction.#





EXPLORING EMOTIONS

WITH YOUNG LEARNERS

Is your child having trouble expressing their emotions or calming down when they're upset or angry?

DYSLEXIA ASSOCIATION DAS OF SINGAPORE

2 June 2025, Monday

9 am to 12.30 pm

DAS Bishan Learning Centre
Bishan Junction 8, 9 Bishan Place,
#06-03 Singapore 579837

$300 incl. GST
(Bursary is available to DAS students who qualify)

This introductory workshop, tailored for Primary 1 and 2 students, covers:

- Recognising emotional cues
- Naming and expressing feelings
- Identifying emotional triggers
- Learning basic calming strategies

Workshop conducted by:



Kathleen Chan
Registered and Lead Psychologist
Experienced in supporting children with emotional and behavioural challenges



Siti Nur Amirah Muhamad
Senior Specialist Psychologist
Experienced in providing early intervention for children with special needs

To register, scan the QR code or go to: **bit.ly/EEWYL**

Registration closes on 26 May 2025.
Applicants will be informed within 2 weeks.
All applications will be screened.

@DyslexiaSG www.das.org.sg info@das.org.sg 6444 5700 (Mon - Fri, 9am -9pm)


CAN ADULTS HAVE DYSLEXIA?
Are you an adult who struggles in reading?
Did you have reading and writing difficulties when you were younger?
Does it continue to pose challenges for you as an adult?
SCAN TO VIEW THE ADULT DYSLEXIA CHECKLIST
Dyslexia does not just affect children, but adults too!
The demands in the workplace can pose a different set of challenges for adults with dyslexia.
Learn more about dyslexia today!
www.das.org.sg
READ MORE >>
CONTACT US: 6444 5700 (Mon to Fri - 9am to 5.30pm)

ADULT DYSLEXIA ASSESSMENTS

Adult dyslexia assessments are offered at DAS and conducted by our psychologists.



Should you go for an assessment?

Here are some non-diagnostic tools that can help to inform if further assessment is needed.

Adult Dyslexia Checklist

- **Online**
- **Free**
- **Quick way to see if the difficulties you face could be signs of dyslexia**

Computerised Screening

- **1 hour**
- **Session fee: $80** inclusive of GST
- **Includes a consultation with our psychologists to determine your risk level for dyslexia**

What will you get from an assessment?

- **A personalised summary of your cognitive abilities and literacy skills**
- **Strategies to improve your work and life**



Sign up for a screening or assessment today!

Bursaries are available. For further enquiries, call 6444 5700 or email info@das.org.sg.

www.das.org.sg

DYSLEXIA ASSOCIATION DAS OF SINGAPORE

CONTACT US: 6444 5700 (Mon to Fri - 9am to 5.30pm)

ENGLISH LANGUAGE & LITERACY DIVISION (ELL)

The English Language and Literacy (ELL) division provides intensive intervention in English Literacy infused with educational technology to best engage our learners.



English Language & Literacy Division (ELL)

The English Language and Literacy (ELL) division provides intensive intervention in English Literacy infused with educational technology to best engage our learners. Besides the Main Literacy Programme (MLP), ELL developed three additional programmes, iReach™ in 2018, IStudySmart™ in 2019 and iWorkSmart™ in 2023.



The English Language and Literacy Division team

Cross-team collaboration between educational and administrative teams has continued to strengthen this year. ELL has worked closely with other teams and divisions to enhance coordination, align processes and practices, and ensure timeliness and consistency in student support and programme delivery.

Through regular communication and structured sharing sessions, inter-divisional collaboration has strengthened shared ownership of outcomes and improved responsiveness. These efforts have contributed to a more integrated and cohesive approach to meeting stakeholders' needs.

Community Involvement and Outreach

SEN Awareness Talk: Bukit Panjang Government High (30 June 2025)

On 30 June 2025, Jia Hui and Hamada represented the English Language and Literacy and DAS Academy teams and delivered a Special Educational Needs awareness talk at Bukit Panjang Government High. The session reached over 1,000 students and teachers, with a strong emphasis on fostering empathy among the student body.

The talk raised awareness about dyslexia and other learning differences, addressed common misconceptions, and encouraged students to step into the shoes of peers who learn differently. The team also introduced DAS's screening services and tailored programmes for learners with diverse profiles, alongside interactive elements that supported meaningful engagement. The school's feedback was very positive, describing the session as insightful, engaging and impactful.



Jia Hui and Hamada representing DAS and DAS Academy at the event

Service Learning Fair: Catholic Junior College (6 March 2026)

The ELL team participated in the Catholic Junior College (CJC) Service-Learning Fair on 6 March 2026, an annual platform that connects community organisations with students supporting their A-Level Project Work. ELL was invited to set up an outreach and volunteer recruitment booth, and submitted a problem statement on the challenges faced by individuals with dyslexia to support students' problem identification and ideation.

Format-wise, the fair resembled a job fair, with students moving freely between booths. Jia Hui and Serena represented DAS, and the booth saw a steady stream of visitors throughout the day. Among them were students with dyslexia who had previously attended intervention or been assessed through SpLD Assessment Services (SAS), as well as students with siblings or family members with dyslexia. These conversations were particularly valuable in reinforcing DAS's presence within the broader community. The fair also served as a meaningful platform to raise awareness, foster empathy and inclusion, and connect young people with the realities faced by individuals with diverse learning needs. Following the event, the team connected with school personnel to explore opportunities for future collaboration.



Jia Hui and Serena representing DAS at the event

English Language and Literacy Programme Evaluation 2024-2025

Strengthening Literacy Through Data-Informed Practice

The FY25/26 ELL Programme Evaluation was conducted to review the effectiveness of the ELL programme and to better understand students' literacy progression across the academic year. The evaluation drew on programme assessment data, literacy outcomes, and findings from the recent RPM analysis conducted in July 2025. Overall, the findings provide encouraging evidence that students continue to make progress in literacy development through sustained intervention support and structured literacy instruction.

One of the key findings from the RPM analysis was the improvement in literacy accuracy outcomes among primary school students. As shown in Figure 1, percentage accuracy increased from 87.72% at T1 (August 2024) to 92.22% at T2 (May 2025), with the difference found to be statistically significant ($p < .001$). This suggests that students demonstrated meaningful improvement in literacy accuracy over time. The findings also reflect the positive impact of continued intervention support, consistent literacy reinforcement, and targeted teaching approaches implemented throughout the academic year.

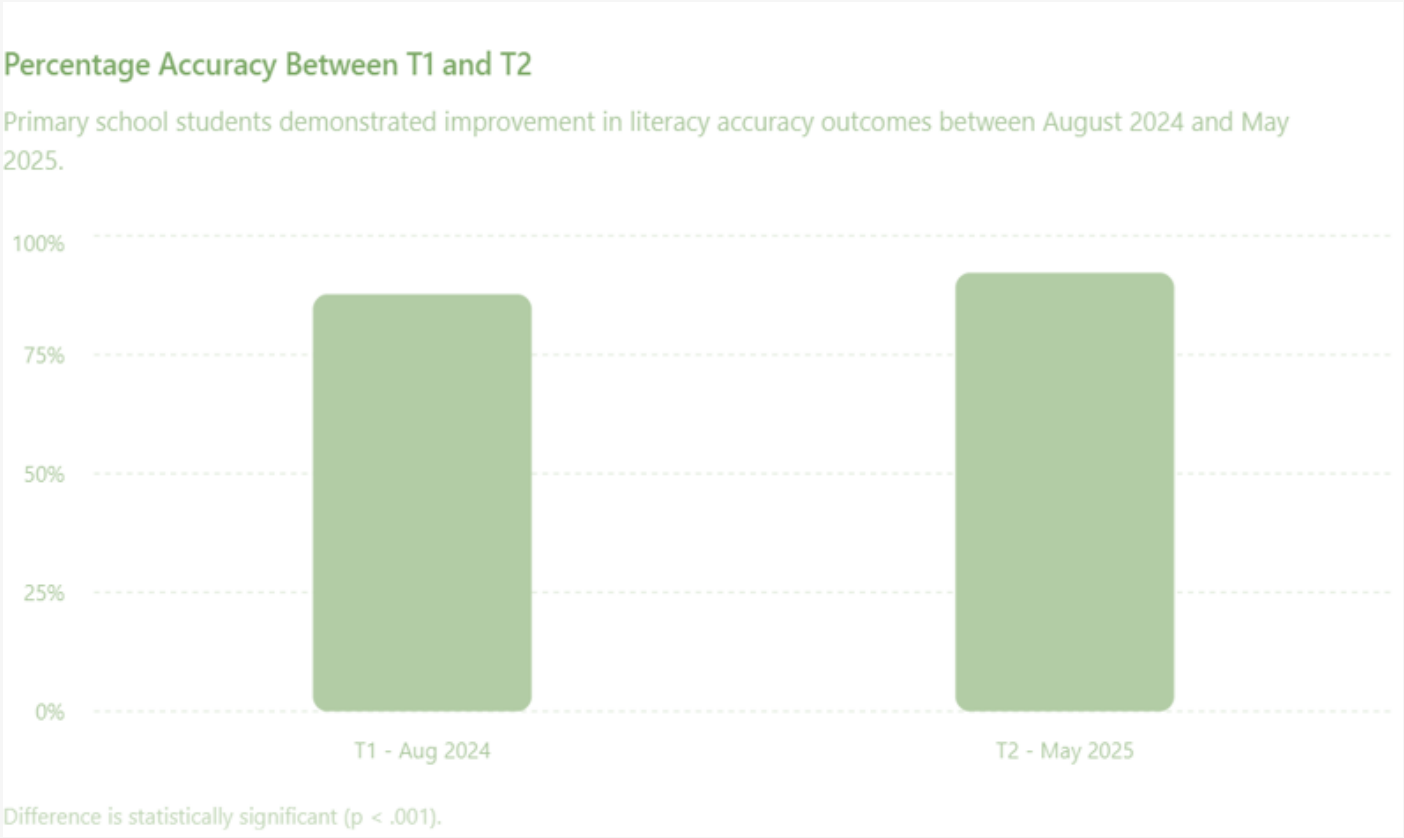
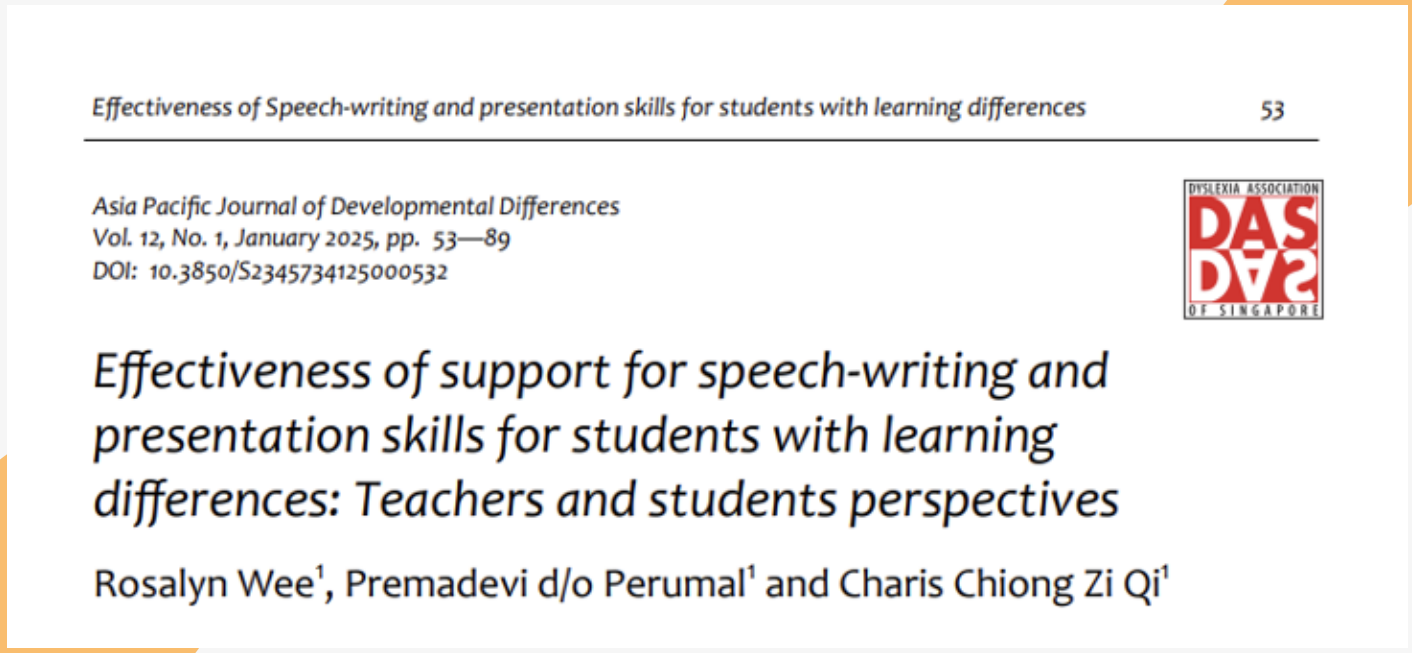


Figure 1. Percentage accuracy outcomes between T1 (August 2024) and T2 (May 2025) for primary school students.

Overall, the evaluation highlights the importance of continuing data-informed intervention practices to support literacy development across school levels. While the results are encouraging, the findings also reinforce the need for continued support in areas such as reading comprehension and spelling, particularly for students who continue to experience literacy difficulties. Moving forward, the ELL team will continue to strengthen progress monitoring, refine intervention strategies, and utilise programme data to guide future planning and support student learning outcomes.



Effectiveness of Speech-writing and presentation skills for students with learning differences 53

Asia Pacific Journal of Developmental Differences
Vol. 12, No. 1, January 2025, pp. 53—89
DOI: 10.3850/S2345734125000532

DYSLEXIA ASSOCIATION DAS OF SINGAPORE

Effectiveness of support for speech-writing and presentation skills for students with learning differences: Teachers and students perspectives

Rosalyn Wee[1], Premadevi d/o Perumal[1] and Charis Chiong Zi Qi[1]

The iStudySmart facilitators authored a **research paper** exploring both teacher and student perspectives on the effectiveness of iStudySmart™ in developing speech-writing and presentation skills. Their study highlights how the programme — grounded in the Universal Design for Learning framework and Orton-Gillingham principles – empowers dyslexic and struggling learners through personalised, technology- aided instruction. By combining structured teaching with flexible tools like educational applications, videos and quizzes, iStudySmart enables students to take ownership of their learning. The research underscores the value of thoughtful, adaptive teaching in helping diverse learners build confidence, monitor their progress and achieve their academic goals.

"When students are given the right tools, they don't just learn – they thrive."

The last evaluation of the English Language and Literacy (ELL) Programme is in FY2024/2025. For the upcoming FY2025/2026 evaluation, we will be using the Acadience Reading Progress Monitoring (RPM) tool. Acadience RPM will help us consistently track students' reading fluency and literacy skills over time, providing clear snapshots of how each student is progressing. By regularly checking in on our students' growth, we can better understand their needs and refine our teaching strategies. Ultimately, this will make sure our literacy programme is effective, targeted, and responsive to the unique learning journey of every student.

For the upcoming FY2025/2026 evaluation, we will be using the Acadience Reading Progress Monitoring (RPM) tool, the curriculum-based assessments, and student and parent feedback. By regularly checking in on our students' growth, we can better understand their needs and refine our teaching strategies. Ultimately, this will make sure our literacy programme is effective, targeted, and responsive to the unique learning journey of every student.

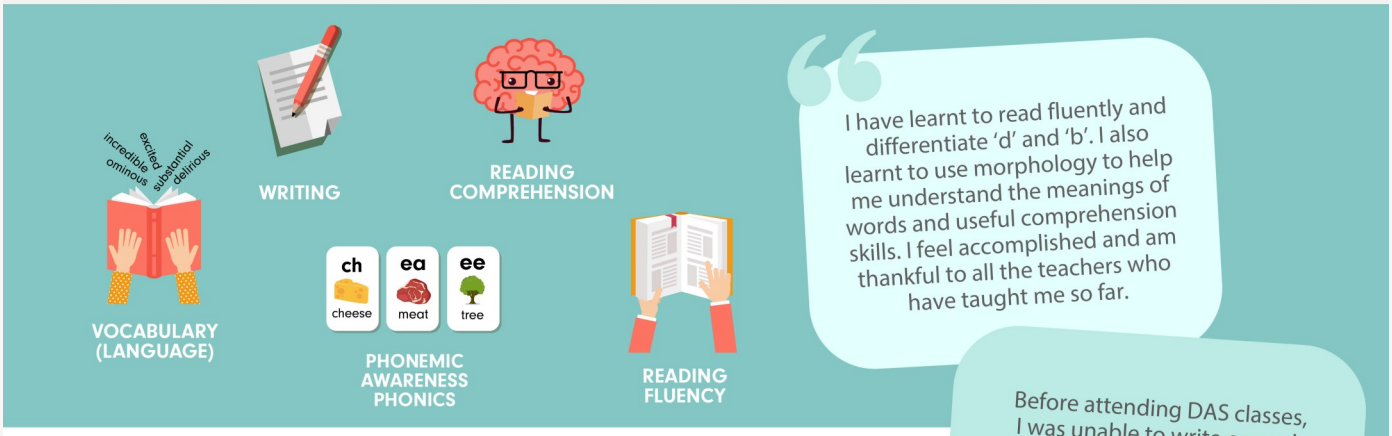


BURSARY FUNDING IS NOW OPEN FOR APPLICATIONS!

MAIN LITERACY PROGRAMME

FOR ALL LEARNERS WHO FACE LITERACY CHALLENGES

The Main Literacy Programme (MLP) supports primary and secondary learners, including those without a formal diagnosis of dyslexia.



"I have learnt to read fluently and differentiate 'd' and 'b'. I also learnt to use morphology to help me understand the meanings of words and useful comprehension skills. I feel accomplished and am thankful to all the teachers who have taught me so far."

"Before attending DAS classes, I was unable to write or read fluently. Since then, I have learned how to break up long words and pronounce harder words. I am now able to read and write more confidently."

EMPOWERING ALL LEARNERS

- **Who We Help:** Primary and secondary students with or without a formal diagnosis of dyslexia.
- **Our Approach:** Evidence-based methods, grounded in the Science of Reading and Orton-Gillingham principles.
- **Personal Support:** Each lesson is crafted and delivered by qualified and passionate Educational Therapists.
- **Goals:** Build confidence, enhance literacy skills, and support academic success.
- **Access for All:** Students undergo profiling to ensure they are placed in the right class.
- **Financial Assistance:** Bursaries available for families in need.



For more information, scan the QR code or visit **bit.ly/DAS-MLP**

NO DIAGNOSIS REQUIRED
(Terms & Conditions Apply)

6444 5700
info@das.org.sg
www.das.org.sg
@dyslexiasg

MAIN LITERACY PROGRAMME

"To map the way for young dyslexics to live a life of beauty and promise through a comprehensive, high quality service provided by inspired professionals.

Led by skilled Educational Therapists, the Main Literacy Programme (MLP) stands as a cornerstone of support for primary and secondary school learners with dyslexia. Beyond addressing literacy obstacles, MLP's holistic approach nurtures growth on multiple fronts.

Our focus transcends academic demands. MLP aspires to create an environment where students not only acquire essential literacy skills but also uncover their strengths, foster confidence, and cultivate resilience. It's more than a curriculum; it's a transformative journey that equips learners with tools for lifelong success.



DYSLEXIA ASSOCIATION OF SINGAPORE

Main Literacy Programme (MLP)

Strengthening Systems, Expanding Impact

The Main Literacy Programme (MLP) continues to evolve as a robust and evidence-informed literacy intervention programme that supports learners who learn differently across diverse literacy profiles. Grounded in the Science of Reading, Science of Learning, and Orton-Gillingham principles, MLP provides structured, targeted, and meaningful intervention to help learners strengthen their literacy skills, build confidence, and develop resilience in their learning journey.

Growing Reach, Strengthening Impact

MLP continued to experience strong enrolment growth throughout FY2025–2026, reflecting the increasing demand for structured and specialised literacy intervention. In Term 1 2025, the programme supported 2,336 students across its learning centres. Enrolment grew steadily over the year, reaching a peak of 2,642 students in Term 4 2025. As of Term 1 2026, MLP continued to support 2,456 students, underscoring the sustained need for specialised literacy intervention and the confidence that families place in the programme's evidence-informed structured literacy approach.

As the programme evolved to meet the increasingly diverse needs of learners, MLP expanded its support to include students with a broader range of literacy challenges, including those without a formal dyslexia diagnosis. This commitment enabled more learners to receive timely and targeted intervention based on their individual learning profiles, ensuring that support was responsive, inclusive, and tailored to their needs.

Beyond delivering intervention at the DAS Learning Centres, MLP continued to extend its impact through strategic partnerships with homes, schools, and community organisations. Through onsite programmes and collaborative support initiatives, the programme broadened access to specialised literacy intervention for students requiring additional support, particularly those who may otherwise face barriers to accessing services. These partnerships strengthened the ecosystem of support around learners, enabling MLP to reach more students, build community capacity, and create more inclusive pathways for literacy development.

© DAS 2026

During the financial year, DAS collaborated with 11 partner organisations such as Chen Su Lan Methodist Home, Gracehaven, South Central Community Family Service Centre, Tasek Academy and Social Services Limited, Muhammadiyah Welfare Home, Darul Ihsan Girls' Orphanage, Darul Ihsan Boys' Orphanage, Melrose Home, Gladiolus Place, Sunbeam Place, and =DREAMS, to provide onsite literacy intervention to students facing literacy and socio-economic challenges. These partnerships strengthened access to specialised literacy intervention and enabled more students to receive timely and targeted support to address their learning needs.



Representatives from DAS and Muhammadiyah Welfare Home at the signing ceremony

Demonstrating Meaningful Learning Outcomes

The 2024-2025 MLP programme evaluation, which combined quantitative data with feedback from over 3,000 parents and students, showed that across all school levels, reading accuracy improved from 87.7% to 92.2%, with gains also observed in other literacy areas, including spelling and writing. Students also demonstrated increased motivation and engagement, and 78% of parents reported measurable academic improvement. This highlights that structured, evidence-based intervention can produce meaningful improvements in both literacy outcomes and student engagement, supporting students with diverse needs, including those without a formal dyslexia diagnosis.

© DAS 2026

Strengthening Instructional Quality and Student Support Systems

MLP continues to emphasise the importance of creating supportive learning environments where students are encouraged to discover their strengths, develop independence, and thrive both within and beyond the classroom. In parallel, it strengthens teacher practice through a community of practice, reflective discussions, and evidence-informed approaches that build instructional capacity and consistency. Through these efforts, MLP continues to level the playing field for learners requiring specialised literacy support and intervention, while empowering teachers through collaborative practice and professional development.

MLP Standardised Lesson Plans (SLP) - Trial and Pilot

The MLP SLP was implemented through a structured trial and pilot to strengthen instructional consistency while maintaining differentiated teaching practices. It reflects MLP's commitment to enhancing lesson quality and supporting Educational Therapists (EdTs) with clearer instructional structure and guidance.

The Term 3 2025 trial involved cross-functional teams testing standardised lesson plans in classroom settings. Feedback highlighted improved clarity and structure, alongside areas for refinement in pacing, differentiation, and flexibility, which informed subsequent revisions.

Pilot training was conducted in Term 4 2025 for EdTs from Bishan and Yishun learning centres, equipping them with the SLP framework, resources, and instructional expectations through blended online and face-to-face sessions.

The Term 1 2026 pilot implementation was supported by observations, feedback, and focus group discussions to ensure fidelity and continuous improvement. This iterative process reinforced reflective practice and the value of practitioner input in strengthening instructional quality.

Overall, this establishes a strong foundation for full adoption from 2027, supporting greater consistency in teaching and improved learning experiences across centres

© DAS 2026







MLP-Standardised Lesson Plan training by Educational Therapists from Bishan and Yishun Learning Centres

MLP Progress Report Enhancement

Meaningful progress deserves meaningful communication. Twice a year, parents receive detailed updates on their child's learning journey through comprehensive progress reports prepared by our dedicated Educational Therapists (EdTs). These reports capture each student's achievements and growth in reading, spelling, writing, and comprehension, reflecting the care and professionalism that EdTs bring to their work.

Preparing these reports is no small undertaking. Each EdT manages reports for up to 42 students, with every report requiring thoughtful evaluation and personalised feedback across multiple learning domains. Recognising the need to better support our EdTs while maintaining high reporting standards, the MLP Progress Report underwent a significant enhancement in 2025.

The original 7-page report was streamlined into a more concise and reader-friendly 4 -page format, without compromising the quality and depth of information shared with parents. Together with the introduction of the AI Report Writer, this enhancement has enabled EdTs to complete reports more efficiently, allowing them to dedicate more time and energy to student support and instructional planning.

The positive impact of this initiative has been strongly felt by the team, with many EdTs expressing appreciation for the thoughtful enhancements made to the progress report process. Feedback shared by EdTs included:

"I want to thank the team for taking the time to review and enhance the students' progress report format. The new version is concise, effective, and thoughtfully designed to be more parent-friendly. It communicates our students' progress in a clear and meaningful way while reflecting the professionalism and care that define our work."

"Thank you for spending time thinking about making this change! We really appreciate that the team listened to our feedback."

""From an Educational Therapist's perspective, the changes have made a world of difference. The format has allowed me to work more efficiently without compromising the depth or quality of the reports. Most of all, I deeply appreciate how the team genuinely listened to the EdTs' feedback and translated it into such a practical and positive change."

© DAS 2026

Collectively, these reflections highlight how meaningful collaboration and responsiveness to staff feedback can lead to improvements that positively impact both educators and families. This enhancement, made possible through the collaborative efforts of the ELL Advisory Team, Curriculum Team, and EdTech Team, reflects the organisation's continued commitment to thoughtful process improvement while supporting staff well-being and quality educational outcomes for students and families.

ASD/ADHD Toolbox Initiative

Supporting students in an educational setting extends beyond literacy development to include strategies that help them regulate attention, behaviour, and emotions, enabling meaningful engagement in learning.

To address this need, the Advisory Team developed an ADHD/ASD Toolbox across learning centres, bringing Educational Therapists (EdTs) together to share practical strategies and experiences in supporting students with diverse learning needs. Despite demanding workloads, EdTs contributed actively to this initiative, reflecting strong collaboration and commitment to student support.

The toolbox serves not only as a resource bank but also as a platform for professional dialogue and reflective practice, encouraging intentional adaptation of classroom strategies to support student engagement and regulation.

Since its implementation, the toolbox has provided practical support within classrooms and strengthened the sharing of evidence-informed strategies across learning centres. Today, students are benefiting from thoughtfully selected resources and interventions, such as the use of resistance bands and carefully selected fidget toys that allow students who benefit from movement to remain focused and engaged during lessons.







Items for the ADHD/ASD Toolbox

© DAS 2026

This initiative reflects MLP's ongoing commitment to creating inclusive and supportive learning environments where every student is empowered to thrive.

Expert Consultation on Supporting Learners with ADHD/ASD

Building on the success of the ADHD/ASD Toolbox initiative, the Advisory Team introduced expert consultation sessions with an ADHD consultant, Tina Tan. These sessions created valuable opportunities for Educational Therapists (EdTs) to discuss complex student cases and explore how the strategies and tools within the toolbox could be implemented more meaningfully in the classroom.



DAS Advisory team with ADHD Consultant Tina Tan



Rather than viewing the toolbox as a collection of standalone strategies, the consultations encouraged deeper professional reflection on how supports could be thoughtfully adapted to meet the unique learning and behavioural needs of individual students.

Through guided discussions and case-based problem-solving, EdTs were able to strengthen both their understanding and practical application of evidence-informed approaches.



The expert consultations have since been conducted across several learning centres, including Tampines, Bedok, Serangoon and Bishan Learning Centres.

These sessions have provided a safe and supportive platform for collaboration, enabling EdTs to exchange ideas openly, gain practical insights, and build greater confidence in supporting students with ADHD and ASD.

This extension of the toolbox initiative reflects the organisation's commitment to continuous professional learning and to ensuring that professional knowledge is not only shared, but actively translated into meaningful classroom practice that positively impacts students' learning experiences.

© DAS 2026

Skills Enhancement for Educational Therapists (e-SEED)

Continuous learning is essential in ensuring that Educational Therapists (EdTs) remain confident, effective, and responsive to the evolving needs of students and families. With this in mind, e-SEED (Skills Enhancement for Educational Therapists) was introduced as a self-directed professional learning initiative that empowers EdTs to strengthen and refresh their professional knowledge and skills.

Designed with flexibility in mind, e-SEED allows therapists to learn at their own pace and in ways that best suit their individual schedules and learning preferences. Through targeted self-learning modules, EdTs are able to revisit key areas of practice, deepen their understanding, and strengthen their professional competence. Participation in e-SEED also contributes towards Staff Continuing Professional Development (CPD) hours, recognising the commitment of EdTs towards lifelong learning and professional excellence. CPD hours are awarded upon successful completion of each module and a simple assessment designed to check participants' understanding of the content.

Beyond self-paced learning, e-SEED has also become a meaningful platform for professional dialogue and collaboration. Selected topics are extended into focus group discussions where therapists come together to reflect on practice, exchange experiences, and learn from one another through thoughtful conversations and shared insights. These discussions foster a culture of openness, reflection, and collective growth across learning centres.

To date, two modules — Parent Communication and Meet-the-Parent and Progress Report — have been launched to strengthen EdTs' communication and reporting practices. These modules provide practical guidance that supports therapists in building stronger partnerships with parents while ensuring clear, professional, and meaningful communication regarding students' learning progress.

Through e-SEED, the organisation continues to nurture a strong professional learning culture — one that values continuous improvement, shared expertise, and the delivery of high-quality educational support for every student and family.

© DAS 2026

Strengthening Framework for Community-based Intervention

As DAS' outreach efforts expand, an increasing number of Educational Therapists (EdTs) are delivering intervention in off-site environments supporting students with complex needs in care, protection, or rehabilitation settings. These contexts require adaptability and sustained professional support due to differing organisational structures, routines, and expectations.

To support EdTs in these roles, the Advisory Team initiated onsite focus group discussions to provide a platform for sharing experiences, addressing challenges, and exchanging practical strategies. These sessions also strengthened professional connectedness among EdTs working in off-site settings.

Insights from these discussions informed the development of a structured three-stage support framework comprising pre-deployment, deployment, and post-deployment support, alongside continuous improvement processes. This framework strengthens preparedness, consistency, and ongoing professional support for off-site intervention delivery.

Overall, the initiative reinforces DAS' commitment to extending quality educational support into the community while ensuring that Educational Therapists are equipped, supported, and connected in delivering effective intervention in complex environments.

Building a Culture of Sharing through the Centralised Resource Repository

The Central Repository (CR) initiative, led by the Resource Team, was introduced to enhance resource sharing, accessibility, and collaboration among the Educational Therapists (EdTs) across the 12 learning centres.

The initiative aimed to:

- Centralise teaching and learning resources across centres
- Improve accessibility and efficiency in lesson preparation
- Encourage collaboration and sharing among educators
- Reduce duplication of work
- Strengthen governance and organisation of shared materials
- Monitor resource usage and engagement through analytics

© DAS 2026

Preliminary feedback shows that EdTs generally view the centralised platform positively.

- The platform is useful for sourcing lesson materials.
- The interface is simple and easy to use.
- The repository supports lesson preparation and idea generation.
- The initiative promotes collaboration and resource sharing

The Central Repository has provided educators with a more organised and accessible platform for sourcing and sharing teaching materials. While the initiative is still growing, preliminary feedback and usage metrics indicate positive engagement and increasing adoption among educators.

Empowering Learners Through Thoughtful Technology

At DAS, technology is not viewed as a replacement for human support, but as a meaningful tool that can strengthen access, personalise learning, and empower learners who learn differently to participate more confidently and independently in school and daily life.

For many neurodivergent learners, technology can play an important role in reducing barriers to learning. Tools that support organisation, reading, writing, executive functioning, and accessibility can help learners better manage cognitive load, process information more effectively, and participate more meaningfully in both academic and everyday contexts. Recognising this, the English Language and Literacy (ELL) Division continues to explore thoughtful, guided, and learner-centred approaches towards educational technology integration across its programmes and services.

In FY2025–2026, the EduTech Team continued working closely with the Advisory, Curriculum, and Resource Teams to strengthen the integration of educational technology within intervention, assessment, reporting, and instructional planning practices across ELL programmes.

One area of continued development involved enhancements to the MLP Curriculum Crafter, a custom AI-assisted lesson planning support tool developed to support Educational Therapists in generating structured literacy lesson ideas aligned to students' learning needs. Over the past year, refinements focused on improving the accuracy, relevance, and instructional quality of generated outputs. Enhancements were also made to support the generation of writing prompt images that more closely

align with examination-style visual prompts and classroom expectations, helping Educational Therapists better support students in writing instruction and composition tasks.

ELL also continued exploring enhancements to the ELL Report Writer through API experimentation and workflow integration efforts. These explorations aimed to strengthen consistency, responsiveness, and sustainability within report writing processes while preserving the professional judgement, personalisation, and reflective insights contributed by Educational Therapists. The ongoing experimentation reflects the division's broader commitment towards leveraging technology thoughtfully to support high-quality educational practices and meaningful communication with families.

The EduTech Team also undertook a Robotic Process Automation (RPA) and workflow optimisation initiative to strengthen a major operational process in ELL Division. This development involved the design and implementation of an automated Structured Mass Make Up (SMMU) consolidation workflow using Google Apps Script, spreadsheet automation, and dashboard visualisation workflows. The system was developed to automate the consolidation of attendance, grouping, and scheduling data across multiple learning centres and clusters, replacing previously manual and time-intensive administrative processes. Through automated data aggregation, validation, and dashboard generation, the workflow improved operational visibility, reduced repetitive processing time, and enhanced the accuracy and accessibility of SMMU related information for administrative and management staff. These efforts reflect ELL's ongoing commitment towards leveraging practical technologies not only to support learners directly, but also to strengthen the sustainability and efficiency of educational operations behind the scenes.

As part of DAS' longer-term vision towards more personalised and accessible learning experiences, discussions were also initiated with various industry and educational partners to explore how emerging technologies and artificial intelligence may support more responsive and hyper-personalised teaching and learning environments for learners who learn differently. These conversations centred on the importance of balancing innovation with ethics, accessibility, professional oversight, and meaningful human support.

Beyond internal implementation efforts, ELL continued contributing to and learning from wider professional conversations surrounding educational technology, neurodiversity, accessibility, and inclusive educational practices through conference

© DAS 2026

presentations and professional sharing platforms such as EduTech Asia and other educational conferences and events.

As technology continues to evolve, ELL remains committed to ensuring that innovation remains purposeful, responsible, and grounded in the needs of learners who learn differently. More importantly, these efforts reflect DAS' continued commitment towards creating inclusive learning environments where every learner is supported not only academically, but also in developing confidence, independence, and readiness for the future.

MAIN LITERACY PROGRAMME

To Map, Lead, and Provide quality intervention to support primary and secondary learners with literacy challenges in their educational journey!



"Services offered under MOE-aided DAS Literacy Programme* are appropriate, and remain highly relevant in providing additional literacy support for students with dyslexia."

MOE 2015 Audit

*It is now known as the Main Literacy Programme (MLP)

iReaCH™ Programme

iReaCH™ is dedicated to elevating Reading Comprehension and Writing skills using vocabulary instruction and educational technology. This strategic blend equips primary and secondary students to excel in these complex tasks, fostering readiness for academic challenges. Aligned with the Orton-Gillingham (OG) principles, iReaCH™ ensures efficient learning for dyslexic learners. It goes beyond skills, instilling confidence and exam preparedness.

iReaCH™ isn't just a programme; it's a path to mastery, preparing learners for academic success and self-assured futures.



iReaCH™ Programme

Overview

The iReaCH™ team is dedicated to supporting learners who learn differently. Be it working on their basic literacy skills like reading and spelling, or higher order skills such as reading comprehension and writing through in-depth vocabulary studies, we aim to help them become effective and efficient learners.

Programme Growth and Placement Efforts

The iReaCH™ programme continued to experience strong growth in enrolment, with the number of students receiving the 2-hour intervention increasing from 61 in Term 1, 2025, to 99 in Term 1, 2026. The waitlist also grew substantially from 36 to 83 students, reflecting the increasing demand and growing recognition of the programme in supporting students with diverse literacy needs, including those both with and without a formal dyslexia diagnosis.



iReaCH	Term 1, 2026 (March 2026)	Term 1, 2025 (March 2025)
Total no. of students	**99**	**61**
Waitlist	**83**	**36**

To support the growing enrolment and facilitate more timely placements, efforts were made to optimise existing class capacity through student insertions into suitable ongoing classes. Additional iReaCH classes were also opened to create more intervention slots for students awaiting

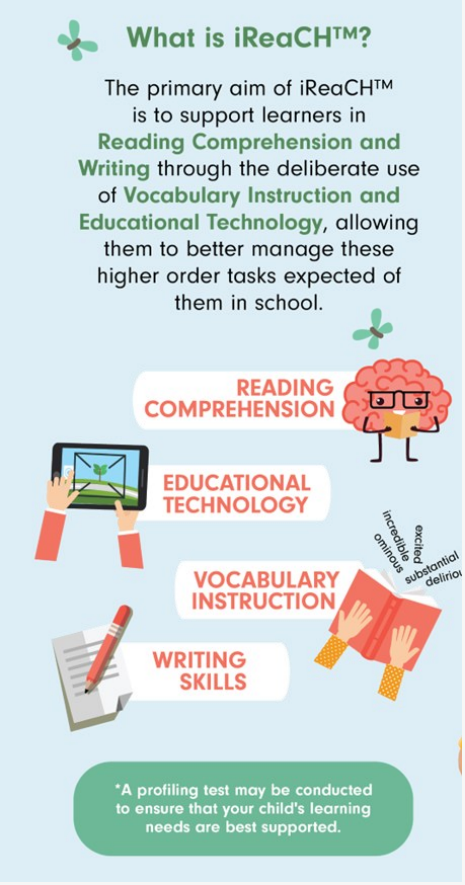
placement. Literacy profiling exercises and closer collaboration with the Student Management Team (SMT) further supported targeted placement decisions by ensuring students were matched to classes aligned to their literacy needs and learning profiles.

Strengthening Partnerships and Expanding Impact

Building on the successful collaborations established in the previous year, ELL continued to strengthen its community partnerships to provide sustained literacy intervention for students who require targeted support. These partnerships have enabled iReaCH to extend its reach to students from underserved communities, while ensuring that intervention remains accessible, structured, and responsive to diverse learning needs.

ELL continued to strengthen its partnership with Children's Wishing Well (CWW) through the onsite iReaCH intervention conducted at the Clementi and Bukit Merah Central (BMC) centres. Initial feedback gathered after the first 10 weeks of intervention was encouraging and reflected positive student engagement and learning experiences.

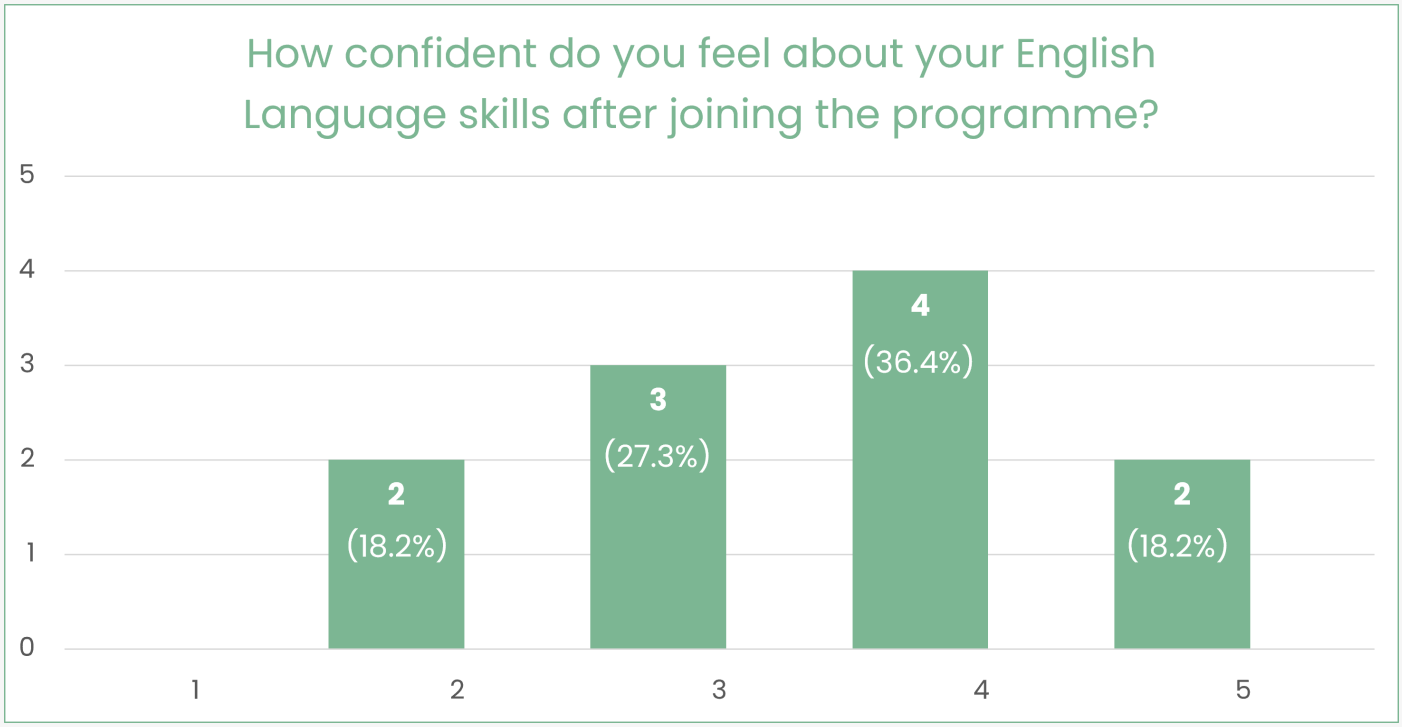
Of the 13 students enrolled, 11 completed the feedback survey, with most rating the lessons positively and reporting increased confidence in their English Language skills. Students particularly enjoyed interactive activities such as online quizzes, discussions, vocabulary tasks, and literacy games, highlighting the value of student-centred and engaging instructional approaches.



EdTs also observed increased participation, attentiveness, and motivation during lessons. For students who required closer support due to inconsistent attendance or lower confidence levels, EdTs provided targeted scaffolding and worked closely with Centre Managers to strengthen attendance monitoring and follow-up support.

As the intervention progressed, students demonstrated meaningful literacy growth across multiple domains. All 17 students showed improvement in at least one literacy component, including vocabulary, reading comprehension, writing, phonics, word reading, or spelling.

Writing emerged as the strongest area of growth, with 11 out of 17 students demonstrating clear improvements in written output, organisation of ideas, and willingness to engage in writing tasks. Vocabulary development also showed encouraging gains, with 13 out of 17 students demonstrating measurable improvement over the course of the intervention. In reading comprehension, 7 out of 11 students showed improvement, although progress in this domain was comparatively more gradual due to the higher-order demands of comprehension skills.



Beyond academic progress, students also demonstrated positive affective gains. The majority of students reported increased confidence, more positive attitudes towards learning, and improved engagement during lessons. These observations were further reinforced through parent and EdT feedback, which highlighted greater enjoyment of lessons, improved motivation, and increased willingness to participate in learning tasks

.Overall, the outcomes demonstrate the value of structured, explicit, and differentiated literacy intervention in supporting students who

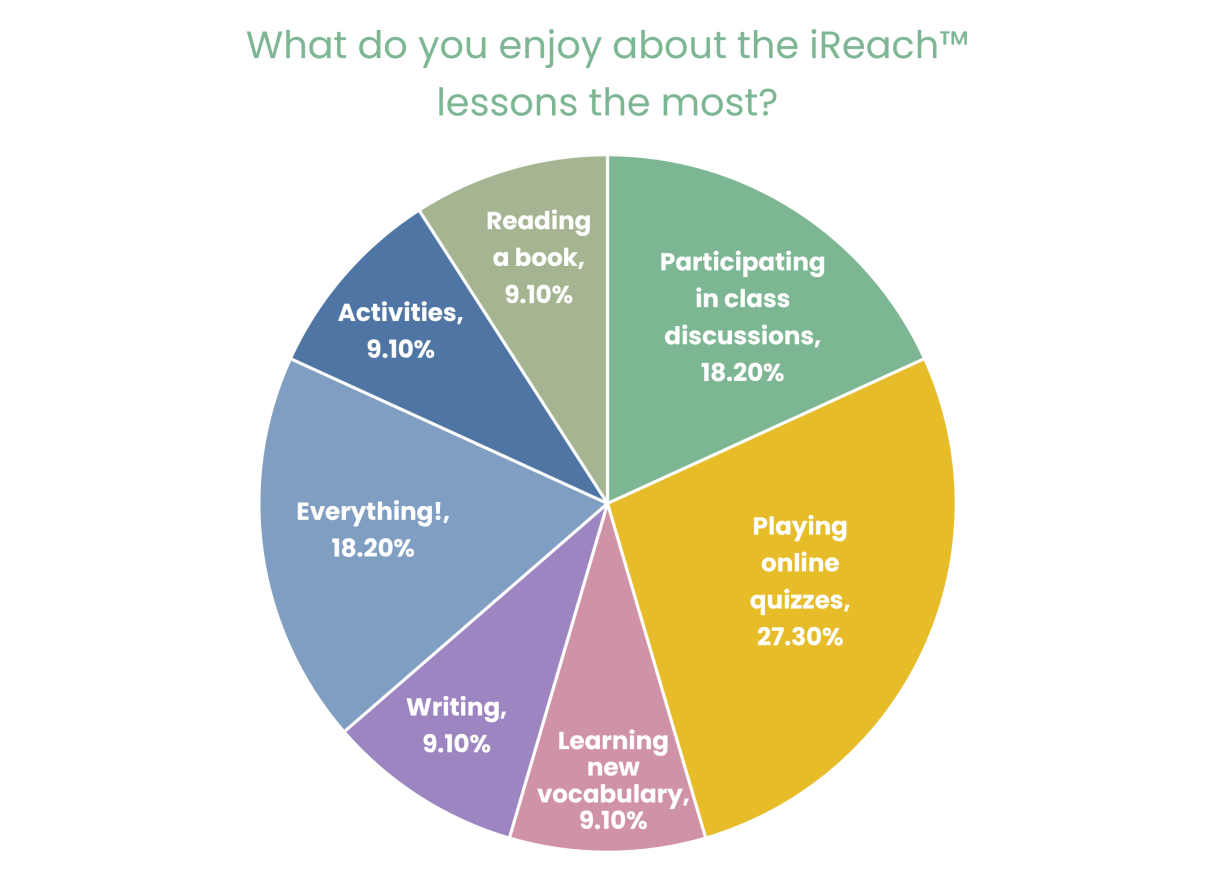


Figure 2: Aspects of the Lessons Students Enjoyed the Most

learn differently, while also strengthening their confidence and readiness to learn. The collaboration with Children's Wishing Well (CWW) will continue through Term 4, Week 10, 2026, with funding secured for the onsite iReaCH intervention.



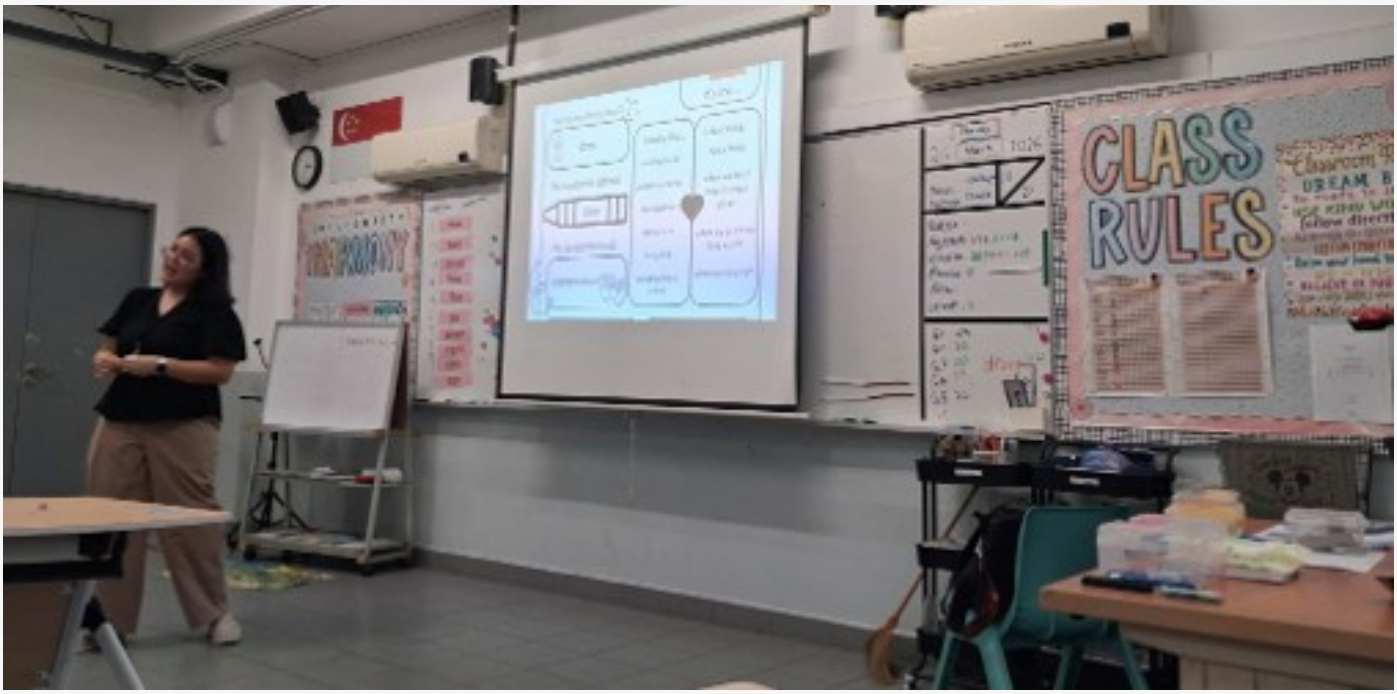
Although the number of students receiving intervention decreased from 12 to 10 due to students progressing to secondary school, the programme continues to provide sustained literacy support across both centres. Ongoing assessments and close collaboration with CWW will ensure that the intervention remains responsive to students' evolving learning needs.

© DAS 2026

ELL also expanded its school-based partnerships through a collaboration with Boon Lay Gardens Primary School (BLGPS), which commenced in Term 2, 2026. This partnership enabled targeted placement of students with literacy needs into suitable iReaCH classes based on their readiness and learning profiles. Through the support of a funding partner, 16 students gained access to structured literacy intervention under the iReaCH programme.

As part of the preparatory phase for the onsite intervention, a literacy profiling exercise was conducted on 5 February 2026 for recommended students from BLGPS. Lower Primary students were assessed using Curriculum-Based Assessments (CBA), while Primary 4 and 5 students completed the iReaCH Profiler to determine their literacy readiness and instructional needs. Based on the profiling outcomes, students were placed into suitable intervention classes, with the first onsite class commencing on 27 March 2026.

The collaboration with BLGPS reflects DAS' ongoing commitment towards strengthening partnerships with mainstream schools and extending evidence-based literacy intervention to students with diverse learning needs within the school community. In addition, outreach efforts such as literacy profiling exercises, learning journeys, and roadshows continued to support iReaCH's enrolment growth and strengthen awareness of the programme among educators, parents, and community stakeholders.



First on-site iReaCH lesson conducted by EdT Kriziel at Boon Lay Gardens Primary School

Stakeholder Feedback and Reflections

Feedback gathered from Educational Therapists (EdTs), parents, and community partners reflected encouraging outcomes across student literacy development, engagement, and confidence throughout the intervention period. Positive observations were shared regarding students' progress in literacy skills, increased motivation towards learning, and the supportive learning environment created through the programme.

Feedback from Children's Wishing Well (CWW) also highlighted encouraging academic outcomes among students supported through the iReaCH programme, alongside appreciation for the professionalism and collaboration demonstrated by the DAS team and Educational Therapists.

Parents' Testimonials:

"My child is now able to do writing and spelling."

"My child has shown good progress for reading, is able to spell by memory, and is able to do writing fairly well."

"My son takes initiative to prepare for iReaCH lessons and displays a positive attitude to attend class."

My daughter is confident in passing her PSLE."

Educational Therapists' Reflections:

"The students were great and gradually warmed up to me, and we had a great first lesson. The staff were supportive and helpful too."

"Students were motivated, participative, and responsive during lessons."

"I received strong support from CWW staff, which made it easier to navigate the onsite teaching environment."

"We appreciate the professionalism, responsiveness, and strong collaboration demonstrated by the DAS team and Educational Therapists throughout the intervention period."

"All four students supported under the programme passed their 2025 Mid-Year English examinations, with several students demonstrating improvements compared to their previous examination results."

Community Partners' Feedback:

iReaCH remains committed to deepening collaborations with schools and community organisations to ensure that students with literacy needs continue to receive accessible and evidence-based support within both school and community settings. Through ongoing profiling, progress monitoring, and responsive instructional practices, the programme will continue working towards supporting students' literacy development, confidence, and readiness for learning.

© DAS 2026

Enhancing Programme Quality and Delivery

This work reflects the organisation's continued commitment to refining literacy intervention and ensuring that learners who learn differently continue to receive meaningful, evidence-informed, and responsive support.

Through regular discussions and collaborative review sessions, the team identified and refined effective practices in instructional approaches, differentiation strategies, lesson structures, and intervention practices that contribute positively to student learning and engagement.

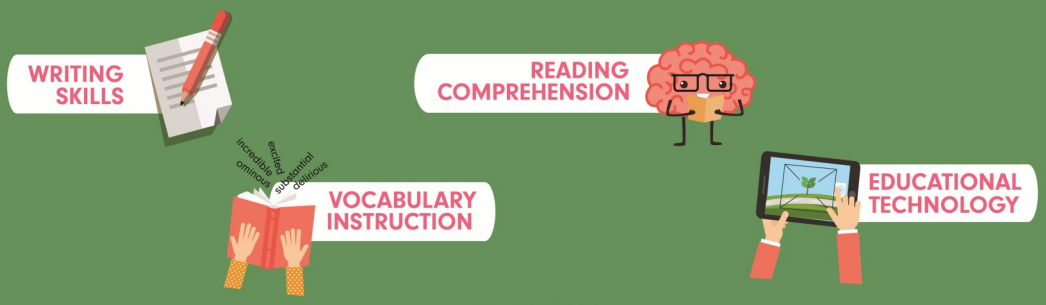
These collaborative engagements fostered professional reflection, knowledge-sharing, and ongoing refinement of practice, helping to ensure the enhancements remained practical, structured, and responsive to the diverse needs of learners.



The team working on the programme enhancements

iREACH™ PROGRAMME

The iReaCH™ programme supports learners in Reading Comprehension and Writing through the deliberate use of vocabulary instruction and educational technology, allowing them to better manage these higher order tasks expected of them in school.



PRIMARY 1 TO PRIMARY 4

iReaCH™ supports young learners in mastering basic literacy skills, comprehension, writing organisation, and vocabulary expression, using targeted instruction and educational technology.



PRIMARY 5 TO SECONDARY 5

iReaCH™ assists proficient readers in tackling comprehension challenges and improving writing coherence through vocabulary enhancement and educational technology.

For more information, visit **bit.ly/DAS-iReaCH**

6444 5700
info@das.org.sg
@dyslexiasg

© DAS 2026

iStudySmart™ Programme

iStudySmart™ empowers students in planning, presentation, and writing skills. Education's role extends to the future, and these skills ensure smooth transitions to higher education. We nurture confident, capable individuals ready to excel in their educational journey and beyond.

At iStudySmart™, we're not just imparting skills; we're nurturing individuals who are well-equipped to embrace the challenges of tomorrow with confidence and capability.

The 4 Modules

- Time Management & Prioritisation
- Planning and Organisation
- Tertiary Writing skills
- Presentation skills



iStudySmart™ (iSS) Programme

iStudySmart™: Capability Building, Sustainability and Scalability

Over the past year, the iStudySmart™ (iSS) programme focused on strengthening staff readiness and internal capability to support sustainable delivery and future scalability. A new full-time Educational Therapist, Mr Mike Morales, was onboarded and trained in the theoretical foundations of executive functioning and the learning needs of older learners. His training included programme-specific digital applications and structured lesson planning aligned with tertiary-level writing and presentation skills, supporting instructional consistency across facilitators.

The team continues to be supported by Ms Charis Chiong Zi Qi, a Flexi-Educational Therapist who has been involved in iSS since previous years. Her continuity and experience enable effective knowledge transfer, mentoring of newer staff and quality assurance across the programme.

iStudySmart™ Enrolment Growth

Year	Student Enrolment	Change from Previous Year	% Increase
2025	19	—	—
2026	25	+6 students	+32%

The increase from 19 students in 2025 to 25 students in 2026 reflects targeted marketing initiatives and sustained outreach by the team, including telemarketing and direct outreach to Upper Secondary students within DAS. With a strengthened team, established pedagogical frameworks and continued demand, the 2026 intake reached full capacity.

© DAS 2026

The 2026 iStudySmart™ Cohort (January – March 2026)

Building on the single-term format introduced in 2025, the 2026 intake was the second consecutive year that iSS was delivered within one term. A total of 25 students were enrolled at the start of the cohort, drawn from a mix of upper secondary and post-secondary institutions.

Cohort Breakdown by Institution

School Level / Institution	Number of Students
Upper Secondary	7
Singapore Polytechnic	1
ITE Central	7
ITE West	3
ITE East	7
Total Enrolment	**25**

Pre- and post-survey results showed meaningful improvement across the four key domains assessed (time management and prioritisation, organisational skills, tertiary writing and presentation skills). Students reported feeling notably more capable and confident in the skills most critical to academic success. The shift was particularly visible in presentation readiness, where post-survey responses consolidated around higher confidence ratings and the proportion of students rating themselves as completely unconfident dropped notably.

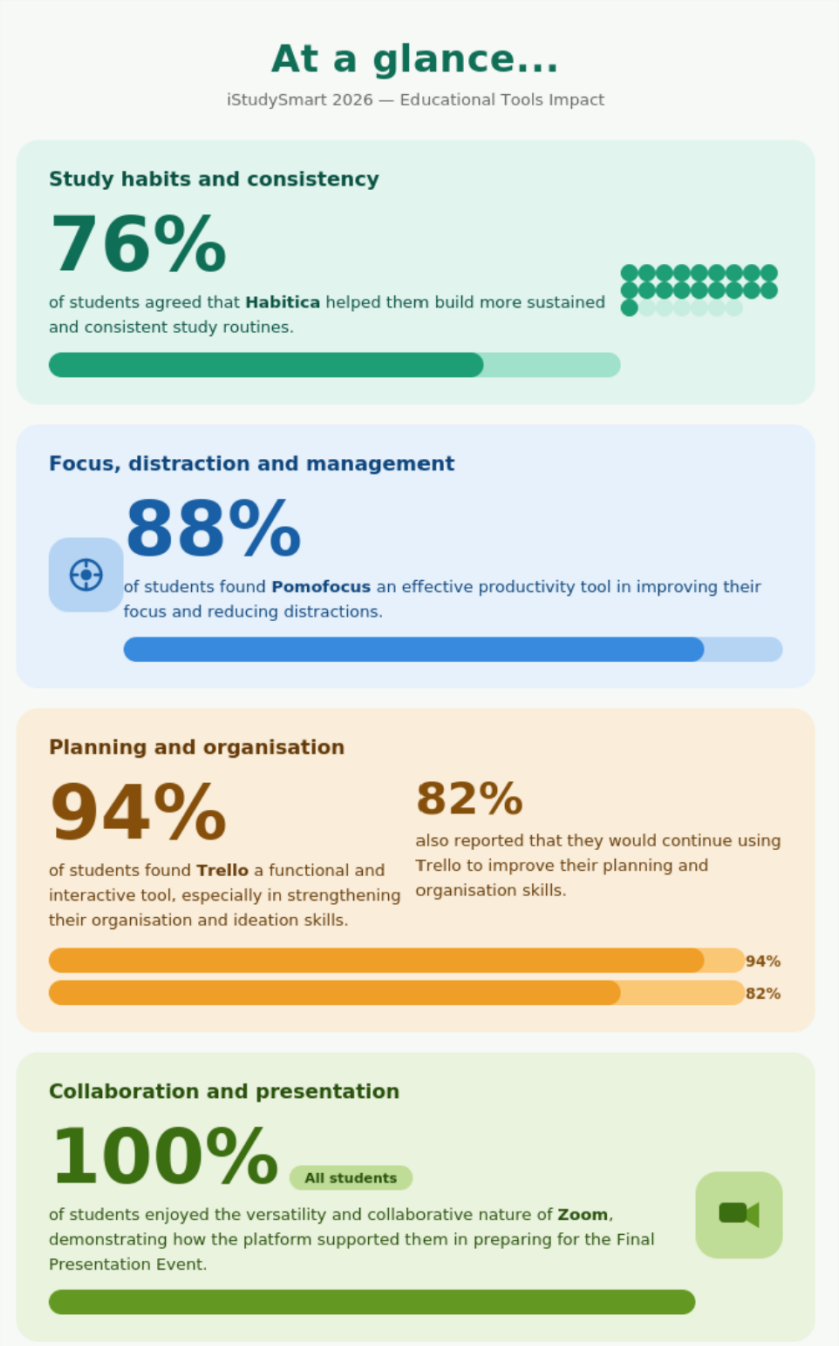
These improvements can be attributed to explicit instruction on presentation tools and platforms such as Google Slides and Zoom, complemented by structured guidance and repeated practice. Facilitator support during Zoom-based consultations enabled students to refine pacing, transitions and eye contact, contributing to a more polished final delivery.

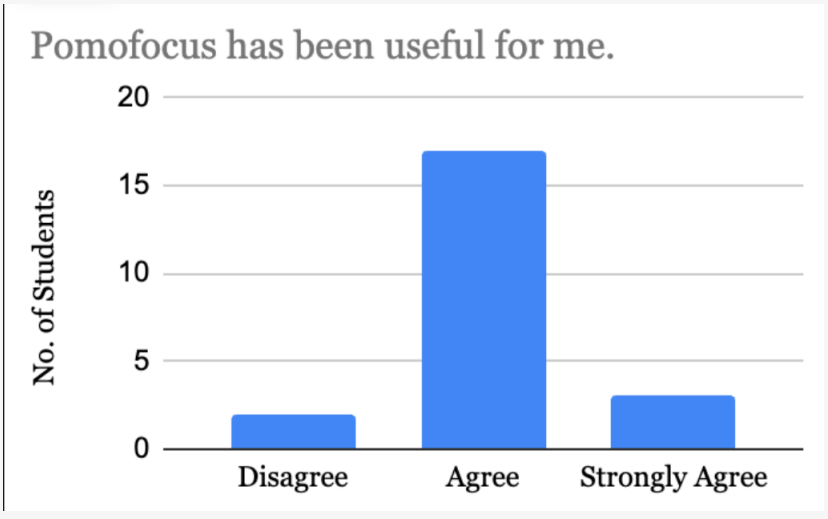


© DAS 2026

The 2026 iStudySmart cohort marks the fourth group of students to benefit from the programme's integration of educational applications, generously funded by Micron. These tools continue to play a significant role in enhancing student engagement, strengthening executive functioning skills, and maximising learner outcomes. The incorporation of gamified features and collaborative tools has consistently fostered active participation and encouraged the transfer of knowledge and skills both within and beyond the programme.

While some of the students, especially those with challenging learning profiles, may require more guidance and encouragement in using the applications regularly and diligently for greater utility and longevity, the exposure to the different tools has nonetheless helped them in identifying learning strategies that best suit their personal preferences and individual needs.





Example of how Pomofocus can be used for completing one's task

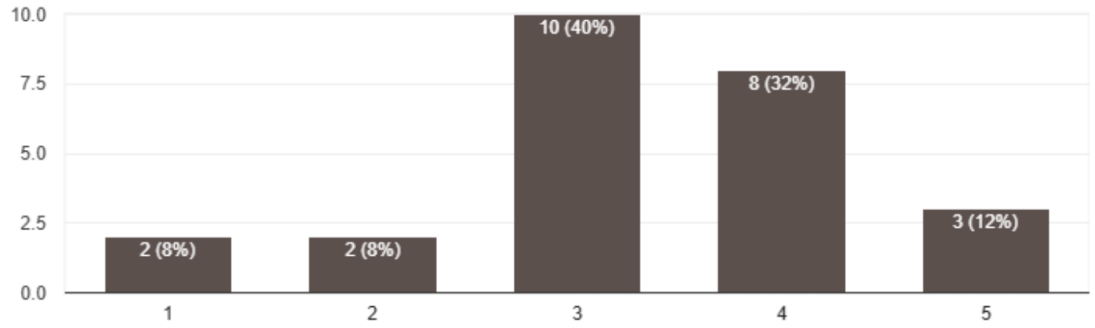
Pre- survey (Secondary School & IHL)

B. Executive Functioning

I am able to complete my tasks on time.

Copy chart

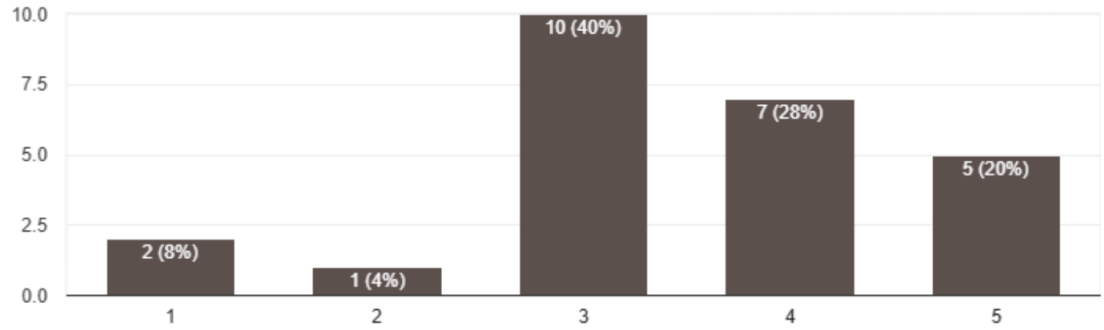
25 responses



I try to complete my tasks before going on to the next.

Copy chart

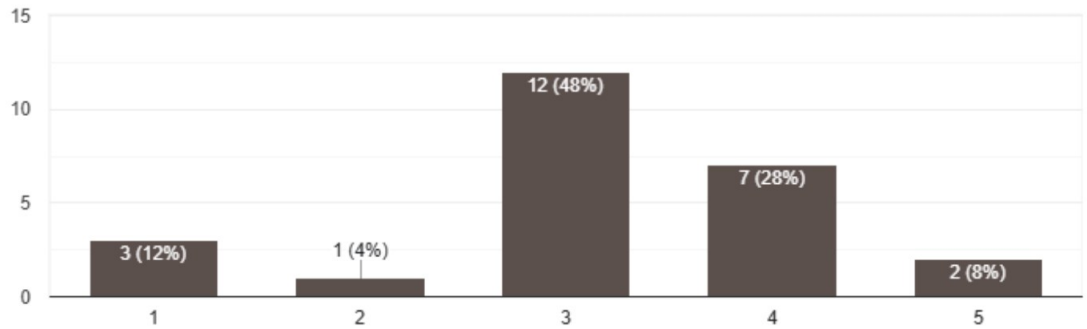
25 responses



I have no trouble getting started on a project early even though the deadline might be far away.

Copy chart

25 responses



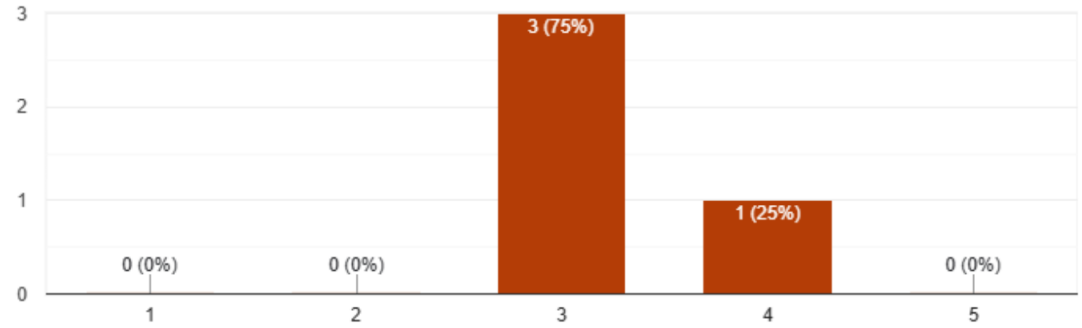
Post- survey (Secondary School & IHL)

A. Executive Functioning

I am able to complete my tasks on time.

Copy chart

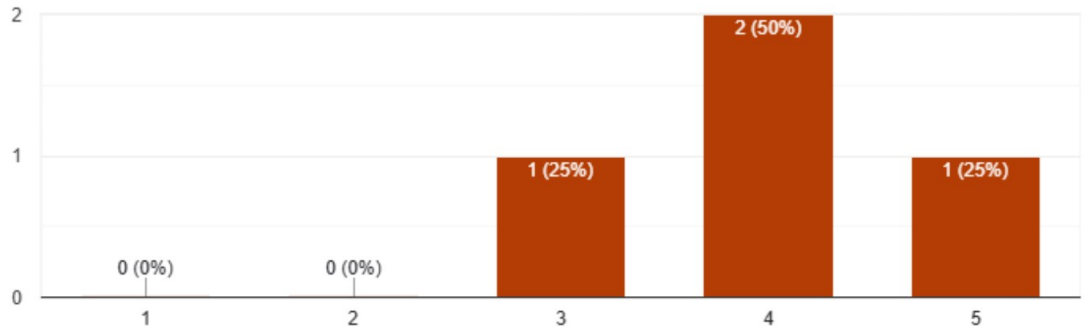
4 responses



I have no trouble getting started on a project early even though the deadline might be far away.

Copy chart

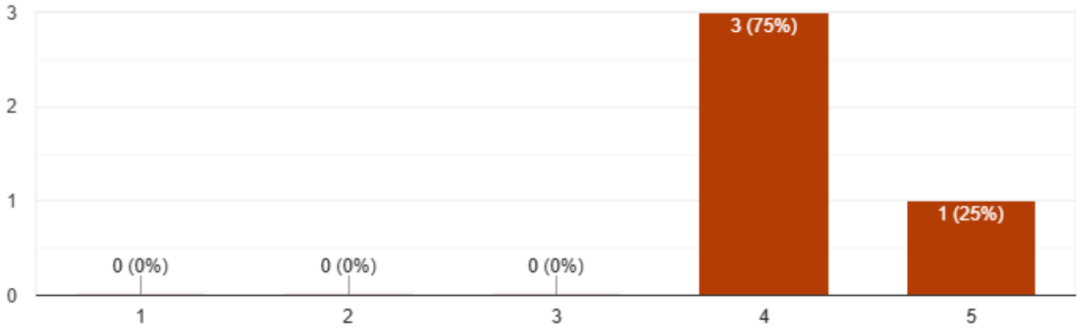
4 responses



I try to complete my tasks before going on to the next.

Copy chart

4 responses



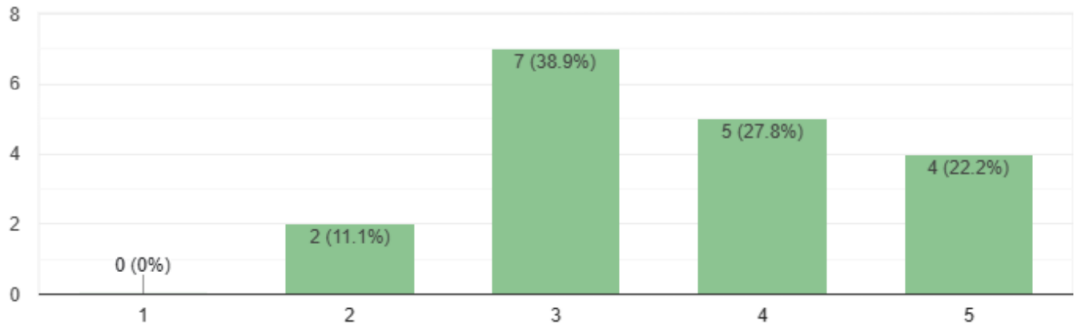
Pre- survey (IHL)

A. Executive Functioning

I am able to complete my tasks on time.

Copy chart

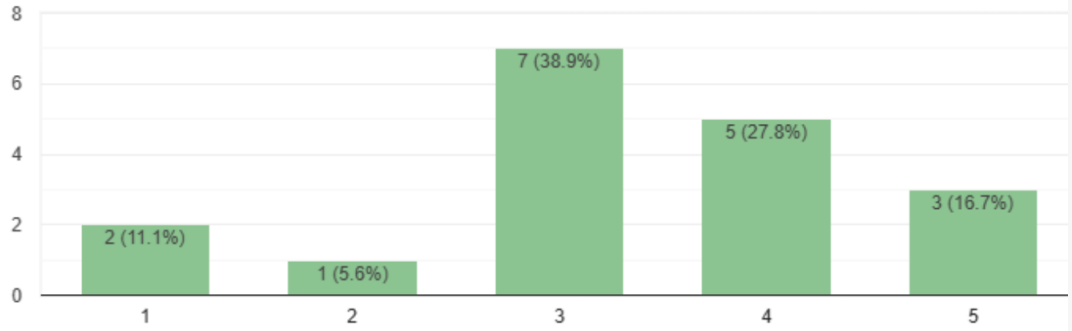
18 responses



I have no trouble getting started on a project early even though the deadline might be far away.

Copy chart

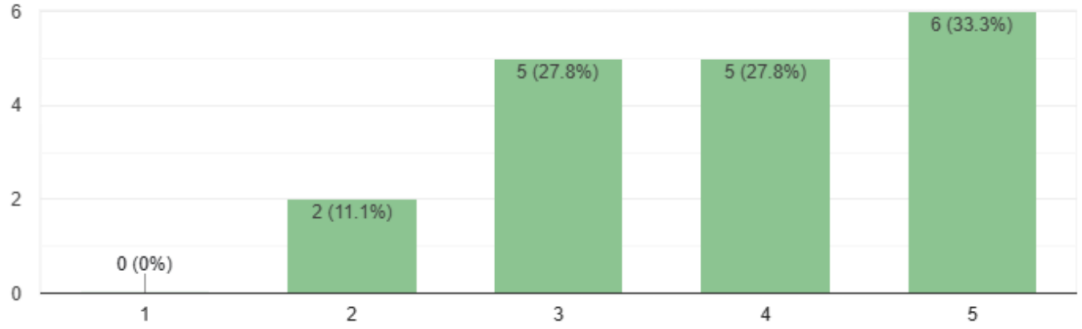
18 responses



I try to complete my tasks before going on to the next.

Copy chart

18 responses





Post-survey scores beat pre-survey on every single item — 31 self-assessment statements were asked identically in both surveys (n=24 pre, n=22 post, combining the IHL and SS post cohorts), and every one moved up.

© DAS 2026

Final Presentation Event: YMCA Orchard, 17 March 2026

The 2026 cohort concluded with an in-person final presentation event at YMCA Orchard, attended by Mr Wang Sheng Ming (Manager, PIE RDA, Micron), Ms Kommathe Rajendran (SIM), Dr Damaris Carlisle (LASALLE), DAS Board and Committee Members, the DAS General Management Team, students' MLP Educational Therapists, and parents. Students presented topics they were deeply passionate about, spanning the history of surgery, the effect of climate change on engineering, accessibility for persons with disabilities in Singapore, women's rights and the history of football.

What stood out this run was the quality of thinking behind each presentation. Students did not simply summarise information. Instead, they contextualised it, connected it to real-world implications and, in many cases, drew on personal experience to make their case. A student presenting on accessibility for persons with disabilities in Singapore, for instance, was not just sharing facts but advocating for a cause. This shift from passive research to active, purposeful communication is precisely the kind of growth iStudySmart™ aims to foster.

Voices from Parents

"My child's final presentation amazed me — from her choice of topic to delivering the slides and presenting on stage with a kind of confidence I never thought she had. The independence over these three months, the confidence on stage, the quality of her presentation materials — all of this tells me she put in a great deal of effort to learn."

"I am amazed by the changes in my daughter as she has blossomed. Her confidence has soared since joining, and she finally felt brave enough to speak up during her final presentation. She is making a lot of effort, trying her very best in her preparations and seeing challenges as a chance to learn."

"I would recommend this programme to other parents. It builds confidence and helps students understand that everyone has their own special ideas. Amazing results in such a short time."

© DAS 2026

Voices from Students

"It has helped me step out of my comfort zone. I have a fear of speaking in front of crowds, but after the final presentation, I felt more optimistic and noticed an improvement in my confidence on stage."

"It has prepared me for real-life situations. When I work in hospitality, I will need to communicate with customers, and this programme has helped me build that skill."



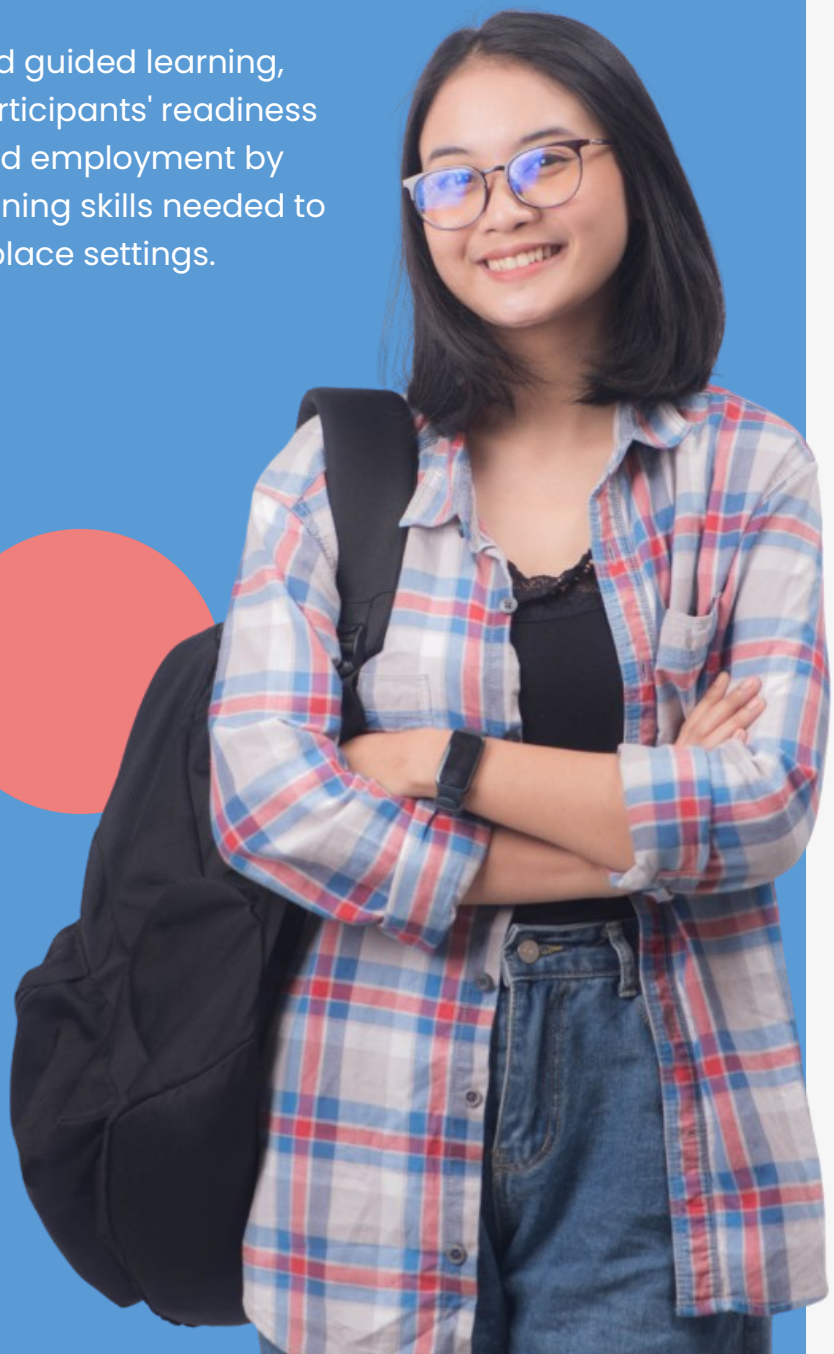
The team extends special thanks to facilitators Mike, Charis and Jia Hui, whose dedication and support throughout the run played an instrumental role in the positive outcomes observed across the programme.

© DAS 2026

iWorkSmart™ Programme

iWorkSmart is a short-term executive functioning programme designed for individuals aged 15 years and above with, or at risk of, dyslexia and other learning differences. Delivered over six hours, the programme equips participants with practical strategies to strengthen organisation, time management, problem-solving, adaptability, resilience and the effective use of technology.

Through interactive activities and guided learning, iWorkSmart aims to enhance participants' readiness for further education, training and employment by developing the executive functioning skills needed to succeed in academic and workplace settings.



iWorkSmart™ Programme

iWorkSmart™: Empowering Older Learners Who Learn Differently

The iWorkSmart™ workshop series equips upper secondary students, tertiary students and working adults with practical executive function strategies, productivity tools and self-advocacy skills. This year, the team delivered five runs across public and partner-school settings, reaching a diverse audience of learners and educators.

The iWorkSmart™ workshop series equips upper secondary students, tertiary students and working adults with practical executive function strategies, productivity tools and self-advocacy skills. This year, the facilitators, Jia Hui and Kalphna, delivered three public runs alongside two partner-school collaborations, reaching a diverse audience of learners and educators.

Public Workshop Runs

Run	Date	Attendance	Feedback Highlight
Run 1	5 April 2025	22 signed up / 18 attended	100% rated sessions useful / very useful
Run 2	5 July 2025	24 attended	100% across all four feedback areas
Run 3	6 September 2025	20 attended	100% / 92.9% across feedback areas

© DAS 2026

Run 1: 5 April 2025

The first iWorkSmart™ run of the year was held on 5 April 2025, drawing strong interest with 22 participants signing up and 18 attending. The cohort spanned upper secondary students, tertiary students and adult learners — some with formal diagnoses of dyslexia, others flagged as at-risk via the Adult Dyslexia Checklist. Participants worked through the fundamentals of executive functioning before applying a curated set of digital tools to their own routines. Every respondent rated both sessions as "somewhat useful" or "very useful", and 11 of 14 agreed or strongly agreed the workshop was relevant to their needs.

"I was surprised by the amount of new things to learn about myself, as well as the different AI tools!"

Run 2: 5 July 2025

The second public run drew 24 participants on 5 July 2025, with 14 completing the feedback form. The cohort again represented a wide mix of learners, including part-time university students, an office barista and an early childhood educator. Across two sessions, participants developed a clearer understanding of how executive functioning shapes everyday life and were introduced to practical digital tools for organisation, time management and planning. Feedback was uniformly strong, with 100% of respondents rating the course materials, executive function strategies, productivity tools and trainers' knowledge as useful / very useful or good / very good.

"Excellent teaching from both teachers — really appreciate their time and detailed explanations."



Run 3: 6 September 2025

The third public run was conducted on 6 September 2025, with 20 participants attending and 18 completing the feedback form. Dr Damaris from LaSalle College of the Arts joined as a guest contributor, complementing the second session with additional tools such as NotebookLM and Natural Reader. Feedback was again highly positive: 100% rated the course materials, executive function strategies and trainers' knowledge useful / very useful, and 92.9% reported feeling confident or very confident in using the productivity tools shared.

> "Teachers adapting with EduTech and AI is great, so teachers can help students better."



Customised iWorkSmart™ Workshop for Schools

Clementi Town Secondary School (18 & 25 September 2025)

At the request of Clementi Town Secondary School, the team delivered a customised iWorkSmart™ workshop on examination skills for eight Secondary 3 students with special educational needs. Four students were funded by a generous donor and four were sponsored by the school. All participants had a formal diagnosis of dyslexia. As the workshop coincided with the examination period, facilitators incorporated additional interactive activities to sustain engagement. Feedback was strongly positive: 80% of students found the first session useful or very useful, and all reported feeling assured or very assured about using iPad applications to support their productivity. Trainers' knowledge, course materials and shared resources were all rated good or very good.

> *"What I found beneficial was the recommendation of several tools and applications that can support students with dyslexia in managing their time and tasks. These resources are especially useful in helping them differentiate between urgent and non-urgent tasks, allowing them to plan and prioritise more effectively."*
>
> *— Mr Ridzwan, SENO, Clementi Town Secondary School*

LaSalle College of the Arts (5 March 2026)

The latest iWorkSmart™ run was delivered in partnership with Dr Damaris and her team at LaSalle College of the Arts. Four students with Financial Assistance Scheme (FAS) status attended, three of whom were funded through the generosity of DAS colleague Ms Soofrina. This run introduced a notable adaptation to the programme: rather than applying digital tools in isolation, participants consolidated their learning by developing a short project pitch using tools such as Google Gemini and NotebookLM. Working through a structured framework of problem, evidence, impact, solution and call to action, participants either debunked a common myth or addressed a community issue.

© DAS 2026

Highlights included two participants who used Miro to debunk the myth that "teenagers are lazy", and another who used NotebookLM to develop a pitch on redesigning the school system to integrate play and learning. Participants singled out the Pomodoro technique, the Eisenhower decision matrix, habit stacking, temptation bundling, NotebookLM and Adblock as tools they intended to keep using. The workshop was summed up in one word as "informative", "eye-opening" and "good".

Looking Ahead

The 2025–2026 year saw both iStudySmart™ and iWorkSmart™ mature in capability, reach and impact. With a strengthened delivery team, an enrollment milestone, four iWorkSmart™ runs across diverse settings, and deepening partnerships with schools and community organisations, both programmes are well positioned to continue empowering learners who learn differently in the year ahead. We extend our deep gratitude to our donor, our partner institutions, and every donor, facilitator, family and student who made this year possible.



SPECIALISED EDUCATIONAL SERVICES (SES)



OUR VISION

Nurturing persons with learning differences to achieve success and impact society positively.

OUR MISSION

Unlocking the potential of individuals with learning differences.

ABOUT SES

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore which aims to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed.

All of our professionals are highly qualified and specially trained to help persons with learning differences who may be struggling in different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on a student and strive to bring out the very best in every individual that we see.

© DAS 2026

PRESCHOOL PROGRAMME

“Catch them before they fall”
Early identification and support prevents reading failure in young children." - Dr Joseph K. Torgesen

“Moving into Primary One is a big educational milestone for children in Kindergarten One and Two. It is imperative to support preschoolers struggling with basic literacy early since research has shown that neglecting to do so may have a lifelong impact. Since 2006, DAS has helped many preschoolers with early literacy difficulties overcome barriers through our SES Preschool Programme. The SES Preschool Programme is a published evidence-based programme, which has been consistently found to have a positive effect on learning outcomes.



Preschool Programme



DAS Preschool Team

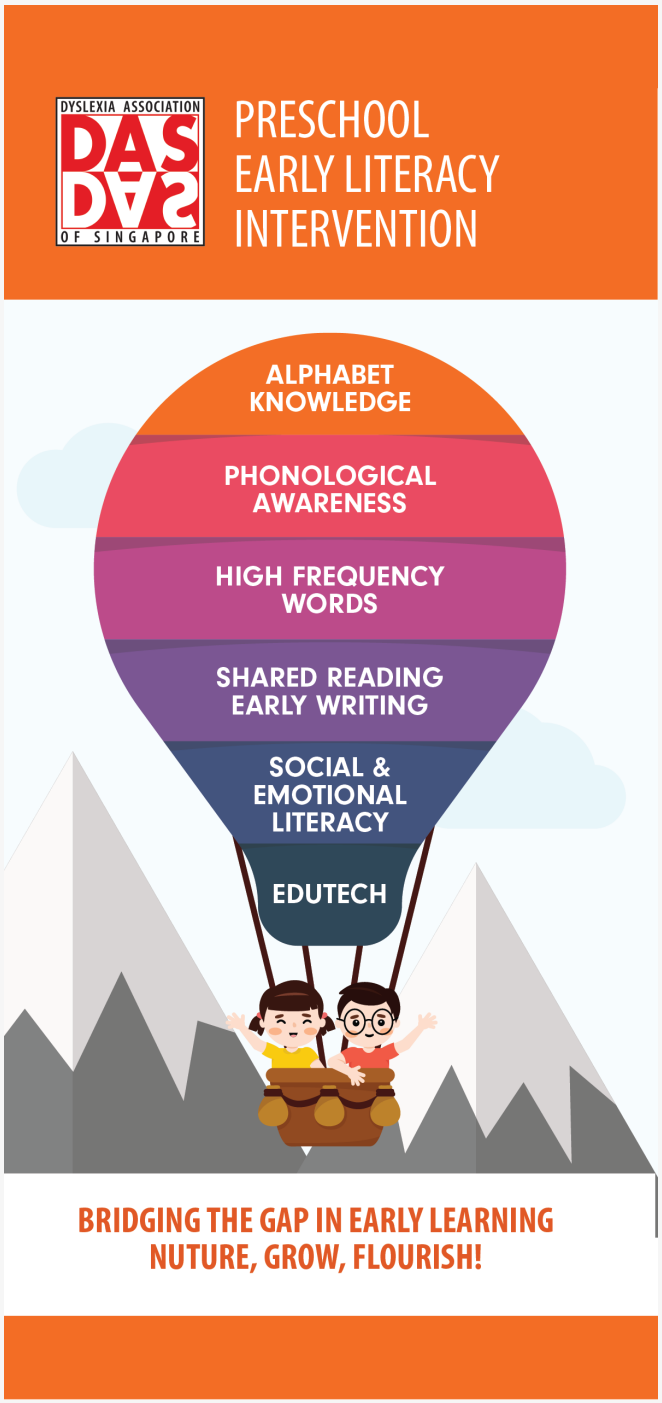
1. INTRODUCTION

The DAS Preschool programme was started in 2006 to provide specialised early literacy support for Kindergarten 1 and 2 students who may have challenges picking up early literacy learning skills despite supportive efforts from home and school. It is an evidence-based programme that has been consistently found to have a positive effect on learning outcomes. By the end of 2025, the Dyslexia Association of Singapore (DAS) provided 237 preschoolers with early literacy intervention through the preschool programme. Of the total student enrollment, 39% were referrals from medical institutions, such as from KKH (34.7%), NUH, HPB, SGH, and polyclinics (4.3%), 15.8% from schools and educational professionals and psychologists; 13.4% through word of mouth; 12.6% from online searches and 3.5% within DAS. The other 15.7% did not state their source of referral. The preschool programme is recognised as a private early intervention service provider under Early Childhood Education Development Agency (ECDA) Early Intervention (EI) and is ECDA Baby Bonus approved.

© DAS 2026

2. PROGRAMME DESCRIPTION

The programme integrates the Orton-Gillingham (OG) instructional principles with early childhood pedagogy and is guided by the MOE's Nurturing Early Learners (NEL) Language and Literacy Framework. Lessons are multi-sensory, with learning layered with repetition and personalized to a child's profile, leading to mastery, retention, and understanding. Preschool educational therapists will gather a child's early literacy information from a pretest and class observation to create an Individualised Intervention Plan (IIP).



The IIP document will be shared with the parents within three weeks of the child entering the programme. The lessons are individualised and cater to a child's learning progress. This IIP is updated every six months in a more detailed progress report that discusses goals that have been met, new goals to meet, and general feedback. The progress report is provided to parents during the bi-annual parent meeting session.

Children going on to Primary One will eventually exit the preschool programme and children who receive a dyslexia diagnosis may continue intervention in the DAS Main Literacy Programme.

© DAS 2026

Entry Criteria

Preschoolers in Kindergarten One and Two attending childcare or kindergarten who require specialised early literacy support

Exit Criteria

Preschoolers who have completed Kindergarten 2 at the end of the year.

Who the Programme is for

Preschoolers who require specialised early literacy support to learn:

- **pre-reading skills:** letter recognition, letter-sound knowledge, blending to read words, recognising high-frequency words
- **pre-spelling skills:** hearing the individual sounds in a word (e.g. d-o-g for 'dog'), segmenting e.g, cat (c/a/t), identifying the beginning, middle and ending sound
- **early-writing difficulties:** fine-motor skills, writing name, letter formation in both upper and lower case

3. EVALUATION OF PROGRAMME FOR 2025-2026

At the start of the programme, therapists conduct pre-test for each student to identify literacy gaps and establish targeted goals. The pre-test covers alphabet knowledge, phonogram knowledge, phonemic awareness, sight word knowledge, blending and segmenting skills, and sentence copying. At the end of the year, a post-test will be conducted with the student in the same components to measure overall progress.

The components covered in our programme include alphabet knowledge, letter formation, letter-sound association, phonological awareness, sight words, and early writing. The teaching approaches, guided by Orton-Gillingham principles and early childhood pedagogy, are individualised to cater to each child's learning progress, creating opportunities for preschoolers to experience success within the classroom.

© DAS 2026

Annual progress monitoring is conducted to evaluate and update teaching practices. Data was collected from a sample of 206 preschoolers (28 K1, 171 K2, and 7 K2R), comprising 81 female and 125 male students, who attended an average of 46.1 hours of intervention.

Table 1. Results of Paired Samples t-test comparing pre-test and post-test.

Group	N	Mean	SD	t	df	p
Alphabet Knowledge Pre-test	206	73.1	30.47	-12.37	205	0.000
Alphabet Knowledge Post-test	206	94.32	24.39			
Phonogram Knowledge Pre-test	204	15.82	9.03	-19.76	203	0.000
Phonogram Knowledge Post-test	204	28.9	9.59			
Phonemic Awareness Pre-test	204	2.41	5.17	-14.86	203	0.000
Phonemic Awareness Post-test	204	10.13	8			
Sight Word Knowledge Pre-test	204	10.01	13.81	-13.26	203	0.000
Sight Word Knowledge Post-test	204	23.27	17.64			
Reading Ability Pre-test	206	1.64	3.18	-15.85	205	0.000
Reading Ability Post-test	206	7.35	6.01			
Spelling Ability Pre-test	206	1.03	1.83	-12.69	205	0.000
Spelling Ability Post-test	206	4.77	4.59			

*Discrepancy in N due to incomplete data

© DAS 2026

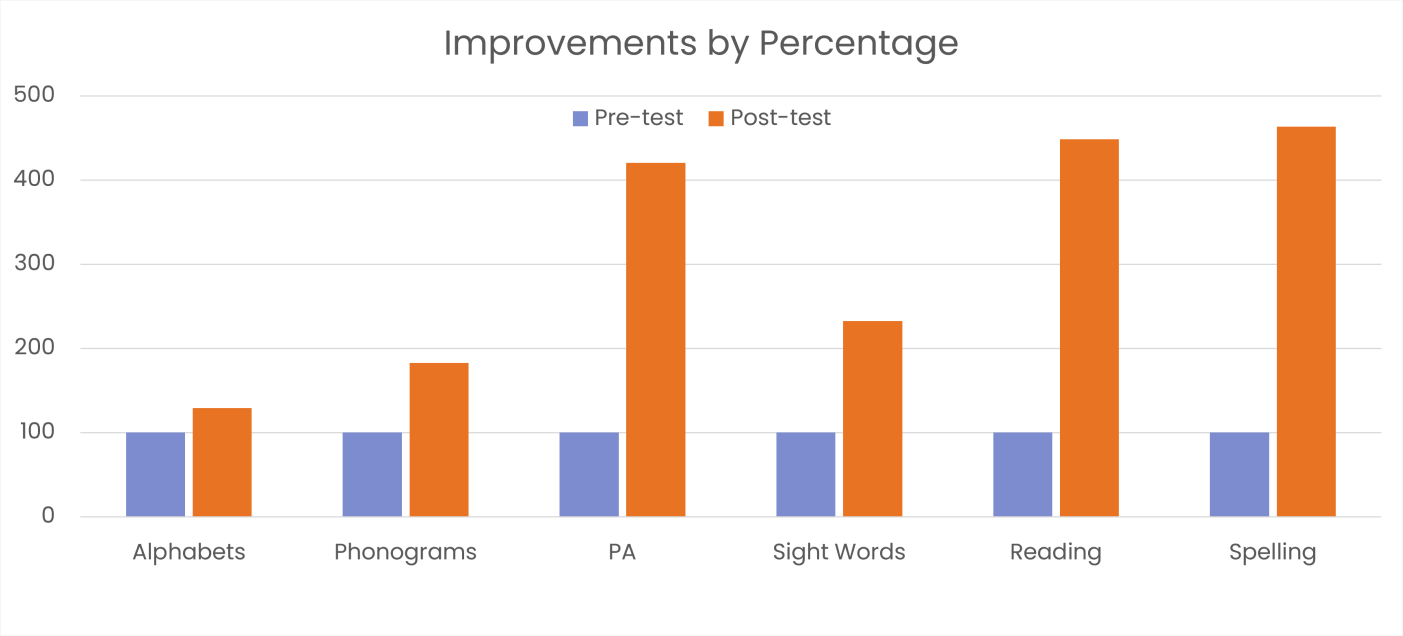


Chart 1 : Comparison of literacy improvements at pre and post-test across seven areas: alphabet knowledge, phonogram knowledge, phonemic awareness, learnt word knowledge, reading ability, and spelling ability.

The results indicated, as with previous years, highly significant improvements in all six components with large effect sizes.

4. Research Conducted

1: KLC Conference

The KLC conference brings leaders and educators caregivers from diverse fields to explore the latest research, practices, and strategies for nurturing preschool children, including those with additional needs. The Preschool team presented 2 presentations:

Empowering Young Learners through Inclusive Literacy Practices

The one hour workshop explored inclusive teaching methodologies to support early literacy in preschool classrooms. Participants received practical strategies and free resources for immediate use in their classrooms.

Empowering Early Literacy through Collaborative Partnerships

The 20 minute presentation focused on supporting early literacy through timely intervention and strong collaborative partnerships among educators, families, and community-based professionals. It addressed common challenges in early identification and highlighted a successful case study from the DAS Preschool Programme.

2. ECDA Conference

The ECDA conference brings together the Early Childhood community, families, and partners to explore how shared vision and close partnerships create enriching learning environments where preschool children can flourish. The Preschool team and SES Director, Edmen Leong, conducted an one hour presentation that highlighted the collaborative roles of educators, allied health professionals, and social service agencies, such as the Dyslexia Association of Singapore (DAS), in providing structured interventions.

5. QUALITY ASSURANCE

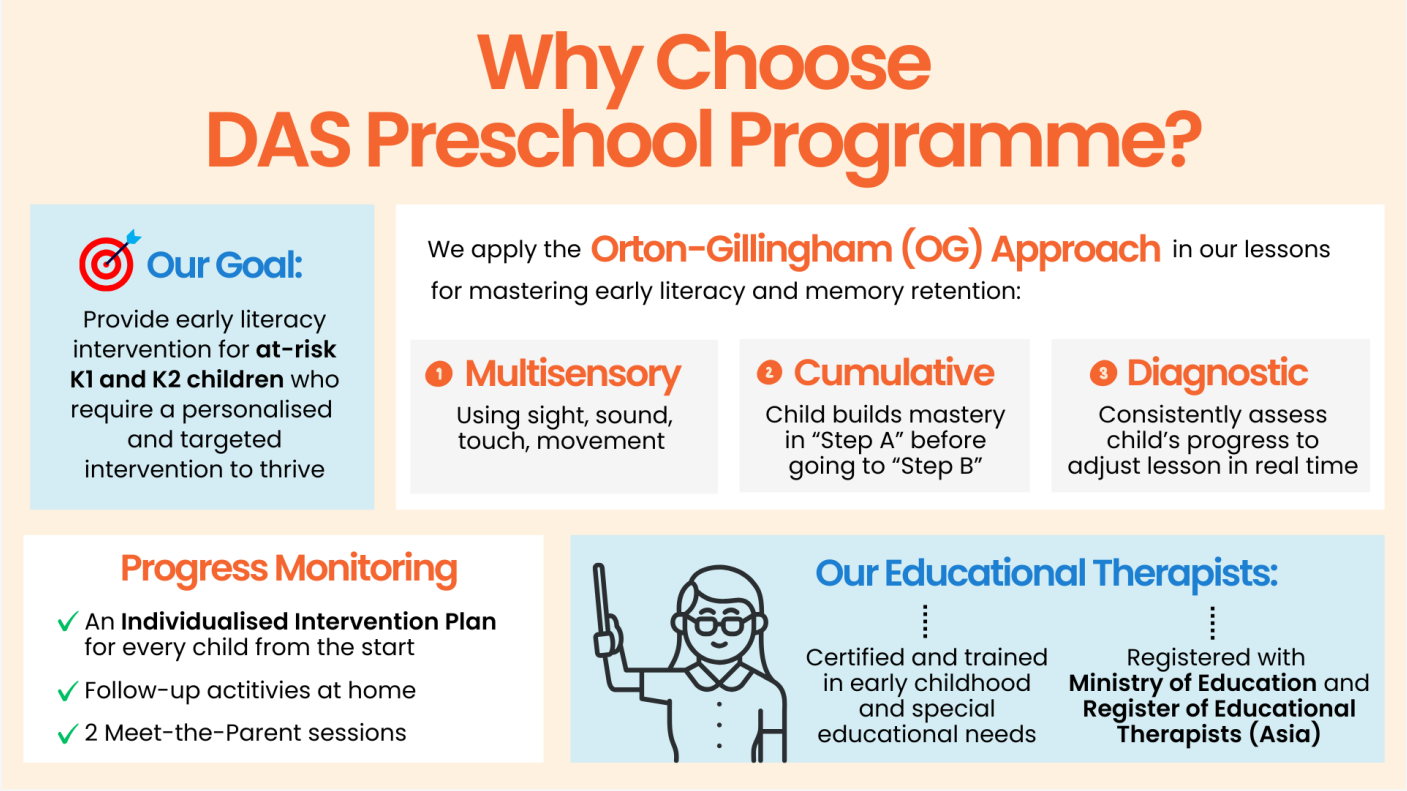
The preschool programme conducts annual quality audits to ensure that our teachers plan quality lessons that are in line with students' needs and are able to deliver lessons using the Orton Gillingham (OG) approach to help our students. To ensure Educational Therapists are providing a high-quality programme, classroom observations and peer observations are conducted every financial year. In addition, an annual programme evaluation is conducted to monitor students' progress and the effectiveness of the programme. The teachers will be graded for the following:
A score of less than 40 would indicate that the teacher would need a re-audit. The scores for each process will be summed, and teachers were given a performance rating based on the total score.

PROCESSES	SCORE
A: Lesson Planning	/16
B: Lesson Execution	/60
C: Language and Communication	/8
D: Classroom Management	/12
TOTAL	/96

© DAS 2026

GRADE ACHIEVED	GRADE	PERCENTAGE
	5: Far Exceeding Requirement	80-100
	4: Exceeding Requirement	60-79
	3: Met Requirement	40-59
	2: Developing (Reeds Re-audit)	20-39
	1: Yet to Meet Requirement (Needs Re-audit)	0—19

At the end of 2025, we conducted 13 quality assurance audits, and our teachers' performance ratings were either exceeding requirements or far exceeding requirements. This ensures that our Educational Therapists are capable of providing a high-quality lesson.

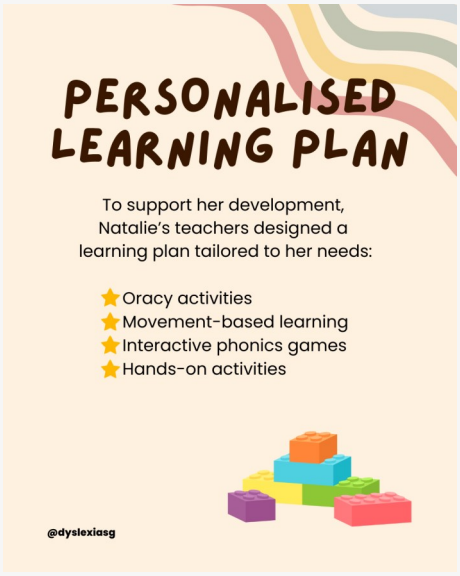


6. TEACHER TRAINING

All Preschool dedicated and Flexi Educational Therapists have completed a Professional Certificate Course in Preschool. Dedicated Preschool Educational Therapists hold at least a Diploma in Preschool Education or relevant qualifications in Early Childhood. All full-time staff are required to have 50 hours of continued professional development through in-house training, external courses, conferences, and seminars. Further in-service training includes continuous formal and informal training.











NAME OF TRAINING	DATE	OBJECTIVE
School Aged Assessment and Mid Year Meet the Parent Session	9 April 2025	♦ Sharing of updates and resources ♦ Parent communication and Mid Year student progress report ♦ School Aged Assessment
Professional Certificate Course for Flexi Scheme Preschool Educational Therapist	29 April 2025 30 April 2025 2 May 2025 6 May 2025	♦ Early Identification and early literacy planning ♦ Classroom Readiness ♦ Differentiated Teaching and Learning ♦ Parent Communication and Student Progress report ♦ Technology in Teaching
Lesson Plan & Preschool Quality Assurance Audit (QAA)	2 July 2025	♦ New updates to lesson plan and QAA
Curriculum delivery and Parent Communication	20 August 2025	♦ Pre Test ♦ Parent Communication ♦ Teaching Strategies ♦ Lesson Sequence ♦ Sharing of tips with each other
Conducting Year End Meet the Parent Session and Post Test	24 September 2025	♦ Conducting Meet the parents ♦ Conducting Post Test ♦ School Aged Assessment
Administrative and housekeeping updates	28 January 2026	♦ Prompt attendance marking ♦ Conducting Pre Tests ♦ Interactive game accounts for students (Raz-Kids and PinkCatGames) ♦ Documentation of lesson plan and Individual Intervention Goals (IIP) ♦ Communication Log for Parents ♦ Curriculum Updates
THE PROACTIVE CLASSROOM: 8 Tips to Transform Your Teaching	11 March 2026	♦ Classroom Management: Teaching Tips and Strategies

© DAS 2026

7. NEW INITIATIVES TAKEN FOR 2025-2026

1: Refining the Quality Assurance Audit (QAA) template

The team has updated the QAA template, specifically revising the Lesson Planning and Lesson Execution components.

Lesson Planning Previously, this component carried a fixed total of 15 marks. To allow for greater flexibility in planning, the team introduced a tier scoring system:

- 15 marks: If all components are planned for
- 13 marks: If social-emotional, oracy or reading comprehension are excluded

Lesson planning accounts for 15% of the overall weighted score.
Lesson Execution In previous years, this component was assigned a fixed score of 50. To better accommodate varied lesson components suited to different class profiles, we have introduced a tiered scoring system:

- 55 marks: If sight words are excluded.
- 55 marks: If social-emotional literacy, oracy, or reading comprehension are excluded.
- 50 marks: If all the above components are excluded.

Lesson Execution accounts for 60% of the overall weighted score.

2 Termly Webinar

To reach out to parents and professionals, a lunchtime webinar titled Early Literacy Challenges was conducted, with one webinar held each term across Term 2 2025, Term 3 2025, Term 4 2025, and Term 1 2026. The sessions were kept short to 1h 30 minutes to fit into pockets of time particularly lunchtime during weekdays, making them more accessible to busy participants.



8. ENGAGEMENT AND AWARENESS

Awareness 1: KLC Conference

The KLC conference brings leaders and educators caregivers from diverse fields to explore the latest research, practices, and strategies for nurturing preschool children, including those with additional needs. The Preschool team presented 2 presentations: Empowering Young Learners through Inclusive Literacy Practices and Empowering Early Literacy through Collaborative Partnerships. The presentation aimed to raise awareness of inclusive teaching methodologies and supporting early literacy through timely intervention and strong collaborative partnerships among educators, families, and community-based professionals.



Awareness 2: ECDA Conference

The ECDA conference brings together the Early Childhood community, families, and partners to explore how shared vision and close partnerships create enriching learning environments where preschool children can flourish. The Preschool team and SES Director, Edmen Leong, conducted an one hour presentation that highlighted the collaborative roles of educators, allied health professionals, and social service agencies, such as the Dyslexia Association of Singapore (DAS), in providing structured interventions.



Awareness 3: Preschool Screening

To reach out to preschoolers who may require specialised early literacy support, 4 public screenings were planned in June, September, November 2025, and March
2026.

Awareness 5: Parent Orientation

Parent Orientation was conducted in Term 3, 2025 and Term 1, 2026.

Awareness 6: Termly Webinar

As part of our community outreach, awareness, and early identification initiatives, the preschool team conducted four termly lunch time webinars in Term 2 2025, Term 3 2025, Term 4 2025, and Term 1 2026. The webinars engaged parents, professionals from kindergartens and childcare centres, as well as community partners across the island.

The preschool team works closely with the Communication, Engagement and Fundraising (CNF) team to reach a wider audience and provide an insightful awareness talk to its audiences.



9. TESTIMONIALS

Teacher Li Fang is truly one of the best teachers we have ever met, and she is by far my child's favourite teacher. She is incredibly dedicated, attentive, and caring. It is clear that she puts her whole heart into her work whether she is teaching, guiding, or looking after her students.

Parent from Yishun Learning Centre

Pauline has been very dedicated and experienced. My child is very fortunate to have her as his guiding teacher.

Parent from Woodlands Learning Centre

My child enjoys the small group setting. Teacher Rumin is also very patient with him.

Parent from Bishan Learning Centre



10. SUCCESS STORIES

Gerald* is a sweet and thoughtful boy who would often pick up a flower along his walk to school and present it to his teacher at DAS. He would also lovingly say, "I love you" at the end of each class.

When Gerald* joined the DAS Preschool Programme in Kindergarten One, he was unable to name most letters and experienced difficulty forming letter strokes on lined paper. On his first day, he cried and refused to let his mum leave, as he was wary of the new environment. However, after story time and a playdough activity, he gradually settled and was able to let his mum leave the classroom.

Lessons were conducted in a fun, engaging, and multi-sensory manner to support his learning. Gerald* showed a willingness to improve, consistently applying what his teacher had taught him in both letter formation and blending sounds to read words. His parents have been very supportive, regularly reinforcing concepts taught in class at home.

In Kindergarten Two, Gerald* demonstrated significant improvement in his letter formation and was able to copy sentences from the board, ensuring that his letters were aligned on the writing lines and that appropriate spacing was maintained between words. He also progressed from letter naming to associating sounds with letters and began attempting to read and spell simple three-letter words. In addition, he started Speech and Language Therapy at DAS to support his articulation and speech.

Early intervention has supported Gerald's* growth in both confidence and literacy skills. He is now beginning the Main Literacy Programme for primary school students at DAS. From a little boy who once held tightly to his mum in an unfamiliar classroom, Gerald* has grown into a confident learner who approaches new challenges with courage, curiosity, and a love for learning.



By Joanne Tan Seok Kiang
Preschool Lead Educational Therapist
Seng Kang Learning Centre

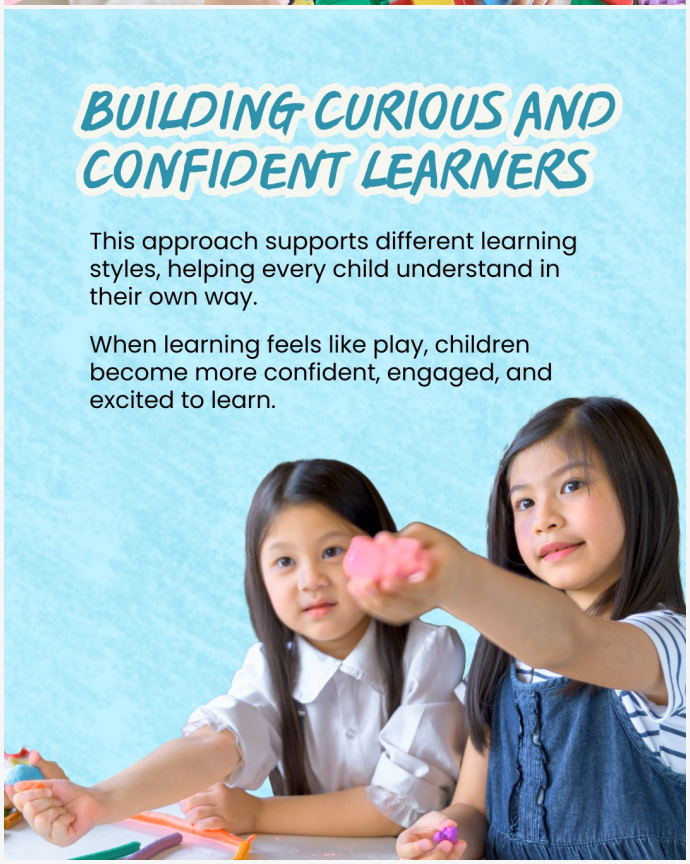
** Name anonymised*

© DAS 2026









To find out more about our Preschool Programme, scan the QR code or visit **bit.ly/DAS-PreSchool**

CHINESE PROGRAMME

To motivate children to learn, we will build their interest first. We set up a safe and friendly learning environment, to encourage students to use the language as much as they can. To make Chinese more interesting and useful, our lesson plans are full of activities and games, we also choose thematic-based topics which are closer to their daily life.

为了鼓励孩子学习，我们必须先引起学生学习的兴趣。我们建立了安全友好的学习环境，鼓励学生多说华语。我们在课堂上也设计不同的活动和游戏进行教学，这些活动都是以主题式进行教学的，字词都是学生日常生活中会用到的字词。这样一来，学生可以学以致用。



Chinese Programme

1. INTRODUCTION

For many students, learning Chinese can feel like piecing together a puzzle with missing parts—characters look too similar, sound too alike, or feel disconnected from meaning. At the DAS Chinese Programme, we specialise in supporting learners who experience these challenges, helping them bridge gaps that often go unaddressed in mainstream settings.

Our students, aged 7 to 17, include those with formal diagnoses such as dyslexia, as well as learners who may not have a diagnosis but require a different approach to succeed. Whether it is a child who avoids reading aloud or a teenager who struggles with written expression, we meet each learner at their point of need.

Grounded in the Orton-Gillingham approach, our lessons are structured, multisensory, and highly individualised, delivered in small, supportive groups. At the primary level, students build strong foundations in character recognition and language structures. As they progress, they develop higher-order skills in comprehension and writing. At the secondary level, the focus shifts towards meaningful language use in real-world contexts, equipping students not only for examinations but for confident, lifelong engagement with Chinese.

Through this approach, the programme continues to grow its impact to reach more learners while supporting each student more deeply in their language journey.





2. PROGRAMME DESCRIPTION

Students are required to undergo a profiling assessment prior to enrolment to identify their strengths, challenges, and learning profiles in Chinese. This ensures appropriate placement and targeted support.

The DAS Chinese Programme is designed for students from Primary 1 to Secondary 4 who require specialised support in Chinese language learning. The programme caters to both students with diagnosed learning difficulties and those who benefit from a differentiated instructional approach.
At the primary level, students are placed in either a 1-hour or 2-hour weekly programme based on their learning needs.

- **Primary Programme (P1–P6)**

  The programme adopts a thematic, multisensory approach with a strong focus on word recognition strategies to support character learning. Depending on student readiness, lessons may include oracy, vocabulary development, reading comprehension, and writing. Instruction is differentiated to ensure accessibility and progression for each learner.

- **Primary 2-Hour Programme (Upper Primary Focus)**

  Designed for upper primary students, this extended programme emphasises higher-order literacy skills such as comprehension and composition writing. Additional focus is placed on oral communication and examination skills, particularly for Primary 6 students preparing for PSLE. Lessons are scaffolded to build confidence and independence progressively.

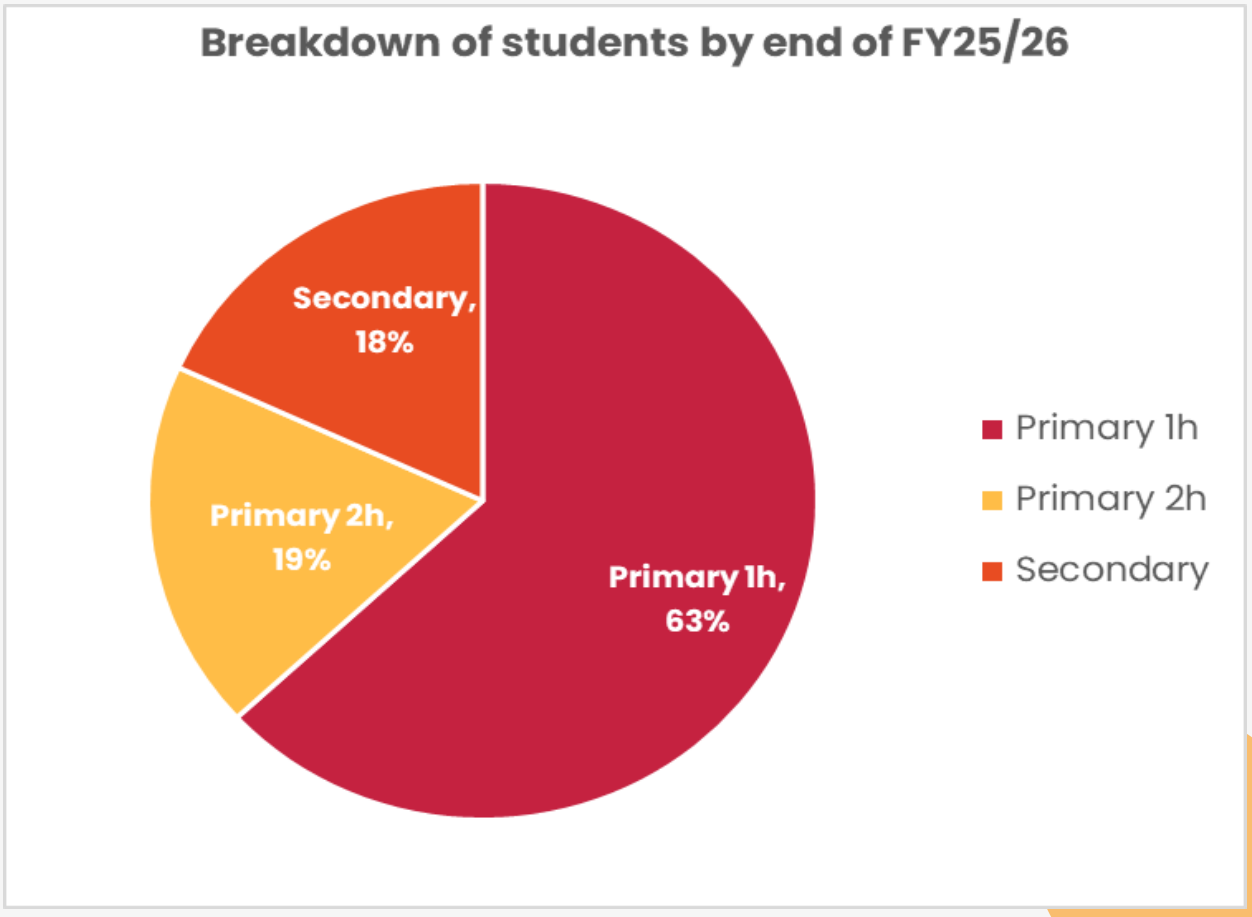
- **Secondary Programme (Sec 1–4)**

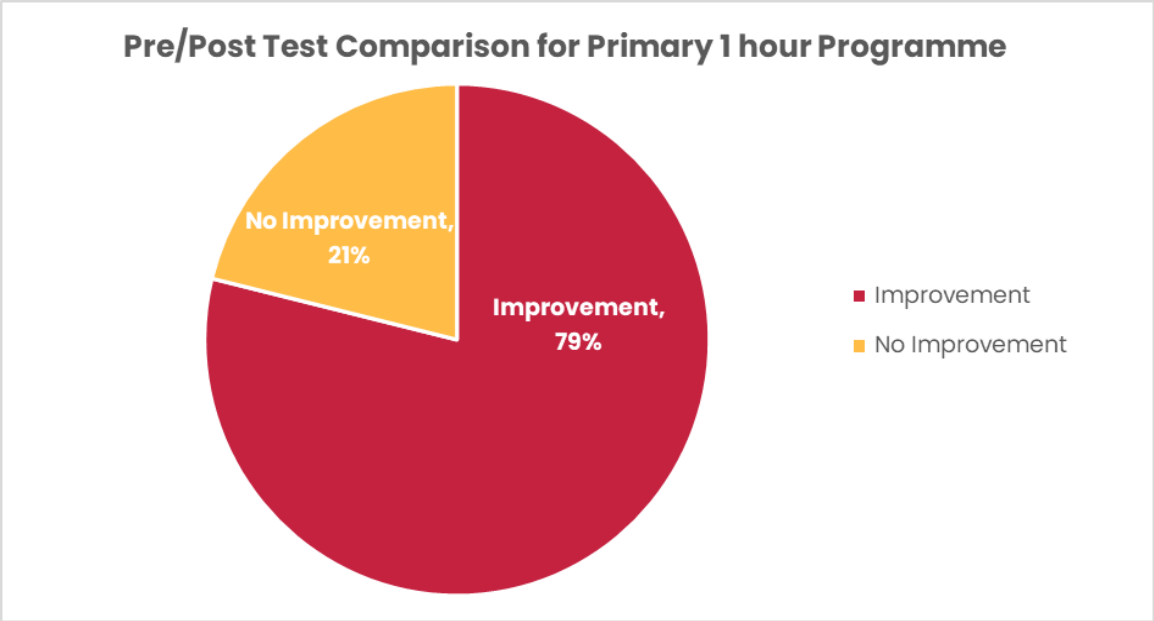
  The secondary programme includes a full-year curriculum for Secondary 1 to 3 students, and a Short-Term Programme for Secondary 4 students preparing for national examinations (O- and N-Levels). Instruction focuses on applying language skills in authentic contexts, while strengthening reading and writing competencies. The programme also aims to sustain students' interest and confidence in using Chinese beyond the classroom.

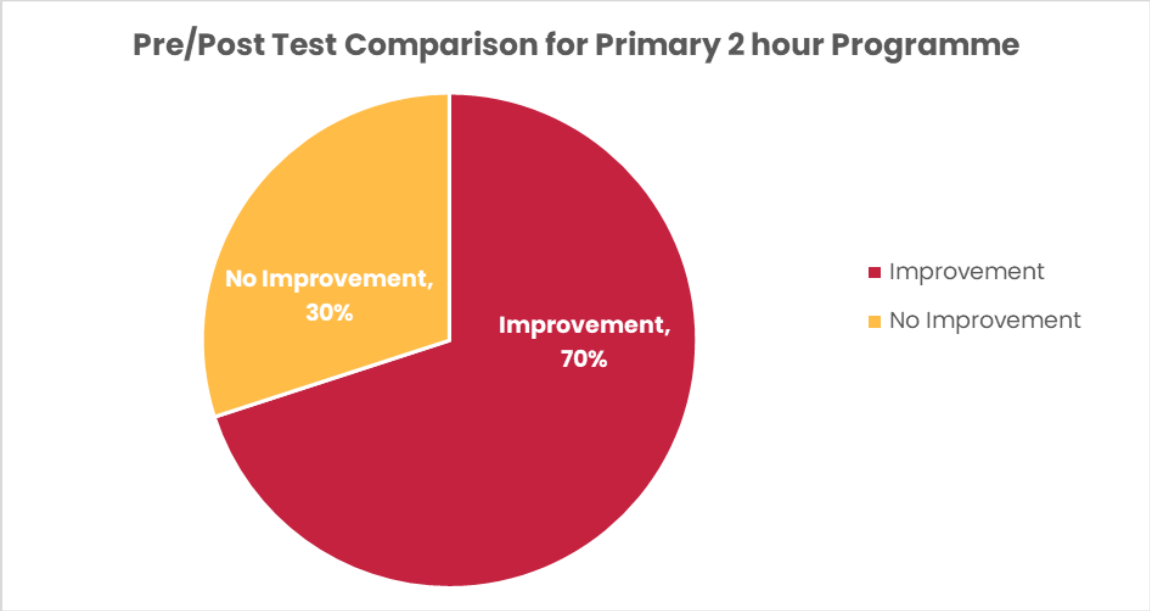
© DAS 2026

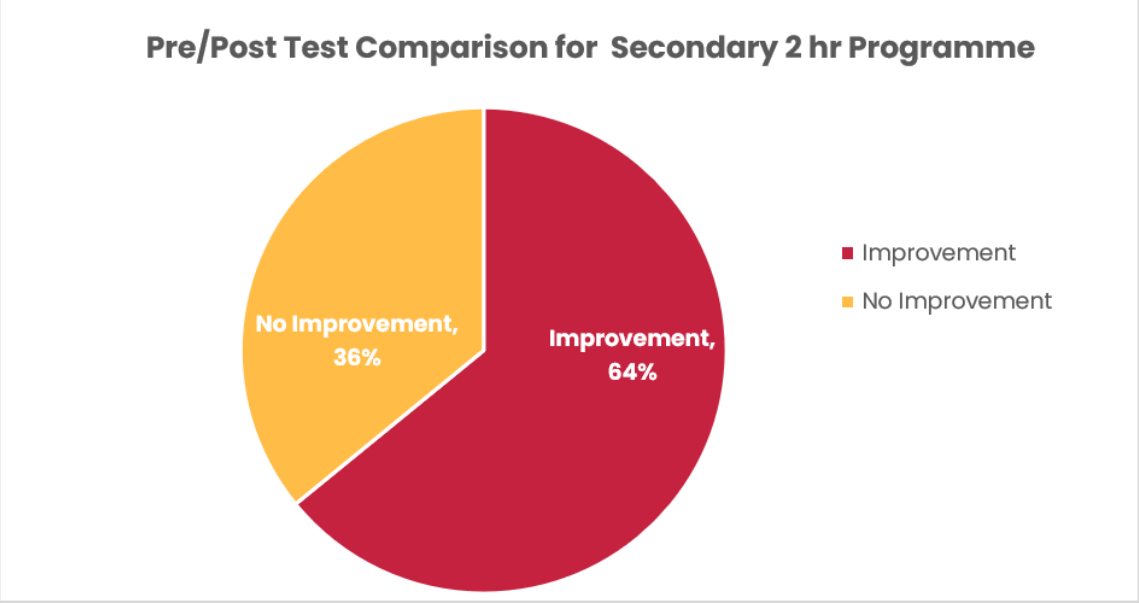
EVALUATION OF PROGRAMME FOR 2025-2026

Chinese Programme student numbers have been steadily increasing, we are able to reach our budgeted stretched numbers for each term. By the end of the financial year, we have about 507 students in our programme, 63% of our students in the primary 1 hour programme, 19% in the primary 2 hour programme and 18% in the secondary programme. Out of these students, we are supporting about 12% ILD (I Learnt Differently) students without dyslexia. About 30% of our students are supported through bursary funding so they can access our programme with lesser financial burdens.




Pre/Post Test Comparison for Primary 1 hour Programme
No Improvement, 21%
Improvement, 79%
Improvement
No Improvement


Pre/Post Test Comparison for Primary 2 hour Programme
No Improvement, 30%
Improvement, 70%
Improvement
No Improvement


Pre/Post Test Comparison for Secondary 2 hr Programme
No Improvement, 36%
Improvement, 64%
Improvement
No Improvement

© DAS 2026

Pre-Post Test

The Chinese programme evaluates the progress of our students yearly through Chinese Literacy test which measures student's progress in word recognition, word forming and spelling test. This would help us to track student's progress and evaluate the effective of the curriculum and make necessary adjustments needed to cater to the needs of our students. All pre and post-test scores were compared from end of 2024 to end of 2025.

In the Primary 1 hour programme, data was collected from 104 students. 79% of the students showed improvement in the post-test scores, 21% of the students regressed in their scores. It is observed that these group of students needed more time to grasp the strategies taught.

In the Primary 2 hour programme, data was collected from 40 students. These students were previously from our 1 hour primary programme and switched to 2 hours when they are in upper primary. It is encouraging to note that 70% of the students shown improvement in their post-test scores. For the 30% of students whose scores regressed, this may be attributed to a variety of factors such as increased academic demands in upper primary, adjustment to the new programme structure, or individual learning needs that require more time and targeted support. These findings highlight the importance of ongoing monitoring and differentiated intervention to help all students maximise their progress.

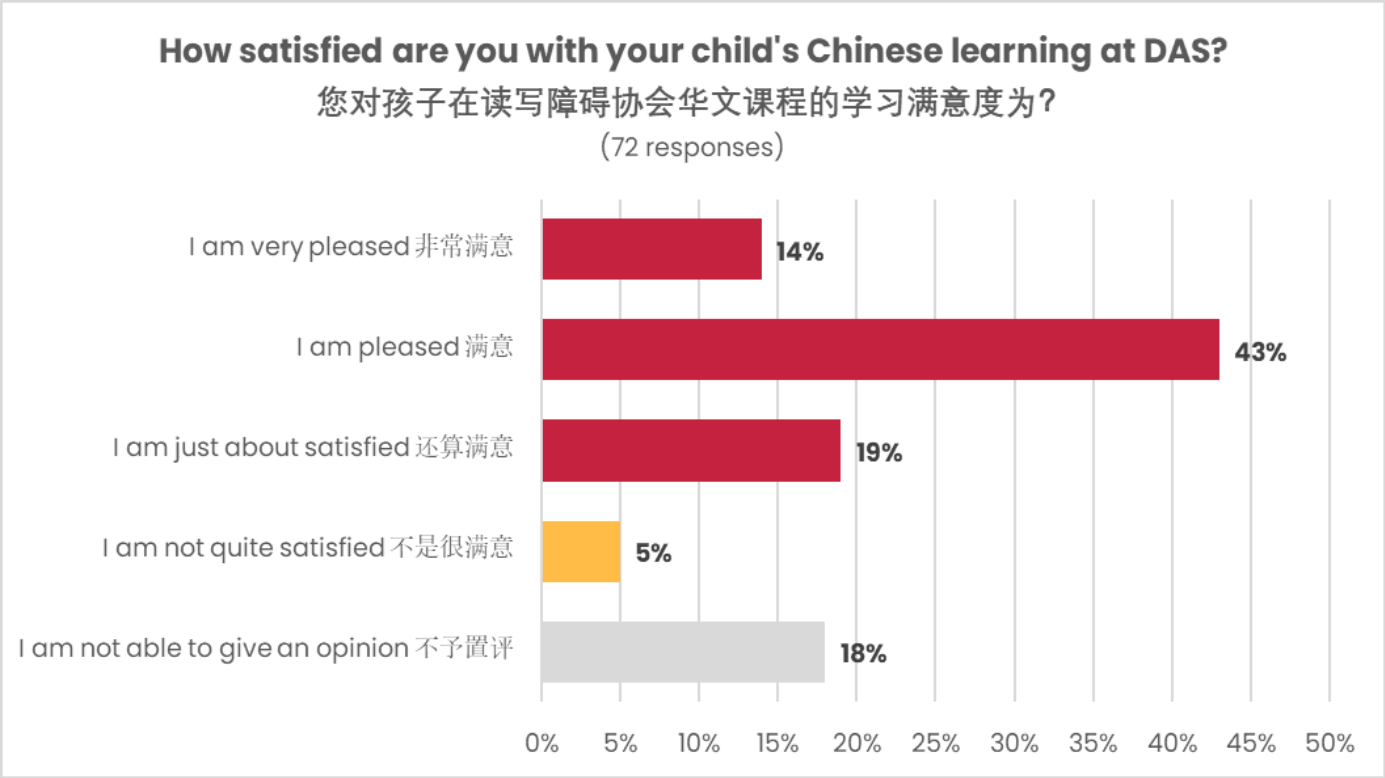
In the secondary programme, data was collect from 39 students. 64% of the students showed improvement in the post-test scores. Our Secondary programme continues to support students by introducing strategies referenced from their MOE curriculum in a systematic and cumulative manner.



© DAS 2026

Annual Parent Rating Form

We sent out an Annual Parent Rating form at the end of the year for parents to provide feedback regarding their child's learning at DAS. We have managed to collect 72 responses from the parents, 76% of the parents have expressed that they are satisfied, pleased and very pleased with their child's Chinese learning at the DAS.



56 parents provided feedback on what they were particularly pleased with. Of these, 49 parents gave meaningful positive comments, while 7 indicated that it was too early to comment or did not provide a specific response. The feedback continues to reflect several encouraging themes, particularly students' positive attitude towards attending DAS Chinese lessons, observable improvements in Chinese learning, and strong appreciation for teachers' patience, care and communication with parents. Many parents shared that their children enjoyed coming to class, were more willing to learn Chinese, and no longer rejected the language as strongly as before. Parents also noted improvements in areas such as word recognition, reading, writing, 听写, vocabulary and overall school performance.

It is especially heartening to see some parents highlighting that their children have begun using Chinese beyond the classroom. For example, one parent shared that her child "has started to use Chinese language in his daily life," while another noted that

her child had spoken more Chinese at home and responded in Mandarin without being prompted. These comments suggest that the programme is not only supporting students' foundational literacy skills, but also helping to build confidence, interest and willingness to apply Chinese in real-life contexts. Overall, the feedback affirms the importance of a nurturing, structured and encouraging learning environment, where teacher-student rapport and consistent parent communication play a key role in supporting students' progress.

Each year, a very small percentage of parent feedback reflects dissatisfaction. In response to this, we have looked into the reasons behind the concerns and have made timely adjustments and improvements. For example, we created review sheets for each lesson and encouraged teachers to communicate with parents more proactively. This helps keep parents informed about what is being taught in class and eases any concerns they may have.

There are 25 parents who raised concerns, the most common area was students' learning progress and continued gaps in Chinese, particularly in areas such as reading, retention of learned characters, exam results, composition, and readiness for PSLE Standard Chinese. Some parents expressed that while their children were attending lessons, progress was still slow or not yet sufficient to meet school expectations.

A smaller number of parents raised concerns about wanting clearer updates on what their child is learning so that they can provide better support at home. There were also practical concerns about lesson duration and travel distance, with some parents suggesting that lessons could be extended to 90 minutes or 2 hours. A few parents also highlighted their child's low motivation, weak learning attitude, or lack of regular practice at home.

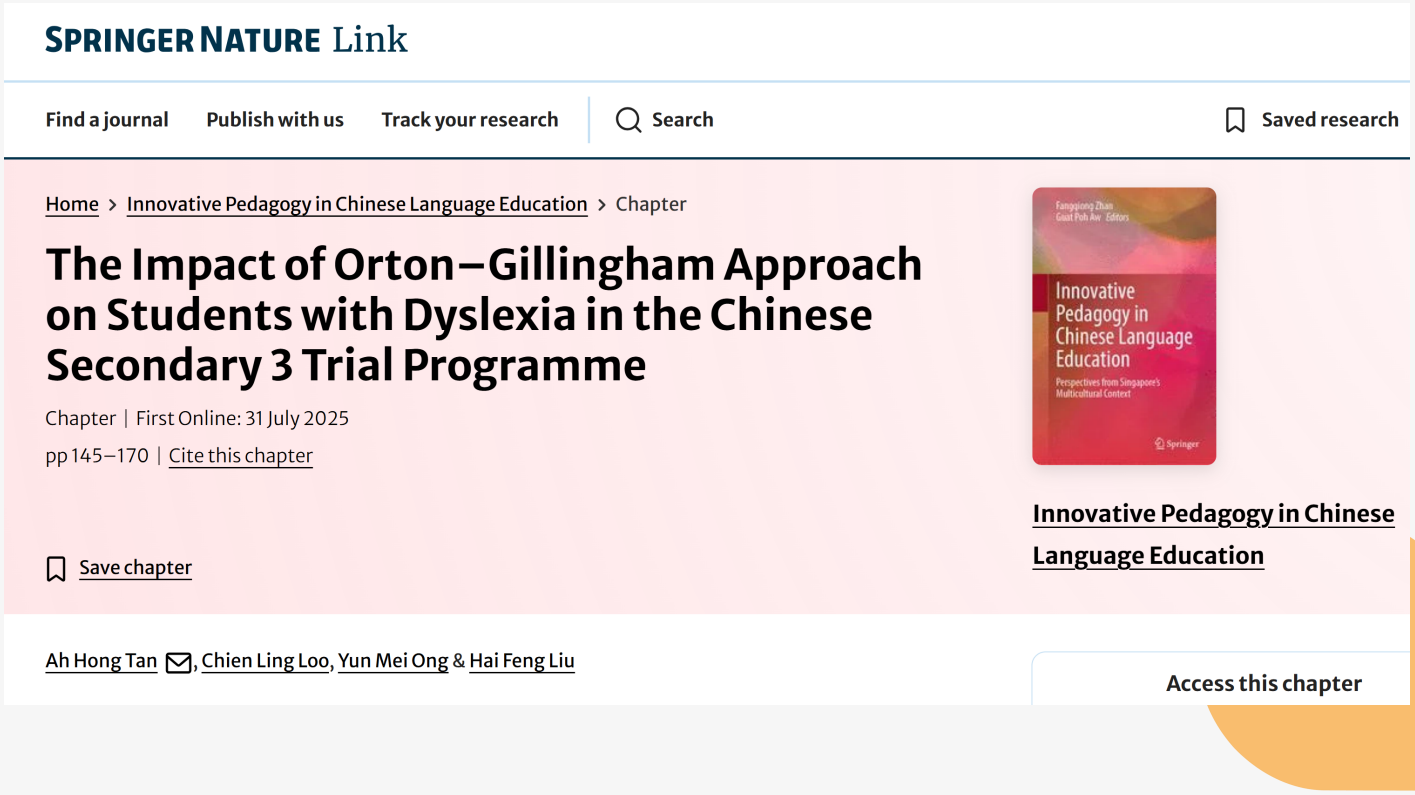
Overall, this reinforces the need to continue strengthening parent communication, making learning progress more visible, and helping parents understand that students with dyslexia often require consistent, long-term, structured support to build retention, confidence and functional use of Chinese over time.



Research conducted

Our team continues to strengthen evidence-based practices through research and collaboration.

One key milestone this year is the successful external publication of our study titled *"The Impact of the Orton-Gillingham Approach on Students with Dyslexia in the Chinese Secondary 3 Trial Programme"* (in collaboration with Tan Ah Hong, National Institute of Education). Published by Springer, this marks the programme's first externally published research paper, representing a significant achievement for the team.


SPRINGER NATURE Link

Find a journal Publish with us Track your research Search Saved research

Home > Innovative Pedagogy in Chinese Language Education > Chapter

The Impact of Orton–Gillingham Approach on Students with Dyslexia in the Chinese Secondary 3 Trial Programme

Chapter | First Online: 31 July 2025

pp 145–170 | Cite this chapter

Save chapter

Innovative Pedagogy in Chinese Language Education

Ah Hong Tan, Chien Ling Loo, Yun Mei Ong & Hai Feng Liu

Access this chapter

The study tracked 12 Secondary 3 students with dyslexia over one year, using literacy assessments, school results, surveys, and teacher observations. Findings indicated measurable improvements in students' overall language abilities, alongside increased confidence and engagement. The results also highlighted the importance of structured, multisensory instruction and consistent teacher support in bridging learning gaps at the secondary level.

In addition, we are currently working on a research project titled *"Word Reading and Spelling Error Analysis in Poor Readers of Chinese: A Comparison to Typically Developing Readers."*

This study examines error patterns in 113 primary school poor readers, comparing them with typically developing peers. Errors are analysed across visual-orthographic, phonological, and semantic categories to better understand how students process Chinese characters. Preliminary findings suggest that while both groups exhibit similar types of errors, poor readers demonstrate higher error intensity when these occur. These insights will inform more targeted instructional strategies, particularly in word recognition and spelling intervention.

TEACHER TRAINING

In FY2025–2026, one Flexi Educational Therapist was successfully recruited and completed the Professional Certificate Course (PCC), attaining a 'Competent' rating. She subsequently enrolled in the Applied Educational Therapy (Chinese) certification programme (Term 4 2025 to Term 1 2026), where she received individual mentorship, participated in lesson observations, and engaged in weekly reflections and lesson planning analyses to strengthen instructional practice.

Beyond formal training, internal professional sharing remains a key strength of our programme.

During termly INSET sessions, Educational Therapists actively engage in collaborative learning through case discussions, strategy sharing, and reflective practice. Topics covered this year included:

- Managing students with ADHD and behavioural needs
- Strengthening parent communication and managing expectations
- Supporting students with persistent writing difficulties
- Leveraging AI tools for lesson planning and resource creation

These sessions serve as a valuable platform for peer learning, where teachers share classroom experiences, refine strategies, and build collective expertise. This culture of continuous professional dialogue ensures that effective practices are not isolated, but scaled across the programme—allowing us to support students more consistently and deeply.

NEW INITIATIVES TAKEN FOR 2025-2026

Continued Integration of AI to Enhance Teaching and Operational Efficiency

Building on initial explorations, we are deepening the use of Artificial Intelligence (AI) to support both instructional and administrative processes. AI tools are increasingly being used to generate differentiated learning materials tailored to varying student needs, including reading passages, vocabulary exercises, and scaffolded writing tasks.

In addition, AI supports Educational Therapists in drafting progress reports and organising lesson content more efficiently. This allows teachers to reduce time spent on administrative tasks and focus more on personalised instruction, student engagement, and targeted intervention. Moving forward, we aim to refine these tools to ensure alignment with pedagogical goals and maintain quality and consistency across materials.

Ongoing Curriculum Enhancement in Alignment with MOE Syllabus Changes

With the introduction of updated primary-level Chinese textbooks by the Ministry of Education, the programme is continuing to review and enhance its curriculum to remain relevant and responsive.

This includes the development of new teaching resources, refinement of lesson structures, and expansion of supplementary materials that better support the evolving demands of the syllabus. At the same time, we ensure that these updates remain aligned with our specialised, multisensory approach, bridging mainstream expectations with the learning needs of our students.

This ongoing work ensures that our programme continues to stay current, while deepening its effectiveness in supporting diverse learners.

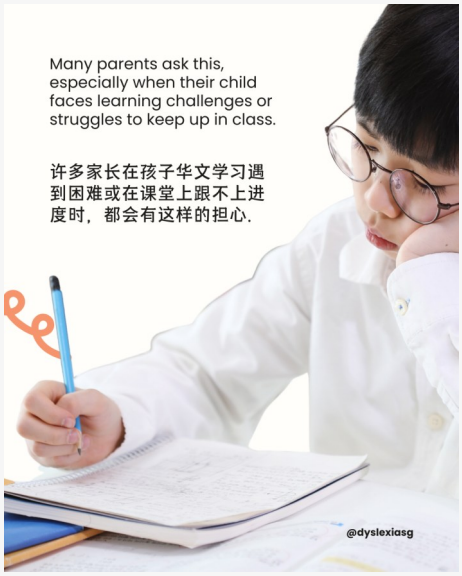
8. ENGAGEMENT AND AWARENESS

The Chinese team is involved in various roadshow and open house to allow participants to understand Dyslexia and also learn about the variety of DAS services that the organisation provides. We set up a Chinese booth with various resources and manipulatives for participants to understand more about our programme.

The Chinese team was involved in 2 events as follow:

DATE	ORGANISATION
2 June 2025	DAS open house @ Serangoon Learning Centre
4 October 2025	DAS roadshow @ City Square Mall











9. TESTIMONIALS

Parent's feedback

My child has become more willing to use Chinese beyond the classroom. This year, she has spoken more Chinese at home and sometimes responds to my questions in Mandarin without being prompted. She has also started watching Chinese programmes and listening to the dialogue. It is encouraging to see her developing more interest and confidence in using the language in daily life.

DAS Parent
Bishan Learning Centre

He enjoys going for lessons and is beginning to read slightly better on his own. We are happy that he is enjoying learning Chinese, and that he is showing a more positive attitude towards attending class.

DAS Parent
Tampines Learning Centre

At the end of each lesson, the teacher makes the effort to speak to parents individually about what was taught and gives appropriate advice. This helps us better understand our child's learning progress and how we can continue supporting the learning at home.

DAS Parent
Bishan Learning Centre

The teacher is kind, supportive and encouraging. We appreciate the patience and care shown towards our child, which has helped make the learning environment more positive and reassuring.

DAS Parent
Sengkang Learning Centre

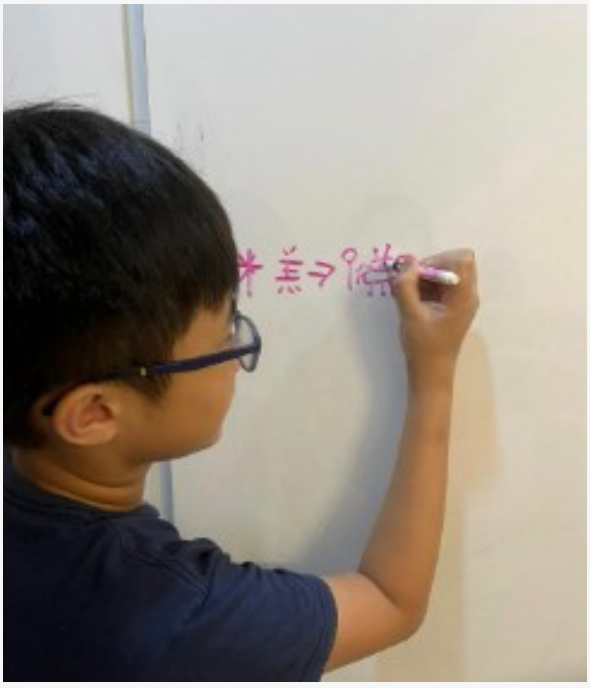
© DAS 2026

10. SUCCESS STORIES/CASE STUDY

Student Spotlight: Ethan's* Progress in Chinese Literacy

Ethan* has always faced significant challenges in Chinese, particularly in reading and comprehension. In Primary 4, he scored 3/45 for his EOY paper, with comprehension, both MCQ and open-ended questions, being his greatest hurdle. Even in Primary 6, despite switching to Foundation Chinese to better manage his difficulties, reading and understanding passages remained a major challenge.

At DAS Chinese, targeted strategies were introduced to support him, such as breaking passages into smaller, manageable chunks and using annotation techniques to identify key question words and answer clues. With consistent guidance and practice, Ethan* showed remarkable progress. In his recent WA1, he scored 11/15 and was able to approach comprehension tasks with greater confidence.



This achievement is especially meaningful for Ethan*. While some may perceive Foundation Chinese as easier, for him, overcoming his fear of comprehension and experiencing success marks a significant milestone. His confidence has also extended to speaking. Through structured support, he has improved noticeably, and his parent shared during the MTP that he has started using Chinese more in daily conversations, something he had not done previously.



Kate Ong Chiew Kuan,
Educational Therapist

** Name has anonymised.*
Ethan does not have a diagnosed learning difference

© DAS 2026

MATHS PROGRAMME

The SES Maths Programme is dedicated to providing effective support for dyslexic students facing persistent math challenges. Our primary aim is to nurture their confidence in mathematical abilities by guiding them through incremental achievements. Tailored exclusively for dyslexic learners, our programme adheres to dyslexia-friendly principles. This approach guarantees that learning remains pertinent and well-suited, ensuring every student thrives. Through the SES Maths Programme, we empower learners with dyslexia to conquer math hurdles and celebrate victories, no matter how small.

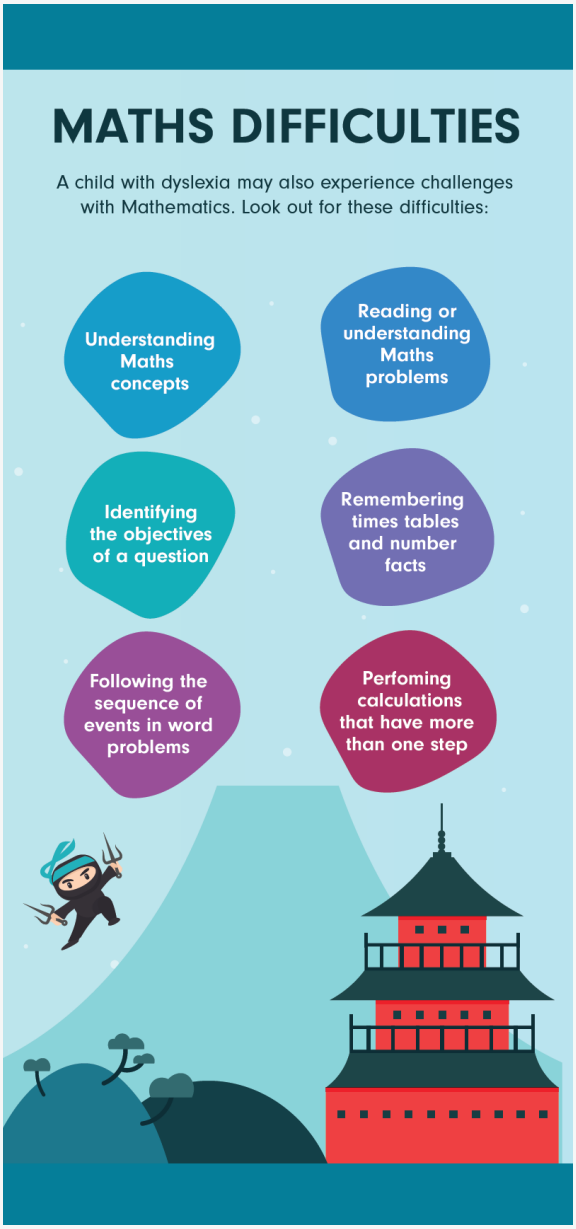


Maths Programme

1. INTRODUCTION

At the heart of the Dyslexia Association of Singapore (DAS) Maths Programme is a commitment to supporting students with dyslexia and other learning differences as they navigate the challenges of learning Mathematics. For many students, mathematical concepts can feel overwhelming and difficult to grasp, often affecting not only their academic performance, but also their confidence and willingness to participate in learning.

The DAS Maths Programme seeks to provide students with a supportive environment where learning can take place at a more manageable pace. Through small-group intervention and carefully scaffolded instruction, students are given opportunities to revisit foundational concepts, strengthen their understanding, and develop greater confidence in approaching mathematical tasks.



Our educational therapists (EdTs) work closely with students to identify their learning needs and areas of difficulty, whether in mathematical language, problem-solving, procedural understanding, or the application of concepts. Lessons are then carefully planned to support students in building their understanding step by step, while encouraging active participation and independent thinking.

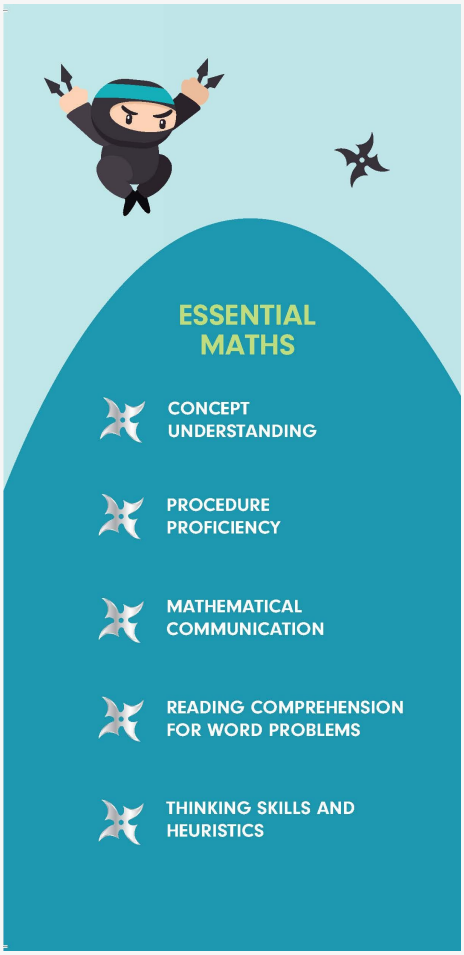
While the programme remains aligned to the national curriculum, lessons are intentionally adapted to better support the learning profiles of students with dyslexia and related learning difficulties. This allows students to spend more

time consolidating concepts and developing meaningful understanding, rather than focusing solely on keeping pace with mainstream classroom demands.

To support learners across different age groups and learning needs, the DAS Maths Programme currently offers three main programmes. Essential Maths focuses on strengthening foundational mathematical concepts and everyday numeracy skills. Problem Sums for Upper Primary (PSUP) supports students in developing confidence and strategies for solving mathematical word problems. The Secondary G1 Maths Programme provides continued intervention support for students transitioning into secondary-level mathematics, where concepts become increasingly abstract. Across all three programmes, the DAS Maths team remains committed to creating meaningful learning experiences that support not only students' mathematical development, but also their confidence, resilience, and willingness to persevere through challenges. Through continued support and personalised intervention, students are given opportunities to grow in both competence and confidence as learners.

PROGRAMME DESCRIPTION

At the DAS, we recognise that every student's learning journey in Mathematics is different. The DAS Maths Programme was developed to support students with dyslexia and other learning differences by providing intervention that is responsive to their individual learning needs, pace, and profiles.

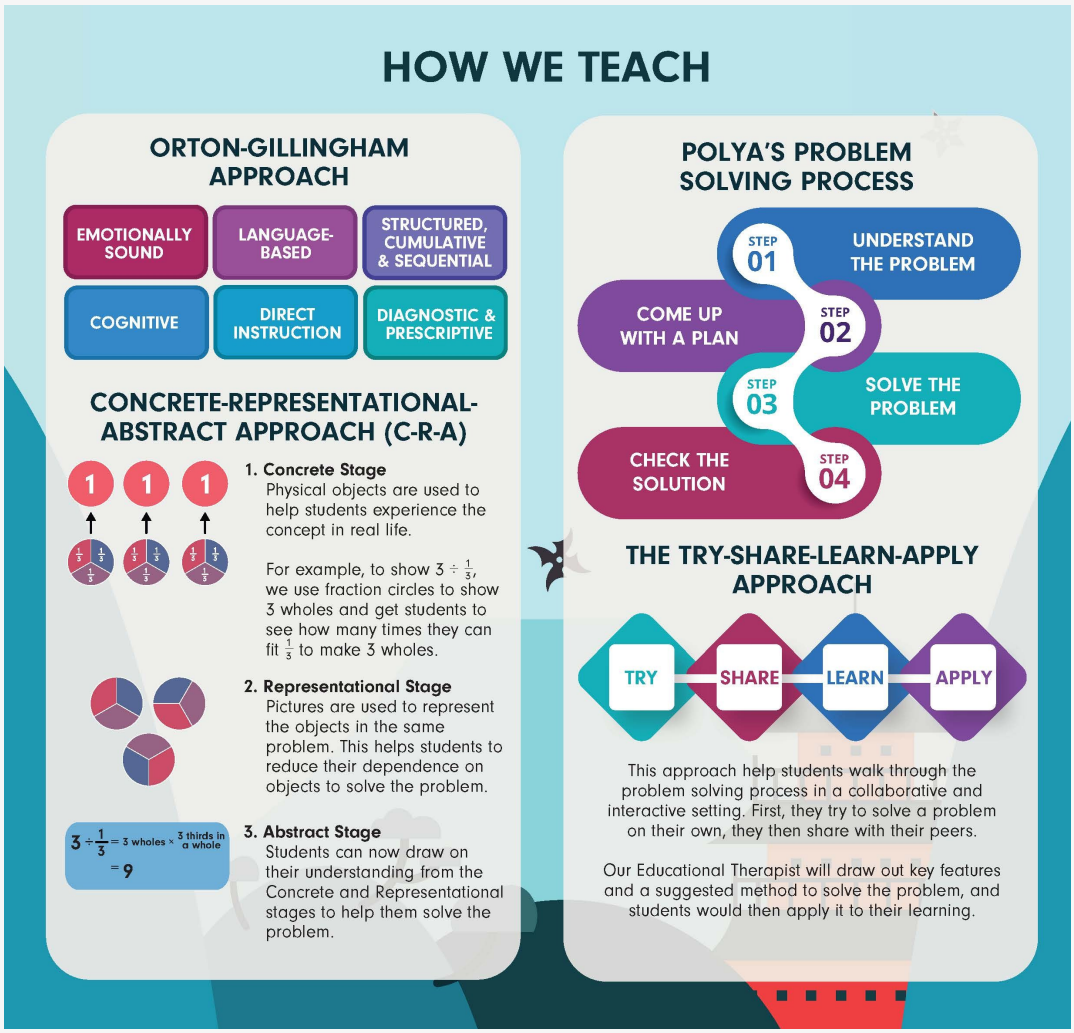


The Essential Maths Programme supports primary school students from Primary 1 to Primary 6 who require targeted support in foundational mathematical concepts and skills. Traditionally, the programme was designed for students enrolled in MOE primary schools who either had a diagnosis of dyslexia or were part of their school's School Based Dyslexia Remediation (SBDR) programme. As part of the intake process, students undergo an in house profiling assessment to help identify their areas of strength and difficulty in areas such as number sense, calculation, procedural understanding, and problem solving. Based on the assessment results, students are

carefully grouped according to their learning and academic profiles so that support can be better tailored to their needs.

Over time, the Maths team also recognised that there were students without a formal diagnosis who continued to experience significant difficulties in Mathematics. Many of these students struggled with foundational concepts, confidence, and classroom participation despite putting in effort during lessons. In response to these growing needs, the programme gradually expanded to support students who may not have a formal diagnosis but would still benefit from structured and specialised intervention support.

Students in the Essential Maths Programme attend weekly one hour remediation lessons that are carefully adapted to suit their learning pace and needs. Lessons incorporate the Concrete Representational Abstract (CRA) approach, where students first develop understanding through hands-on materials, followed by visual representations before moving towards abstract mathematical symbols and procedures. This structured progression helps students build stronger conceptual understanding and confidence in approaching mathematical tasks.

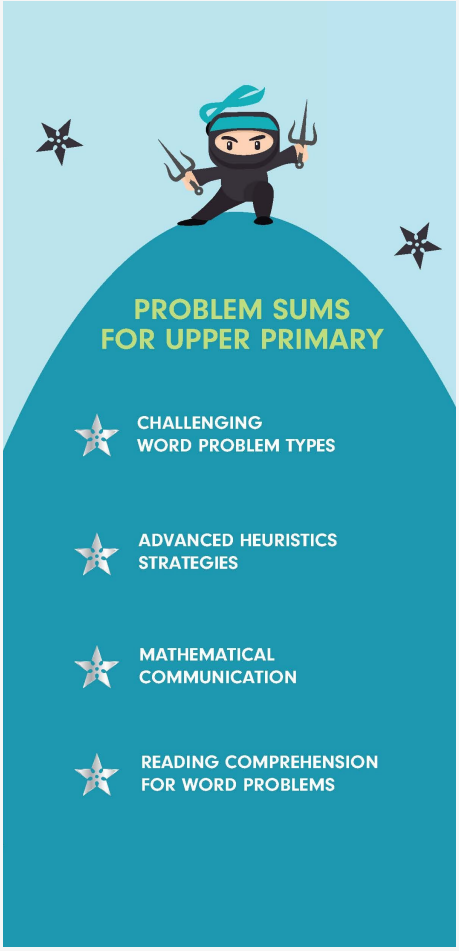


Students are also taught structured approaches to problem solving through the use of Polya's Four Step Process. Explicit strategies are introduced to help students understand mathematical language, organise their thinking, and

approach word problems more systematically and confidently.

In addition to the Essential Maths Programme, the DAS Maths team also offers specialised programmes that provide targeted support for students at different stages of learning.

The Problem Sums for Upper Primary (PSUP) programme supports Primary 5 and Primary 6 students in developing stronger problem solving skills for mathematical word problems found in the Standard Mathematics syllabus. Through the team's in house Try Share Learn Apply approach, students are given opportunities to attempt problems independently, discuss and reflect on different methods, learn heuristic strategies, and apply their understanding to similar questions. The programme focuses on helping students strengthen both their conceptual understanding and confidence when approaching complex word problems.



The Secondary G1 Maths Programme provides continued intervention support for students transitioning into and progressing through secondary level Mathematics. Initially introduced as a short term programme for Secondary 1 students, the programme expanded significantly in FY2025–2026 with the official launch of the Secondary 2 G1 Maths Programme and the transition towards longer term intervention support. The programme was developed in recognition that many students continued to require support as mathematical concepts became increasingly abstract, language heavy, and cognitively demanding at the secondary level.

Across both Secondary 1 and Secondary 2 levels, lessons are designed to help students revisit concepts at a more manageable pace while strengthening their understanding through scaffolded instruction, guided questioning, visual representations, and opportunities for discussion. The programme aims not only to strengthen mathematical understanding, but also to help students develop greater confidence and resilience as learners.

© DAS 2026

Together, the Essential Maths, PSUP, and Secondary G1 Maths programmes form a continuum of support for students with dyslexia and related learning difficulties across different stages of their mathematical learning journey. Through personalised intervention, structured teaching approaches, and meaningful support, the DAS Maths Programme remains committed to helping students build stronger mathematical understanding while developing confidence in themselves as learners.

Why is it important that we support these students?

Many of the students who enter the DAS Maths Programme have experienced repeated difficulties and frustrations in Mathematics. Some have been formally diagnosed with dyslexia or other learning differences, while others continue to struggle despite not having a formal diagnosis. Regardless of their background, many students require additional support to better access mathematical concepts and classroom learning.

As the leading centre of expertise in dyslexia in Singapore, DAS seeks to provide students with a supportive learning environment where they can receive intervention that is better suited to their learning needs. Through small group classes, personalised lesson planning, scaffolded instruction, and structured intervention approaches, students are given opportunities to strengthen their understanding at a more manageable pace.



EdTs undergo specialised training to better understand dyslexia and related learning difficulties, while equipping themselves with strategies to design and deliver SPLD friendly Mathematics lessons aligned to the MOE syllabus. Through continued support and meaningful intervention, the DAS Maths Programme hopes to help students not only improve in Mathematics, but also develop greater confidence, resilience, and willingness to persevere through challenges in learning.

© DAS 2026

3. EVALUATION OF PROGRAMME FOR 2025-2026

As the DAS Maths Programme continues to grow and evolve, the team remains committed to ensuring that students receive meaningful, effective, and responsive support that meets their learning needs. Regular programme evaluation continues to play an important role in helping the team reflect on the effectiveness of current teaching approaches, curriculum design, and intervention practices across the different maths programmes.

Throughout the year, student progress is monitored through various forms of assessment and classroom support. These evaluations allow the Maths team to better understand students' strengths, identify learning gaps, and review how intervention approaches can continue to be refined to better support students' understanding and confidence in Mathematics. As students across the programmes have varying learning profiles and needs, each programme also adopts different methods of tracking and evaluating student progress based on its learning objectives and curriculum focus.

Beyond student progress, the Maths team also remains committed to maintaining high standards of instructional quality across the programmes. Annual quality assurance audits continue to be conducted for teachers delivering the Essential Maths curriculum to ensure that lessons remain aligned with programme expectations and continue to support students through structured, SPLD friendly instructional approaches. These quality assurance processes also provide opportunities for reflection, professional growth, and the sharing of effective classroom practices among educational therapists.

As the programmes continue to expand, ongoing evaluation and reflection remain important in helping the DAS Maths Programme respond meaningfully to the evolving needs of students and families. Through continual review and refinement, the team remains committed to strengthening both programme quality and the support provided to learners across all levels of the Maths Programme.

Essential Maths Programme

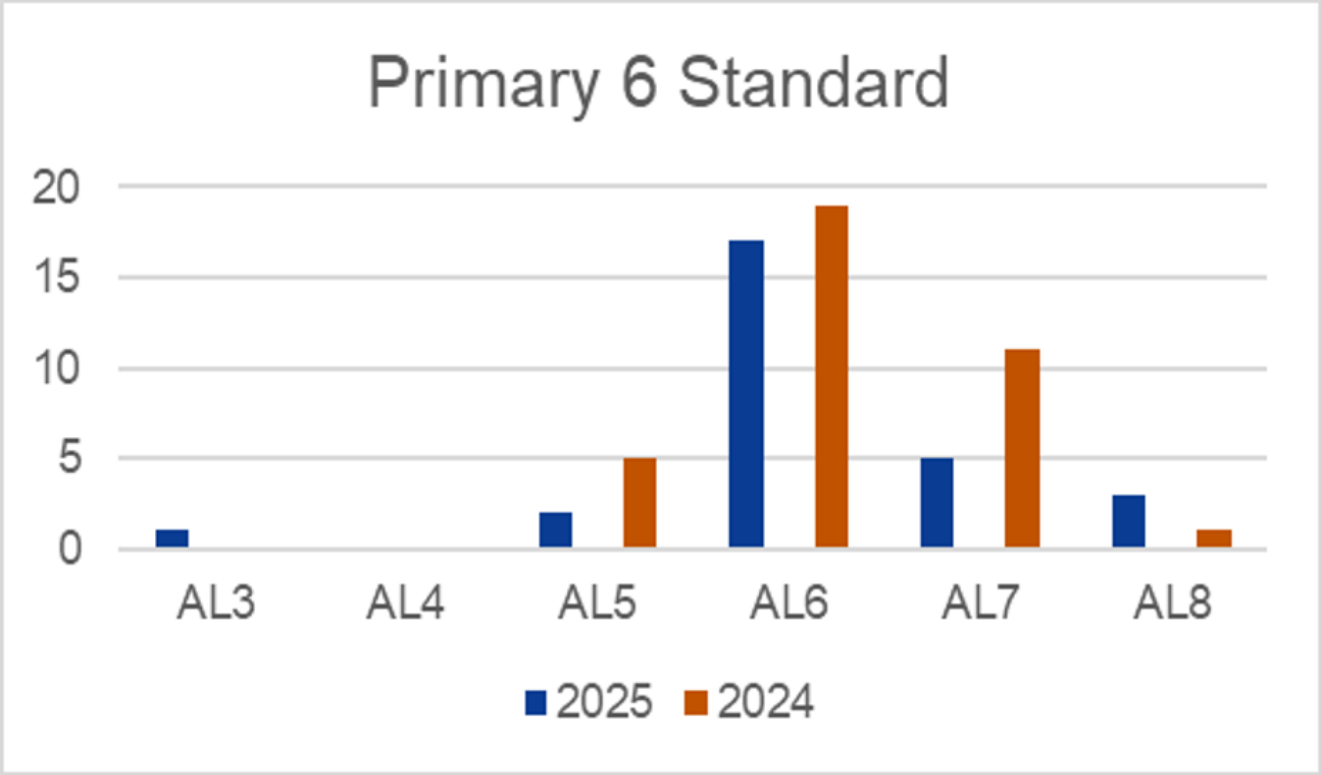
The Essential Math Programme aims to support students in strengthening foundational mathematical understanding, developing problem-solving abilities, and building confidence in applying concepts independently. While ongoing classroom

© DAS 2026

observations and formative assessments provide important indicators of student progress, students' outcomes at the Primary School Leaving Examination (PSLE) and their subsequent educational pathways provide additional opportunities to evaluate the programme's impact on longer-term learning outcomes.

The Primary 6 cohorts from 2024 and 2025 were examined to provide insights into the programme's effectiveness in supporting students' mathematical development and educational progression. As students enrolled in the programme present with diverse learning profiles and varying levels of readiness, programme effectiveness was considered not solely through examination outcomes, but also through students' ability to successfully access educational pathways aligned with their learning needs and readiness levels.

Primary 6 Standard Cohort Outcomes



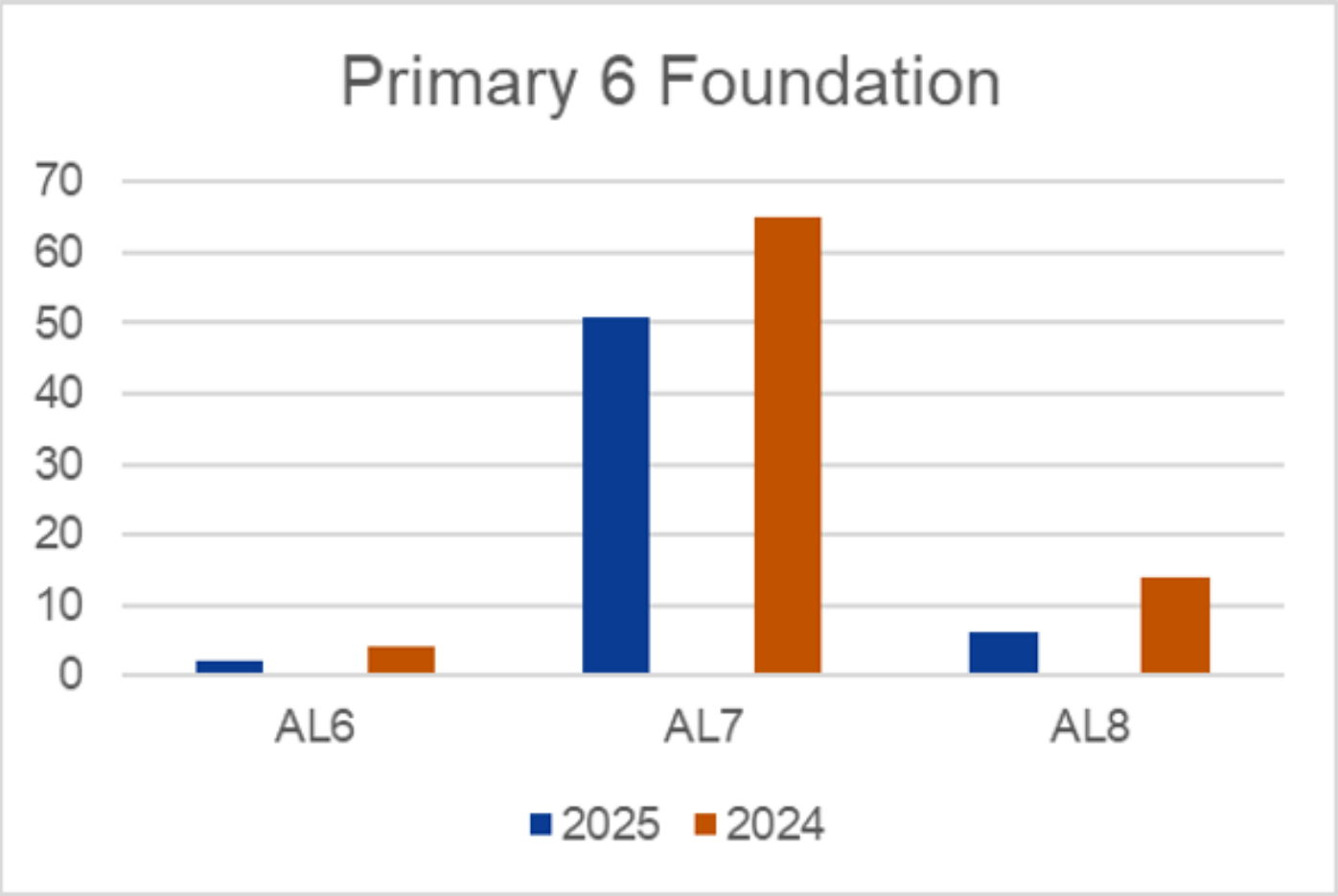
The outcomes of the Primary 6 Standard cohort across 2024 and 2025 provided useful insights into how effectively the programme supported students who were accessing the Standard Mathematics curriculum. Across both years, the majority of students achieved AL6 and AL7 outcomes, suggesting that many students attained performance levels that supported progression to subsequent educational pathways.

© DAS 2026

In 2024, most students attained AL6 and AL7, with smaller numbers achieving AL5 and AL8. A similar distribution was observed in 2025, with AL6 remaining the most frequently attained achievement level. However, some shifts in performance patterns were observed, with fewer students attaining AL7 and a slight increase in students attaining AL8. At the higher-performing end, one student attained AL3 in 2025, compared to none in the previous cohort.

The findings suggest that the programme continued to support relatively stable outcomes within the Standard pathway across both cohorts. The concentration of students within the AL6 and AL7 range may indicate that many students were able to achieve competency levels aligned with their learning profiles and readiness. The emergence of higher-performing students in 2025, alongside the wider spread of outcomes observed, also reinforces the importance of maintaining differentiated support approaches to address varying student needs.

Primary 6 Foundation Cohort Outcomes



The outcomes of the Primary 6 Foundation cohort were examined separately due to differences in the Foundation Mathematics scoring framework, where students may attain Achievement Levels (AL) 6 to AL8 only.

Across both cohorts, the majority of students attained AL7, suggesting a relatively stable pattern of performance among students within the Foundation pathway. This indicates that many students were able to achieve outcomes broadly aligned with expectations for the Foundation curriculum and demonstrate an appropriate level of understanding and application of mathematical concepts within their learning pathway.

A positive trend observed in 2025 was the reduction in the proportion of students attaining AL8. This may suggest a shift away from outcomes at the lower end of the achievement range and indicate improvements in students' overall performance and readiness. The findings may also reflect the programme's continued emphasis on strengthening foundational understanding and providing targeted instructional support for students requiring greater levels of intervention.

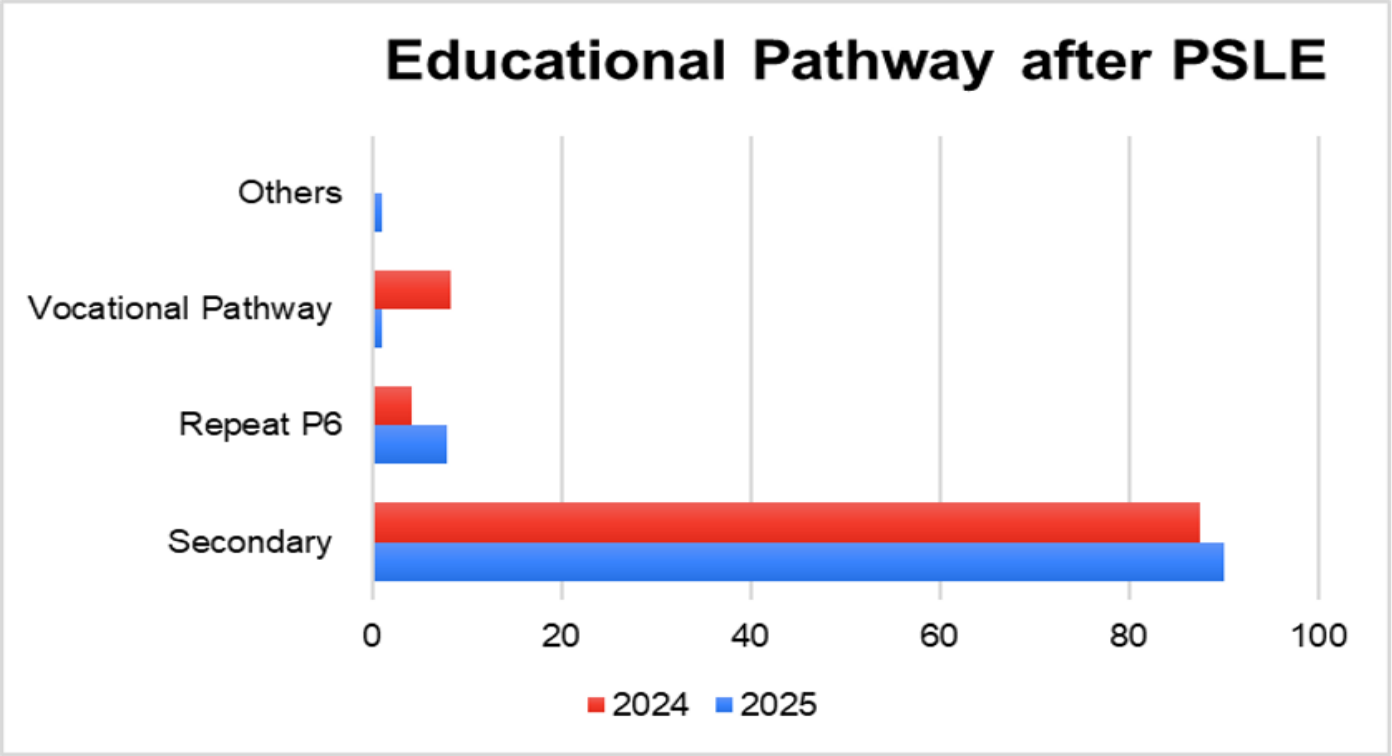
The concentration of students within the AL7 range across both years also highlights an important consideration in interpreting Foundation outcomes. Due to the limited achievement bands available within Foundation Mathematics, improvements in students' understanding and application of concepts may not always be reflected through movement between achievement levels. As such, students' progress should also be considered alongside classroom observations, formative assessments and their broader educational progression.

Educational Pathways Following PSLE

The students' progression into educational pathways provides an additional perspective on the programme effectiveness, as it reflects how successfully students were supported in accessing pathways appropriate to their readiness and learning needs.

Across both cohorts, the majority of students progressed successfully to secondary education. In 2024, 87.4% of students transitioned into secondary school, while this increased slightly to 90% in 2025. These findings suggest that the programme continued to support educational continuity for most students despite varying levels of learning needs and support requirements.

© DAS 2026



A smaller proportion of students followed alternative pathways. The percentage of students entering vocational pathways reduced from 8.4% in 2024 to 1% in 2025, while students repeating Primary 6 increased modestly from 4.2% to 8%.

Further examination of students who progressed to secondary school revealed changes in the mathematics pathways students accessed. In 2024, 70% of students entered G1 Mathematics, 24% entered G2 Mathematics and 6% entered G3 Mathematics. In comparison, the 2025 cohort showed an increase in students entering G1 Mathematics (81%), while 15% and 4% progressed to G2 and G3 Mathematics respectively.

The increase in progression to secondary education and reduction in vocational pathway placement may suggest that more students were able to access mainstream educational routes in 2025. The shift towards a larger proportion of students entering G1 Mathematics may also indicate that many students continued to require foundational support upon transitioning into secondary school. However, progression decisions are influenced by multiple factors including students' learning profiles, school recommendations, family considerations and overall readiness, and should therefore not be interpreted solely as indicators of programme effectiveness.

© DAS 2026

These findings suggest that the Essential Math Programme continues to play an important role in supporting students towards successful educational progression. While outcomes varied across cohorts, the data indicates that students were generally able to access suitable educational pathways and continue their learning journey. The findings further reinforce the programme's emphasis on supporting functional learning progress and educational continuity, recognising that meaningful success extends beyond examination performance alone.

While the findings provide valuable insights into programme outcomes, several factors should be considered when interpreting year-on-year differences:

1. **Differences in Cohort Composition**
   Cohort sizes and student profiles may vary across different years. Students enrolled in the Essential Math Programme present with diverse learning needs, prior mathematical understanding and levels of support required. Variations in these characteristics may influence overall outcomes and contribute to differences observed between cohorts.

2. **Influence of External Factor**
   Student outcomes may be affected by factors beyond participation in the programme itself. Factors such as school-based support, attendance patterns, access to additional educational support, parental involvement and home learning environments may contribute to differences in performance and educational progression.

3. **Examination Outcomes as One Measure of Progress**
   Examination outcomes and educational pathways provide valuable indicators of student progress but represent only one aspect of students' learning journeys. For students with diverse learning needs, meaningful progress may also be reflected in greater confidence, increased independence and improved application of learning strategies.

4. **Interpretation of Year-on-Year Trends**
   Differences observed between cohorts should be interpreted as indicators of broader trends and patterns rather than direct measures of programme effectiveness in isolation. Findings are most meaningful when considered within the broader context of students' educational progression and individual learning journeys.

© DAS 2026

Despite these considerations, the findings continue to provide meaningful insights into students' progression and educational outcomes within the Essential Math Programme. While year-on-year variations are expected due to differences in cohort characteristics and external influences, the overall trends offer valuable information for ongoing programme review and refinement. These findings also contribute to a broader understanding of how the programme continues to support students in developing mathematical competencies and progressing towards pathways aligned with their learning needs.

Problem Sums for Upper Primary (PSUP) Programme

The Problem Sums for Upper Primary (PSUP) Programme supports Primary 5 and Primary 6 students in developing stronger problem solving skills and confidence in approaching mathematical word problems. Designed for students following the Standard Mathematics syllabus, the programme focuses on helping learners make sense of mathematical language, identify relevant information, and apply suitable heuristic strategies when solving multi step problem sums.

In 2025, the PSUP programme continued to support students through structured and scaffolded instruction that emphasised both conceptual understanding and metacognitive thinking. Lessons were designed to encourage students to explain their thinking, reflect on different methods, and approach problem solving in a more organised and confident manner.
The programme continued to adopt the team's in-house Try Share Learn Apply approach, where students first attempt problems independently before discussing different strategies, learning new heuristics, and applying their understanding to similar tasks. Through this structure, students were given opportunities to build confidence gradually while strengthening their ability to tackle increasingly complex problem sums.

Student progress was monitored through pre and post topic assessments conducted each term. These assessments allowed the Maths team to track how students responded to the concepts taught and to review how instructional approaches could continue to support students more effectively.

© DAS 2026

Student Progress & Outcomes

P5 PSUP Maths Programme

Table 1. P5 PSUP Maths Programme Student Progress Outcomes (2025)

Term	No. of Students Evaluated	No. of Students Who Improved or Maintained	No. of Students Who Showed a Dip in Scores	Percentage of Students Who Improved or Maintained
Term 1	12	11	1	92%
Term 2	12	12	0	100%
Term 3	12	9	3	75%
Term 4	14	11	3	79%

The P5 PSUP programme showed encouraging outcomes across the four terms, with the majority of students demonstrating improvement or maintaining their scores following intervention support. As the programme focuses heavily on mathematical reasoning, heuristics, and multi step problem solving, fluctuations across terms were not unexpected as students encountered increasingly complex concepts and problem solving demands throughout the year.

The results suggest that many students benefited from structured and scaffolded approaches to problem solving, while also highlighting the importance of continued support and guided practice in helping students apply heuristic strategies more confidently and independently.

P6 PSUP Maths Programme

The P6 PSUP programme demonstrated consistently strong outcomes across all three terms, with students who completed both pre and post assessments showing either improvement or maintenance in their scores. As the programme is designed specifically for students taking Standard Mathematics, the cohort became more focused over time as some students transitioned to Foundation Mathematics based on their learning needs.

© DAS 2026

Table 2. P6 PSUP Maths Programme Student Progress Outcomes (2025)

Term	No. of Students Evaluated	No. of Students Who Improved or Maintained	No. of Students Who Showed a Dip in Scores	Percentage of Students Who Improved or Maintained
Term 1	17	17	0	100%
Term 2	16	16	0	100%
Term 3	16	16	0	100%

The consistently positive outcomes suggest that students benefited from continued exposure to structured problem solving approaches and heuristic strategies as they prepared for the increasing demands of upper primary Mathematics. The programme continued to provide students with opportunities to strengthen both their conceptual understanding and confidence in tackling more complex mathematical word problems.

Looking Ahead

Moving forward, the PSUP programme will continue refining instructional approaches and curriculum materials to better support students in developing stronger problem solving skills and confidence in Mathematics. As students often experience difficulties not only with calculations, but also with interpreting mathematical language and organising their thinking, the programme remains committed to providing structured and meaningful support that helps students approach mathematical problem solving with greater confidence and resilience.

© DAS 2026

Secondary G1 Maths Programme

The Secondary G1 Maths Programme supports secondary school students with dyslexia and related learning needs through small-group mathematics intervention. Lessons are designed to help students strengthen their understanding of mathematical concepts while building confidence, resilience, and a more positive attitude towards learning Mathematics.

Highlights & Milestones

FY2025–2026 marked an important year of growth for the Secondary G1 Maths Programme. One of the biggest changes was the transition from a Short-Term Programme (STP) into a longer-term intervention programme. Previously, students could only join at the beginning of each term due to the modular structure of the programme. With the revised structure, students are now able to enter the programme at different points during the term, allowing families to access support more readily based on their child's needs.

This change also allowed students to receive more consistent and sustained support over time. The Maths team recognised that many secondary school students continued to require intervention beyond a short-term programme, particularly as mathematical concepts became increasingly abstract and language-heavy at the secondary level.

Another key milestone this year was the official launch of the Secondary 2 G1 Maths Programme. The introduction of the programme was in response to the growing need for continued support for students progressing beyond Secondary 1. Many students entering Secondary 2 continued to face challenges in areas such as algebra, geometry, problem-solving, and mathematical reasoning. The programme provided students with opportunities to revisit concepts at a more manageable pace while receiving guided support through scaffolded instruction and visual representations.

Across both Secondary 1 and Secondary 2 classes, educational therapists continued to use concrete and pictorial strategies, guided questioning, and explicit teaching approaches to support students' understanding. Lessons were carefully paced to help students process mathematical language and concepts more meaningfully, while also encouraging students to explain their thinking and participate more confidently during class activities.

© DAS 2026

Over the course of the year, educational therapists observed encouraging growth not only in students' academic understanding, but also in their confidence and willingness to attempt mathematical tasks independently. Many students who initially entered lessons feeling anxious or discouraged gradually became more engaged and willing to participate during discussions and class activities. Small but meaningful improvements in confidence often played an important role in helping students become more open to learning and persevering through challenging concepts.

The programme also continued to monitor students' progress through pre- and post-topic assessments. These assessments allowed educational therapists to identify learning gaps, track student growth, and make adjustments to intervention approaches where necessary.

Student Progress & Outcomes

Sec 1 G1 Maths Programme

Table 1. Sec 1 G1 Maths Programme Student Progress Outcomes (2025)

Term	No. of Students Evaluated	No. of Students Who Improved or Maintained	No. of Students Who Showed a Dip in Scores	Percentage of Students Who Improved or Maintained
Term 1	27	24	3	89%
Term 2	32	32	0	100%
Term 3	32	30	2	94%
Term 4	31	30	1	97%

The Sec 1 G1 Maths Programme showed encouraging outcomes across all four terms in 2025, with the majority of students demonstrating either improvement or maintenance in their post-test performance following intervention support.

While Term 1 recorded the lowest percentage of students showing improvement or maintenance, this was not unexpected. Many students were still adjusting to the transition from primary to secondary school, where mathematical concepts become

© DAS 2026

increasingly abstract and language demands increase significantly. Term 1 also saw a higher number of student movements, absences, and midway enrolments, which affected the consistency of data collected during the term.

From Terms 2 to 4, the programme demonstrated consistently strong outcomes, with between 94% to 100% of students showing improvement or maintaining their scores. Over time, students became more familiar with mathematical vocabulary, lesson routines, and problem-solving approaches, which supported their understanding and confidence in approaching more challenging concepts.

Overall, the results suggest that the programme was able to provide meaningful support for secondary learners with dyslexia and related learning difficulties, while helping students build greater confidence and engagement in Mathematics over time.

Sec 2 G1 Maths Programme

Table 2. Sec 2 G1 Maths Programme Student Progress Outcomes (2025)

Term	No. of Students Evaluated	No. of Students Who Improved or Maintained	No. of Students Who Showed a Dip in Scores	Percentage of Students Who Improved or Maintained
Term 1	20	20	0	100%
Term 2	22	22	0	100%
Term 3	23	23	0	100%
Term 4	19	19	0	100%

As a newly launched initiative in FY2025–2026, the Sec 2 G1 Maths Programme showed encouraging outcomes across all four terms. Students who completed both pre- and post-topic assessments demonstrated either improvement or maintenance in their scores following intervention support.

The introduction of continued support beyond Secondary 1 was particularly meaningful as mathematical concepts became increasingly complex at the next secondary level. Through scaffolded instruction, visual representations, guided

© DAS 2026

questioning, and opportunities to revisit concepts at a more manageable pace, students were better supported in strengthening both their understanding and confidence in Mathematics.

The consistently positive outcomes across the year suggest that the introduction of the Sec 2 G1 Maths Programme addressed an important need for continued intervention support for secondary learners with dyslexia and related learning difficulties.

Looking Ahead

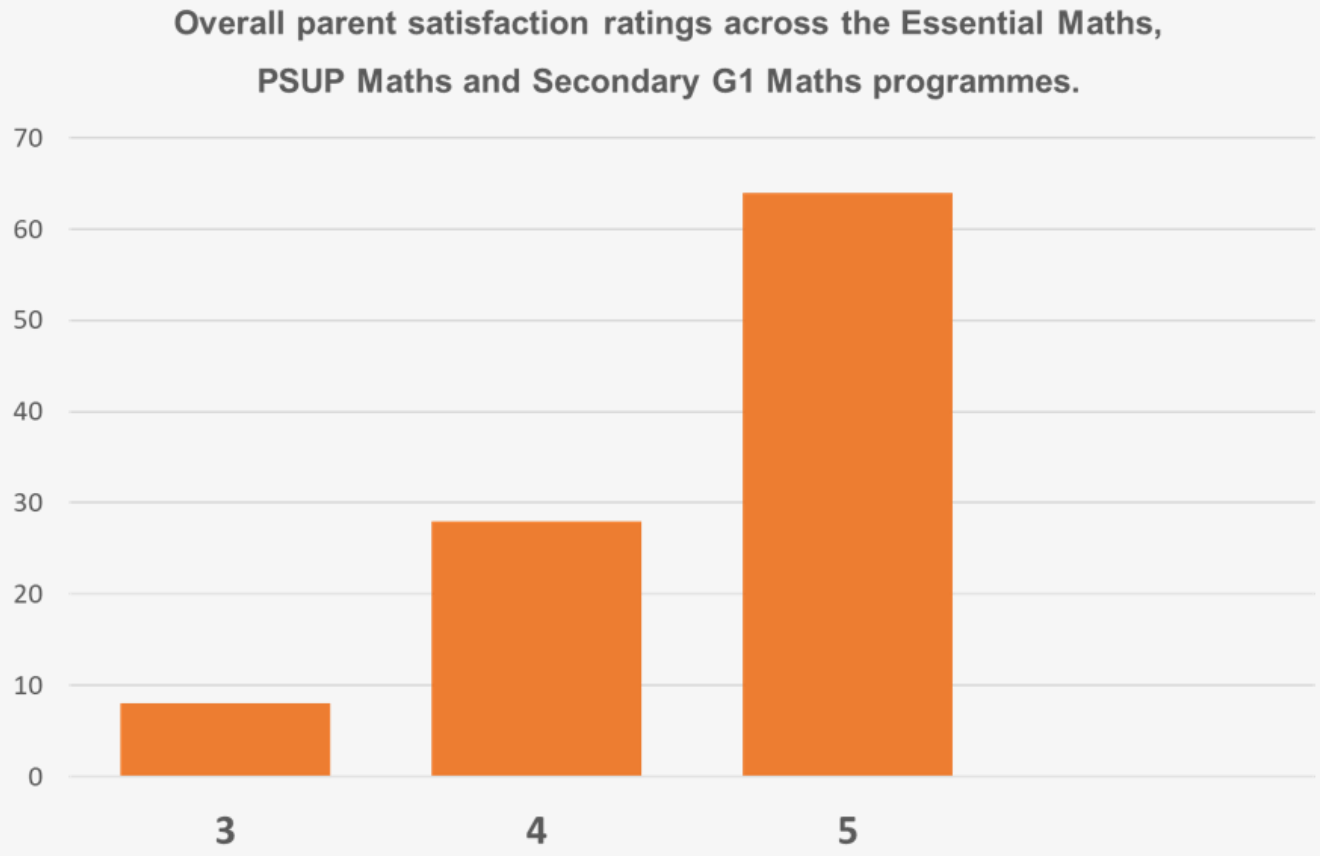
Moving forward, the Secondary G1 Maths Programme aims to continue expanding support for secondary school learners by refining curriculum materials, intervention approaches, and support structures to better meet the evolving needs of students with dyslexia and related learning difficulties. As part of the programme's continued growth, the team is also looking towards the development of a Secondary 3 G1 Maths Programme in 2027 to provide students with continued support as they progress into the upper secondary years. Through these efforts, the programme hopes to continue helping students strengthen both their mathematical understanding and confidence as learners.

Overall Programme 2025 Satisfaction Survey

Feedback gathered from parents across the Essential Maths, Problem Sums for Upper Primary (PSUP) Maths, and Secondary G1 Maths programmes reflected generally positive experiences with the support provided throughout 2025. The Parent Satisfaction Survey gathered parent perspectives on areas such as teaching quality, communication, student progress, and overall programme experience.

The overall survey results reflected a high level of parent satisfaction across the math intervention programmes, with the majority of respondents giving ratings of 4 or 5. Many parents shared appreciation for the patience, encouragement, and dedication shown by educational therapists in supporting their children's learning needs. Parents also highlighted the supportive learning environment and the efforts made by teachers to explain mathematical concepts in a clearer and more manageable way for their children.

Across the different programmes, parents frequently expressed appreciation for the



consistent communication provided by teachers regarding their child's learning progress and areas of improvement. Several parents also shared that their children appeared more willing to attempt mathematical tasks and showed greater confidence in Mathematics over time. The positive feedback reflected the importance of structured support, scaffolded instruction, and meaningful teacher-parent partnerships in helping students navigate learning challenges more confidently.

Feedback from parents of students in the Secondary G1 Maths Programme was also encouraging, particularly following the expansion of continued support beyond Secondary 1. Parents appreciated having ongoing intervention support as students progressed into more complex mathematical concepts at the secondary level.

While the overall feedback remained positive, some parents shared suggestions regarding lesson duration at the secondary levels and the possibility of extending support to higher levels. These reflections continue to provide useful insights for the team as the programmes grow and evolve to better meet the needs of students and families.

The survey findings continue to affirm the importance of personalised support, strong

© DAS 2026

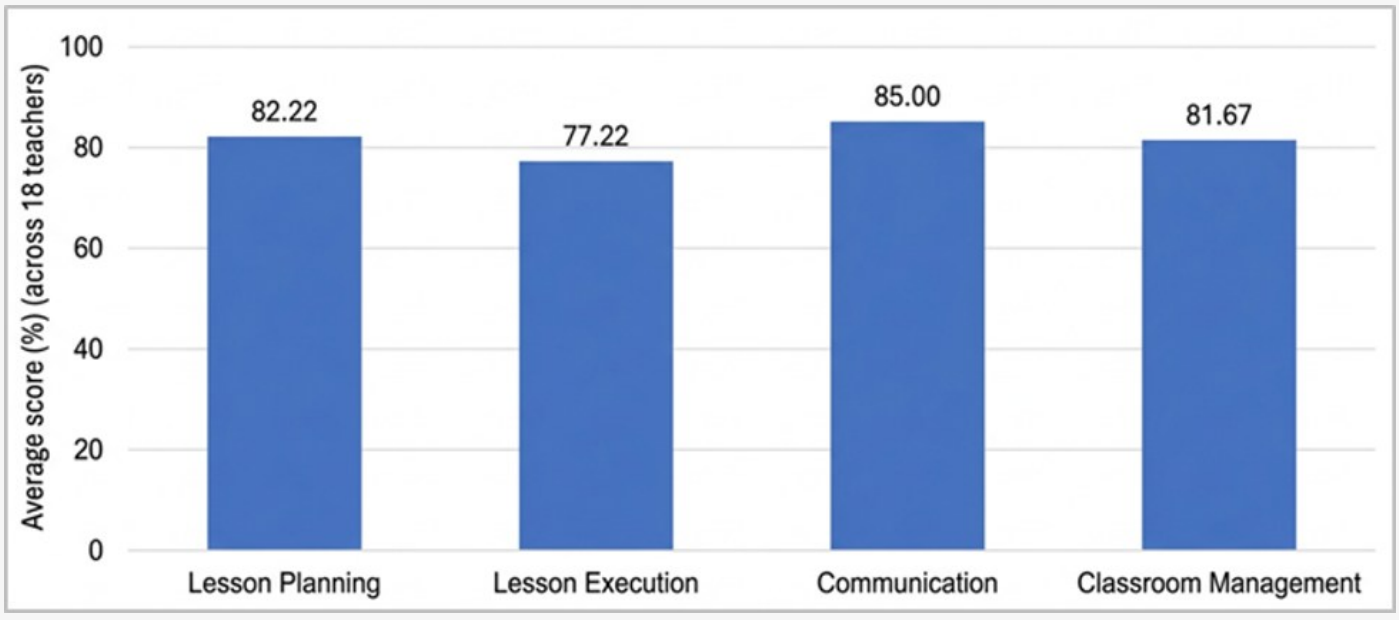
communication, and meaningful relationships in helping students build confidence and resilience in Mathematics. Moving forward, the Math team remains committed to strengthening both programme quality and the support provided to students and families across all programmes.

4. QUALITY ASSURANCE

Embedded within the Essential Maths Programme, Quality Assurance (QAA) serves as both a compass and a mirror, guiding our direction while reflecting the quality and impact of our practice. Each year, it provides a structured opportunity to reflect on progress in delivering student-centred instruction for learners with dyslexia and other specific learning differences.

Through this process, classroom practices are observed as dynamic spaces of mathematical learning, where problem-solving, reasoning, and thinking processes unfold in real time. The QAA process captures these moments, contributing to a broader narrative of growth in which educators continuously adapt and strengthen their practice.

In 2025, the annual audit brought together a total of 18 lesson observations, each offering a pedagogical lens into classroom practice and instructional quality within the programme. The assessment of each lesson was conducted through structured observation across four key domains: Lesson Planning, Lesson Execution, Communication, and Classroom Management.

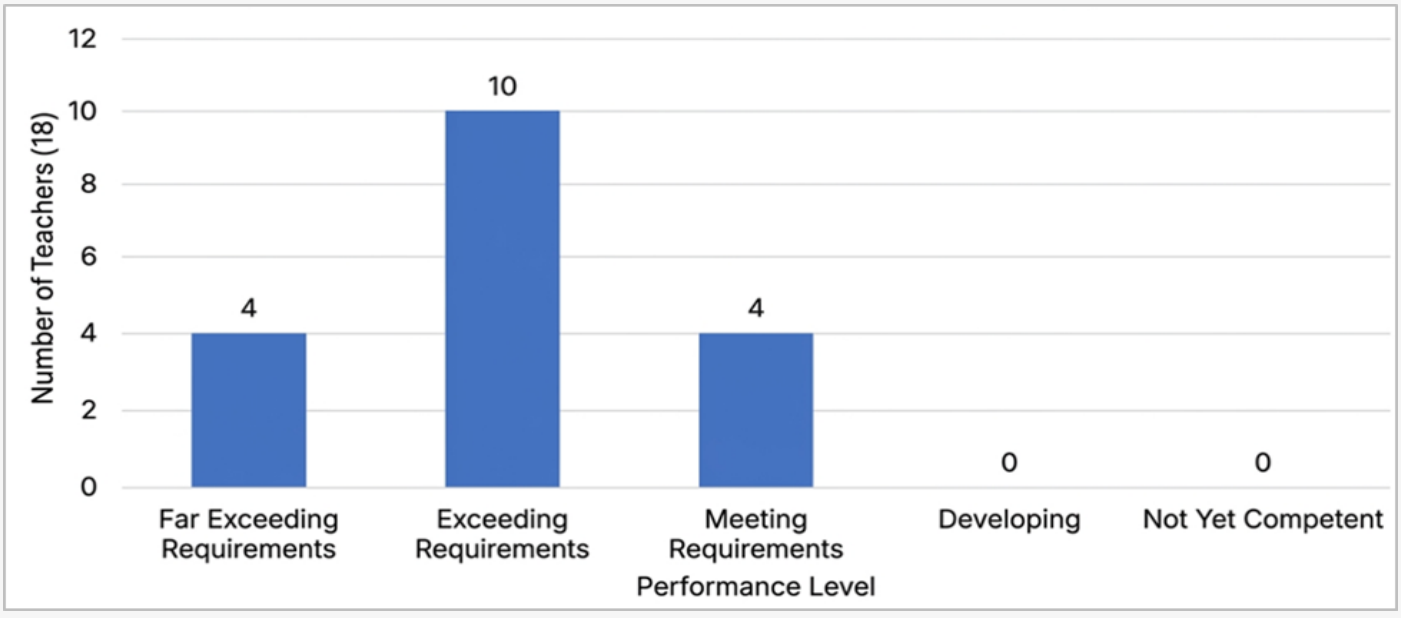


The overall picture across the four domains reflects a strong and steadily developing teaching practice, with generally balanced performance across the areas and a clear direction for continued growth.

Lesson Planning, with an average score of 82.22%, shows that Educational Therapists (EdTs) are consistently preparing well-structured lessons with clear learning intentions. This strong foundation suggests that lessons are thoughtfully designed to guide student learning. As practice continues to evolve, there is an opportunity to further enrich these plans by deepening differentiation and ensuring that learning tasks are more tightly aligned with clearly articulated learning goals, so that every learner is appropriately challenged and supported.

Lesson Execution, with an average score of 77.22%, reflects a key area for continued development, particularly in how effectively planned lessons are translated into classroom practice through delivery, interaction, and real-time instructional decision-making. While lessons are generally delivered effectively, greater impact can be achieved through more intentional pacing and smoother transitions between activities.

In contrast, Communication, with an average score of 85.00%, stands out as a clear and encouraging strength across the four domains. The scores highlight that EdTs are able to bring learning to life through clear explanations, precise instructions, and meaningful feedback. This strong communication not only supports student understanding but also builds confidence and clarity in the learning process, creating a classroom environment where students know what is expected and how to engage meaningfully with their learning and respond with confidence.



Classroom Management, with an average score of 81.67%, similarly reflects a stable and supportive learning environment. The scores suggest that classroom routines are largely well established, allowing lessons to proceed in an orderly manner. The next step lies in strengthening consistency in their reinforcement, alongside the continued use of proactive strategies to sustain engagement and maximise instructional time throughout lessons.

Together, these results present a nurturing and constructive picture of a teaching team with solid foundations, strong communication practices, and clear momentum for continued growth in instructional delivery and classroom practices.

Overall, this year's Quality Assurance findings reflect strong consistency and a shared commitment to professional excellence. The majority of EdTs fall within the Exceeding and Far Exceeding Requirements categories, highlighting high-quality instructional practice and a sustained dedication to effective teaching. At the same time, there remains a clear focus on maintaining and further strengthening this standard through ongoing mentoring, and professional development, ensuring that every educator continues to grow and further strengthen their practice.

5. ONSITE LEARNING SUPPORT

The SES Maths Programme continued its collaboration with the Singapore Boys' Home (SBH) through the 5th run of the onsite Learning Support Programme conducted from 14 April to 15 May 2025. Implemented in response to a request from the Education Unit under the Youth Residential Service (YRS), the programme aimed to provide targeted numeracy intervention support for youths diagnosed with dyslexia and/or other learning needs. The numeracy intervention sessions were also designed to support students in their preparation for the Workplace Literacy and Numeracy (WPLN) test and internal semester examinations. Emphasis was placed on strengthening foundational mathematical concepts, improving fluency in numerical operations, and developing confidence in applying numeracy skills across vocational and functional contexts. Conducted over 10 sessions, the intervention provided structured and consistent support tailored to the students' individual learning profiles and academic needs.

Overall, the outcomes from this run of the programme reflected encouraging progress among the participating students. Students who completed the full intervention demonstrated noticeable improvements in their numeracy skills,

confidence, and willingness to engage in mathematical tasks independently. The structured and targeted support appeared to contribute positively to their understanding of foundational mathematical concepts and their ability to apply numeracy skills more confidently across learning tasks.

Beyond academic outcomes, positive developments were also observed in the students' affective and behavioural domains. Throughout the intervention, students demonstrated improved self-confidence, greater engagement during lessons, and more positive interactions with teachers. The rapport built between the students and instructors contributed to a supportive learning environment that encouraged participation and persistence, reinforcing the value of structured and targeted intervention support within the residential setting.

6. NEW INITIATIVES TAKEN FOR 2025-2026

a) Mentoring Pilot Implementation

In Term 1 of 2026, a Mentoring Pilot was introduced as an initial step towards strengthening professional support for Educational Therapists. This pilot was conducted with a group of nine EdTs, providing them with structured mentoring opportunities aimed at enhancing their instructional practices and reflective skills within the classroom.

The implementation of this pilot was guided by a longer-term vision. Insights and experiences gathered from this initial group serve as a foundation for refining the mentoring approach and ensuring its relevance and effectiveness. Building on these insights and experiences, the programme is intended to be scaled and implemented more broadly for newly joined Educational Therapists from Term 2 of 2026 onwards, across two terms.

b) Recruitment of Full-Time Educational Therapists

One full-time Educational Therapist was hired in 2024 to support programme delivery and student needs. As the Mathematics programme continues to grow, there has been an increasing demand for student support. In response to this growth, two additional full-time Educational Therapists will be recruited to ensure that the programme is able to meet these expanding needs effectively. This continued expansion reflects the programme's commitment to strengthening instructional

support and ensuring that every learner receives the targeted attention needed to maximise their learning outcomes in mathematics.

7. TESTIMONIALS

Success stories and points from parent satisfaction survey

Thank you, Ms. Nurazlina, for showing such care and patience toward Hayley over the past years. Your encouragement and motivation have inspired her to keep improving herself, and her recent semester assessment reflects a growing interest in Mathematics. We truly appreciate your unconditional support, even though you only see her once a week. Keep up the amazing work and continue to shine!

~ DAS Parent
Woodlands Learning Centre

Thank you Teacher Durges for the patience and encouragement that you have provided to Zachary on his learning process for math which is one of his least liked subjects. Much appreciated!

~ DAS Parent
Jurong Point Learning Centre

My kids said “Ms Ivy is nice. She helps me understand better with pictures and stuff.”

~ DAS Parent
Yishun Learning Centre

Thanks Ms Winnie for all the effort put in for the kids! Appreciate your support for Jovelle. She managed to pass Maths for her PSLE! Thanks for all the effort!

~ DAS Parent
Sengkang Learning Centre

Dhinapriya is a fun and friendly teacher. My child looks forward to attend every lesson.

~ DAS Parent
Tampines Learning Centre

Thank you so much for your sincere coaching for Darryl! I'm so happy to see his improvements in Math. It's really appreciated!
~ DAS Parent
Chua Chu Kang Learning Centre

8. SUCCESS STORY



Gan Xuan Chen - Primary 6 Foundation

Gan Xuan Chen joined the DAS Mathematics Programme on 22 August 2022, when she was in Primary 2. At the start of her learning journey in lower primary, she was finding Mathematics very challenging. She was also very soft-spoken and often hesitant to participate in class activities and discussions. For her end of year Primary 3 examinations, she scored 30 out of 100.

Over the years, it has been truly heartening to witness her remarkable growth in both confidence and engagement. Today, Xuan Chen actively shares her thoughts, asks questions with greater confidence, and contributes meaningfully during class activities. One of the most commendable aspects of her learning journey has been her consistent diligence in applying the concepts and strategies taught in class.

Her perseverance and steady effort have translated into clear improvement in her Mathematics performance at school. In her recent Primary 6 Mid-Year Mathematics Examination, Xuan Chen achieved a commendable score of 76 out of 100. This achievement is a strong testament to the significant progress she has made, and reflects how the combined support from both her school and DAS has contributed meaningfully to her growth and development in Mathematics.



Ms Durgeswari
Senior Educational Therapist
DAS Maths Programme

"DAS gave my daughter her smile back and completely erased her fear of maths. We used to face constant tears and stressful homework battles. Thanks to their specialized, nurturing approach, she now learns with genuine joy. Seeing her self-esteem return is a massive relief. We are incredibly grateful!"

~ Gan Xuan Chen's Mother

© DAS 2026

PREP 2 PSLE PROGRAMME

Amid shifting educational paradigms that downplay exams, the Primary School Leaving Examinations (PSLE) remains a crucial milestone, defining students' entry into secondary education. Beyond rote memorisation, triumphing over this challenge demands a robust toolkit of knowledge, skills, and strategies.

PSLE success transcends rote learning; it's about critical thinking, problem-solving, and effective question handling. In an educational landscape that's shifting, we're committed to preparing students not just for exams, but for a lifetime of accomplishments.



Prep 2 PSLE Programme



The Prep 2 PSLE Programme Team

1. INTRODUCTION

PSLE is a significant milestone that can be daunting for all children, particularly those with learning differences. The PREP 2 PSLE programme is designed to transform this period of exam stress into a journey of empowerment. By equipping learners with targeted strategies, the programme fosters the confidence and clarity needed to overcome academic challenges. Ultimately, it empowers students to navigate their examinations with independence and achieve success on their own terms.

© DAS 2026

2. PROGRAMME DESCRIPTION

The Prep 2 PSLE Programme provides targeted academic intervention for students from Primary 3 through Primary 6 who face challenges with the English Paper 2 components. The curriculum is strategically tiered to ensure age-appropriate skill acquisition and exam readiness:

- **Primary 3 & 4:**
  The focus is on building core literacy skills in Grammar, Comprehension, Editing, and Cloze Passages. By reinforcing these fundamentals early, the programme allows students to gain confidence and academic independence necessary for the transition to upper primary levels.

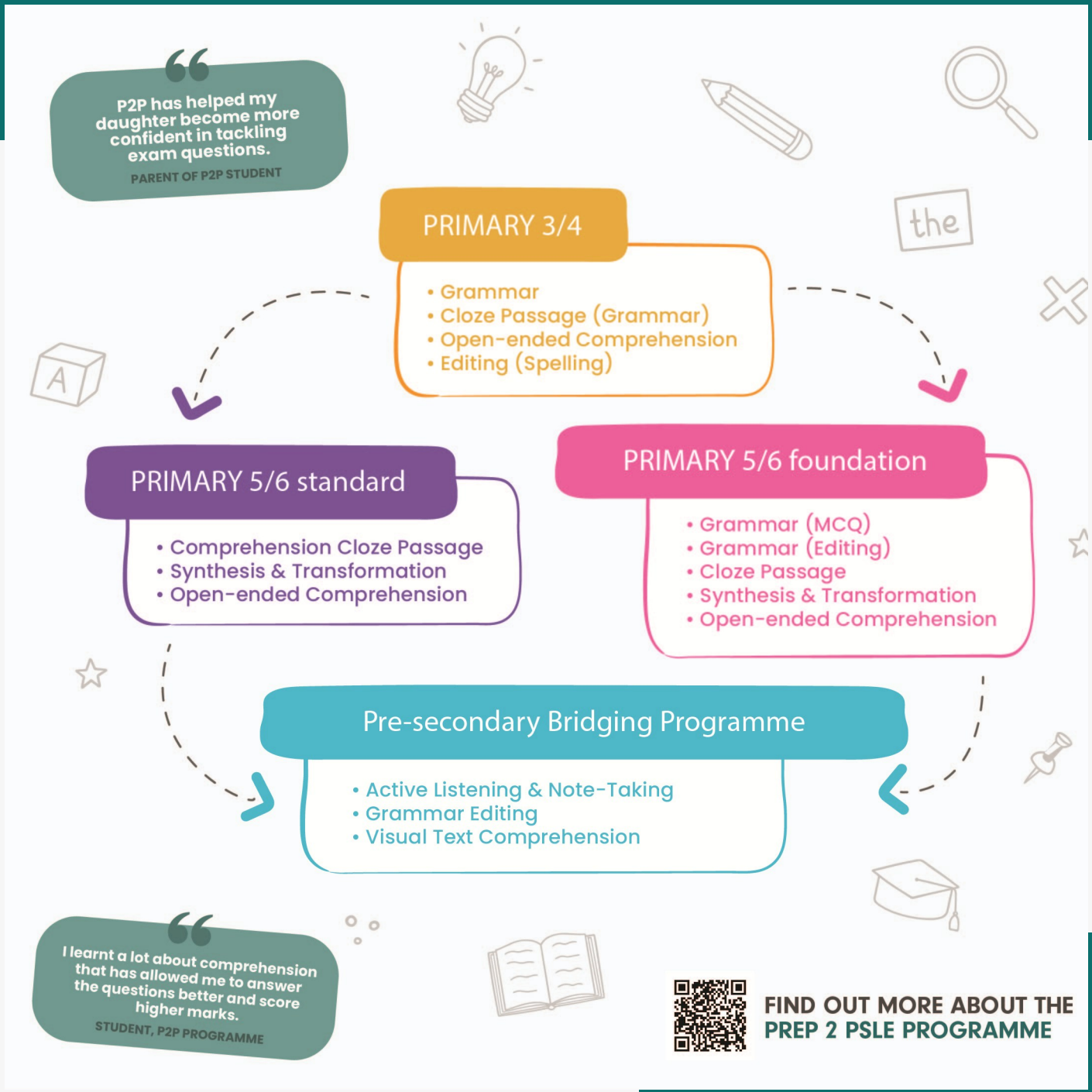
- **Primary 5 & 6 (Standard Stream):**
  Instruction shifts toward the mastery of high-weightage components. Students are equipped with strategies to navigate Cloze Passages, Comprehension, and Synthesis & Transformation with precision.

- **Primary 5 & 6 (Foundation Stream):**
  The Foundation curriculum provides a comprehensive review of Grammar (MCQ), Editing, Cloze Passages, Comprehension, and Synthesis & Transformation, ensuring all learners have the tools to achieve their full potential.

Through this structured approach, the Prep 2 PSLE Programme remains committed to bridging learning gaps and empowering students to excel in their national examinations.

The programme is open to students from Primary 3 to Primary 6, including those with or without a formal diagnosis of Specific Learning Differences (SpLD). To ensure students possess the necessary baseline proficiency to benefit from the curriculum, applicants must have achieved a minimum score of 35% in their most recent school-based English examination. Upon completion of PSLE, students will be given continued support in the Pre-secondary curriculum before they exit the programme.

© DAS 2026


P2P has helped my daughter become more confident in tackling exam questions.
PARENT OF P2P STUDENT
PRIMARY 3/4
• Grammar
• Cloze Passage (Grammar)
• Open-ended Comprehension
• Editing (Spelling)
PRIMARY 5/6 standard
• Comprehension Cloze Passage
• Synthesis & Transformation
• Open-ended Comprehension
PRIMARY 5/6 foundation
• Grammar (MCQ)
• Grammar (Editing)
• Cloze Passage
• Synthesis & Transformation
• Open-ended Comprehension
Pre-secondary Bridging Programme
• Active Listening & Note-Taking
• Grammar Editing
• Visual Text Comprehension
I learnt a lot about comprehension that has allowed me to answer the questions better and score higher marks.
STUDENT, P2P PROGRAMME
FIND OUT MORE ABOUT THE PREP 2 PSLE PROGRAMME

3) EVALUATION OF PROGRAMME FOR FY2025-2026

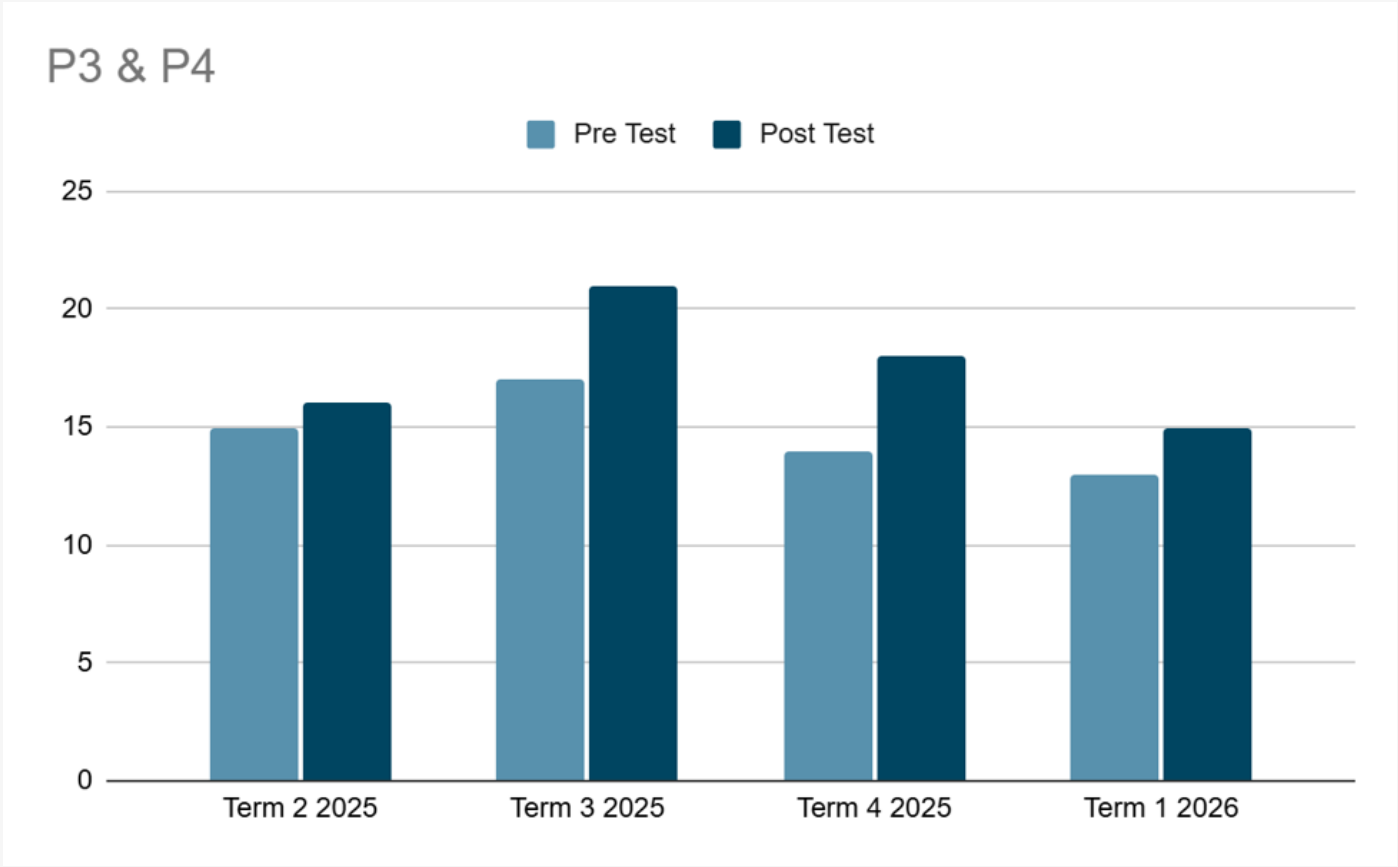
In FY2025–2026, the programme supported an average of 100 students across all three streams, delivered through 12 learning centres. The majority of students were enrolled in the Standard stream. This trend is expected, as most programme enrolments typically take place at the end of Primary 5 or the beginning of Primary 6, a period when parents often become increasingly concerned about their children's English performance. The transition from Primary 4 to Primary 5 is commonly associated with a noticeable decline in English grades, due to the increased complexity of question types, more sophisticated vocabulary demands, and the introduction of higher-order thinking skills.

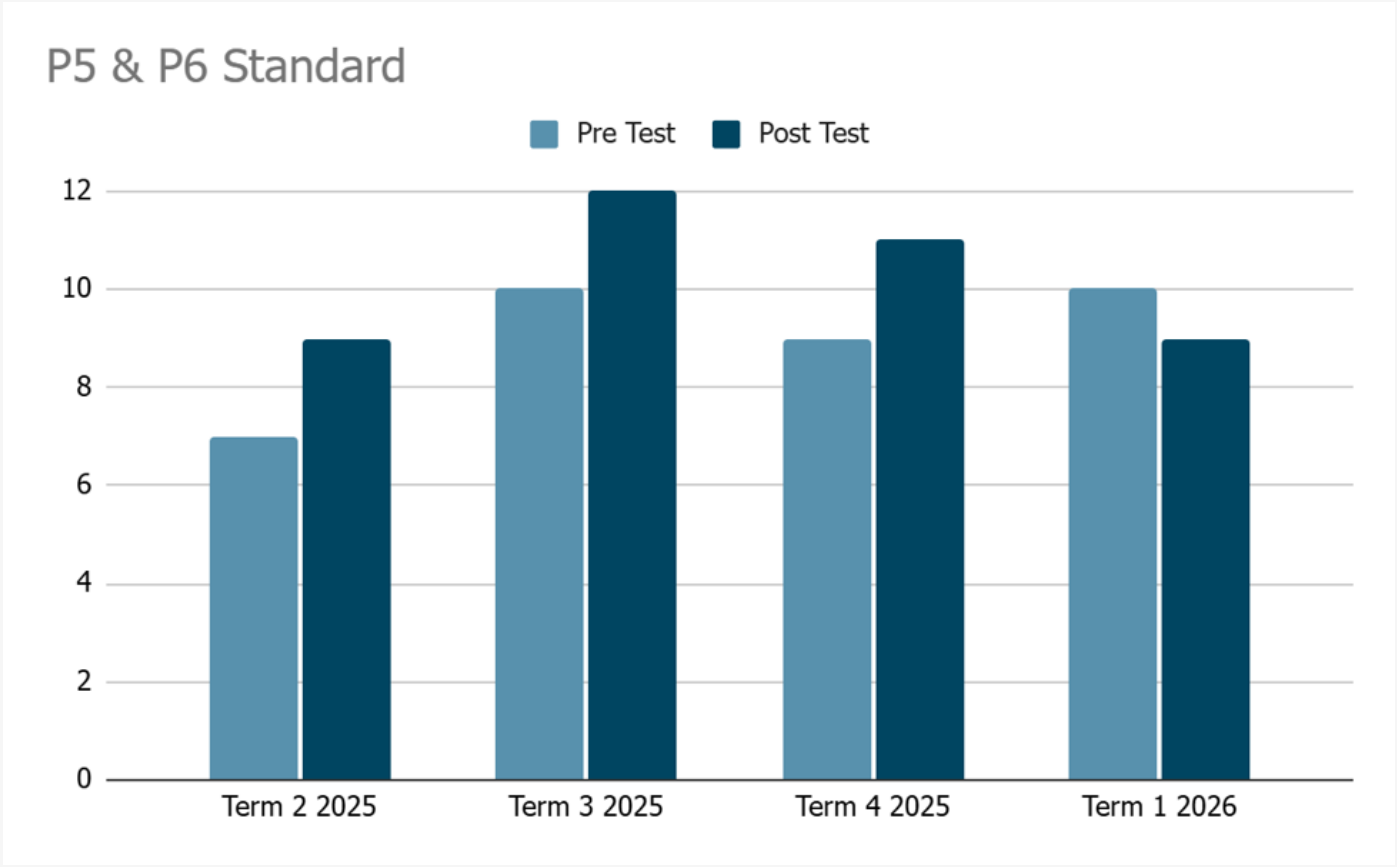
As the Prep 2 PSLE programme continues to expand, it is essential that the curriculum remains responsive to the evolving needs of our learners. At DAS, we are committed to implementing evidence-based practices to optimise student outcomes. To ensure the programme remains relevant and effective, an annual evaluation of student progress is conducted. This systematic review enables us to identify both strengths and areas for improvement, ensuring that the curriculum remains dynamic, responsive, and learner-centred.

The evaluation process provides valuable insights into effective practices while highlighting areas that may benefit from refinement. These findings inform ongoing curriculum adjustments, enabling us to better tailor the Prep 2 PSLE English programme to the diverse learning profiles and needs of our students. Through continuous monitoring and evaluation, the programme is strengthened to maximise its impact on student learning outcomes.

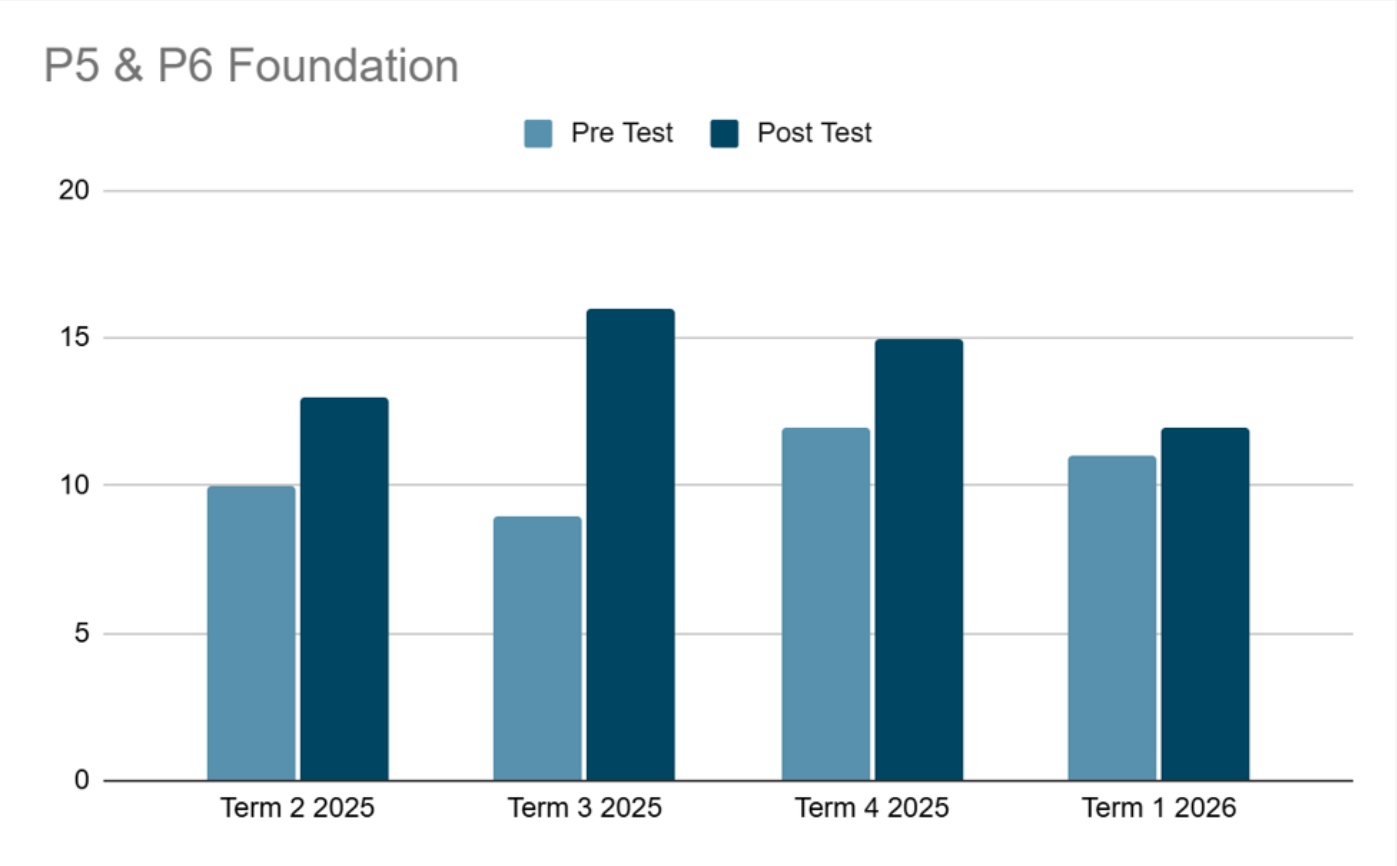
Progress monitoring

Student progress is measured through termly comparisons of pre- and post-test performance. Each term consists of 10 hours of instruction, with assessments aligned to the concepts outlined in the Scope and Sequence document, a key instructional planning resource for Educational Therapists. The post-test is designed to assess knowledge retention and learning gains. By analysing differences between pre- and post-test results, we are able to monitor student progress and make data-informed decisions to strengthen teaching practices and improve learning outcomes.
The graphs below illustrate student progress across all streams in the PREP pre- and post-tests over four terms in FY 2025–2026.


P3 & P4
Pre Test
Post Test
25
20
15
10
5
0
Term 2 2025
Term 3 2025
Term 4 2025
Term 1 2026


P5 & P6 Standard
Pre Test
Post Test
12
10
8
6
4
2
0
Term 2 2025
Term 3 2025
Term 4 2025
Term 1 2026

© DAS 2026



Across all three streams, most students demonstrated progress in their post-test results, offering valuable insights for educators to gauge understanding and sustain learner engagement. However, the evaluation process highlighted several limitations. Notably, the Standard stream experienced a slight dip in progress during Term 1, likely because students were unfamiliar with the topics and required more time to master specific exam-answering strategies.

Furthermore, administering both pre- and post-tests within a tight term schedule inadvertently reduced valuable instructional time. Student absences during either assessment also led to incomplete data, which compromised the accuracy of progress tracking. Lastly, external variables—such as prior knowledge, individual student circumstances, and external academic support outside the PREP 2 PSLE classroom can influence test performance, making it difficult to attribute learning gains solely to the programme.

© DAS 2026

Quality Assurance

In addition to student evaluations, the programme incorporates an annual quality assurance audit for Educational Therapists involved in programme delivery. This review process promotes reflective practice and a culture of continuous professional growth, while supporting the recruitment and retention of skilled practitioners committed to delivering high-quality instruction and intervention.

To ensure the continued efficacy of the PREP 2 PSLE programme, educational therapists delivering the lessons undergo an annual Quality Assurance Audit (QAA). In the most recent cycle, a total of 11 audits were conducted, evaluating four key parameters: lesson planning, lesson execution, classroom management, and professionalism. Each parameter was graded between a scale of 0 to 2.

All Educational Therapists achieved ratings within the top two performance bands, with 54.5% rated as “Far Exceeding Requirements” and 45.5% as “Exceeding Requirements.” No therapists fell within the “Met Requirements” or re-observation categories, indicating a consistently high standard of programme delivery.

3 TEACHER TRAINING

Regular In-Service Training (INSET) sessions are held throughout the year to keep our educational therapists updated on the latest curriculum requirements. These sessions provide a platform for staff to sharpen their teaching skills through error analysis of exam papers and in-depth discussions on lesson delivery related to the curriculum. Additionally, therapists collaborate by providing feedback on teaching materials and sharing proven classroom strategies, ensuring that our instructional methods remain practical and effective for all learners.

4. NEW INITIATIVES TAKEN FOR FY2025–2026

We are collaborating with CASCO Publishers to produce an Assessment Book that will cater to both Standard and Foundation students. The assessment book will focus specifically on Synthesis & Transformation topics.

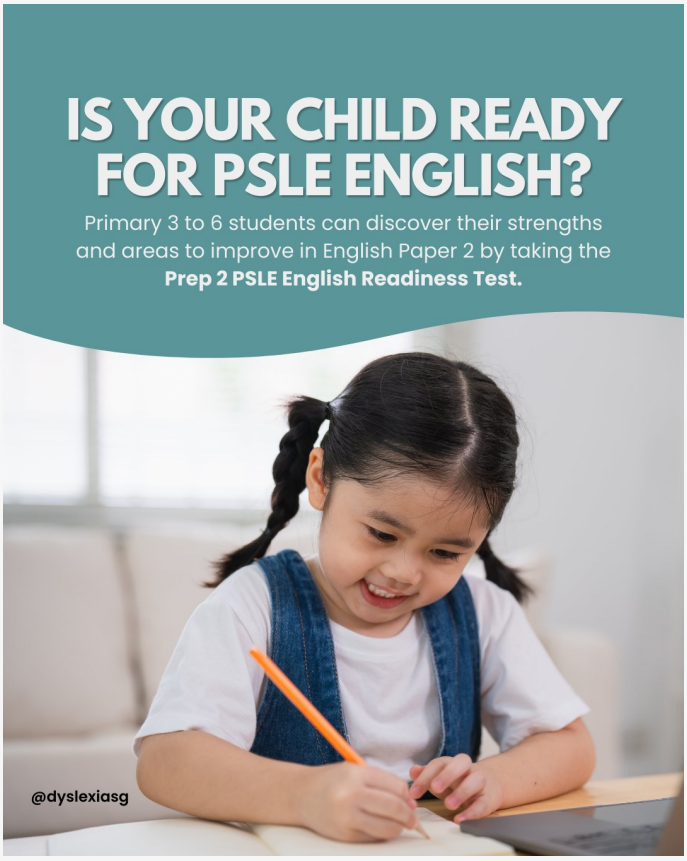
© DAS 2026

5. ENGAGEMENT AND AWARENESS

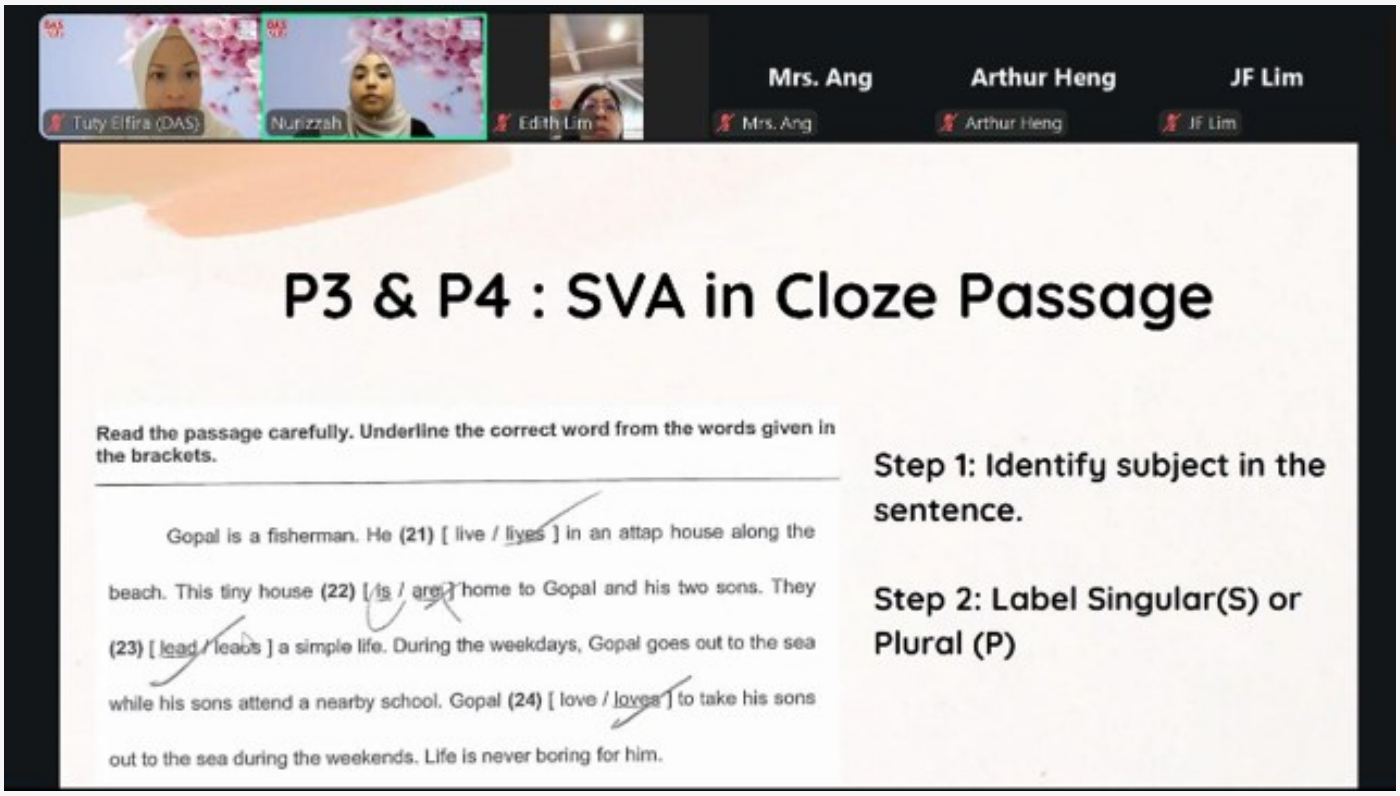




The November 2025 annual Readiness Test served as a key initiative to garner interest and broaden the programme's reach. A total of 23 students took part, with 15 students (65%) enrolling. Existing enrolment in other DAS programmes was a factor for students not enrolling in the P2P programme, as they were not eligible for a second bursary.







In February 2026, we hosted an online webinar for parents highlighting the importance of Grammar within the Paper 2 components. The session provided them with practical strategies and actionable tips to support their children's learning at home. The talk was well-received, with the majority of attendees finding the insights beneficial.

6. TESTIMONIAL

"Theodore has found the programme useful, especially because he feels that it has helped him to understand the passage and questions better. He has mentioned that the True and False strategies for comprehension are very useful. He also feels more confident with the various Paper 2 components."

Ms Elizabeth
Parent from Serangoon Learning Centre

7. SUCCESS STORIES

Ethan Finds his Confidence



When Elson first joined the DAS Prep 2 PSLE programme, he faced challenges in understanding comprehension passages and identifying the demands of the questions. He also lacked confidence in topics covered in Synthesis & Transformation and was often hesitant to clear his doubts or share his ideas, as he was afraid of making mistakes.

Over time, with consistent guidance and the acquisition of key skills and concepts, Elson has shown commendable growth in both his confidence and abilities. He is now more willing to participate actively in class discussions, share his answers, and express his ideas with his classmates. It has been especially encouraging to see him develop greater confidence in tackling Comprehension, Synthesis & Transformation, and Cloze Passage components.

His father has also shared that Elson applies the strategies taught in class during his revision independently and is able to answer more questions accurately.



The Prep 2 PSLE programme has equipped him with the essential skills and strategies needed to approach challenging English components with a much more positive attitude.

Nurizzah Bte Mohamed Noor,
Educational Therapist
Prep 2 PSLE Programme
Serangoon Learning Centre

Stacy demonstrates Perseverance and Resilience



Stacy joined the DAS Prep 2 PSLE Programme in Primary 3 after previously attending DAS Preschool intervention and the Main Literacy Programme (MLP) since Primary 1. As a result of her early intervention support, Stacy entered the programme with a solid foundation in basic literacy skills. She demonstrated good reading and spelling abilities and was able to recognise and read sight words confidently from a young age.

Despite her strong foundational skills, Stacy faced increasing challenges as the academic demands of upper primary English became more complex, particularly in areas such as Synthesis & Transformation and higher-order language tasks. One particularly significant moment occurred during her Primary 5 Mid-Year Examination when she failed her English paper for the first time. She was especially affected by her performance in Synthesis & Transformation, an area she had been consistently working on during lessons. Stacy returned home in tears, deeply disappointed with her results and discouraged by the outcome despite the effort she had been putting into improving.

However, what stood out most was Stacy's resilience and determination. Rather than giving up, she became even more motivated to improve. She actively requested for additional Synthesis & Transformation practice and consistently put in extra effort during lessons and revision. Through perseverance, regular practice and a strong willingness to learn, Stacy showed marked improvement and eventually achieved the results she had been aiming for by the end of the year.

Over time, Stacy has grown into a diligent and independent learner who approaches tasks conscientiously and produces work that is often accurate and well thought through. She demonstrates strong self-discipline during lessons, completes her assignments responsibly and remains highly motivated to perform well in English.

© DAS 2026

Beyond academics, Stacy is also a talented young artist with a strong passion for drawing and painting. Her artistic abilities were recognised through her participation in DAS initiatives, where her artwork was featured in the Gift of Wonders showcase and displayed as part of the DAS art gallery exhibition. These opportunities helped further build her confidence and allowed her strengths and creativity to shine beyond the classroom setting.

Currently in Primary 6 and preparing for her PSLE examinations, Stacy continues to demonstrate resilience, determination and a positive attitude towards learning. Her journey reflects not only academic growth, but also the development of confidence, perseverance, and self-belief through the support and encouragement provided by DAS programmes over the years.



Nurul Hudaa Bt Md Daud ,
Lead Educational Therapist
Prep 2 PSLE Programme
Parkway Parade Learning Centre


4 TIPS
for PSLE Oral Stimulus-Based Conversation
JUST REMEMBER OREO!
@dyslexiasg


Observe
• Find keywords that can be found in the reading text and brainstorm for possible questions
Respond
• Answer directly to the question posed by the examiner
Explain
• Give additional details to support your answer
Opinion
• Give your thoughts on the topic discussed
@dyslexiasg

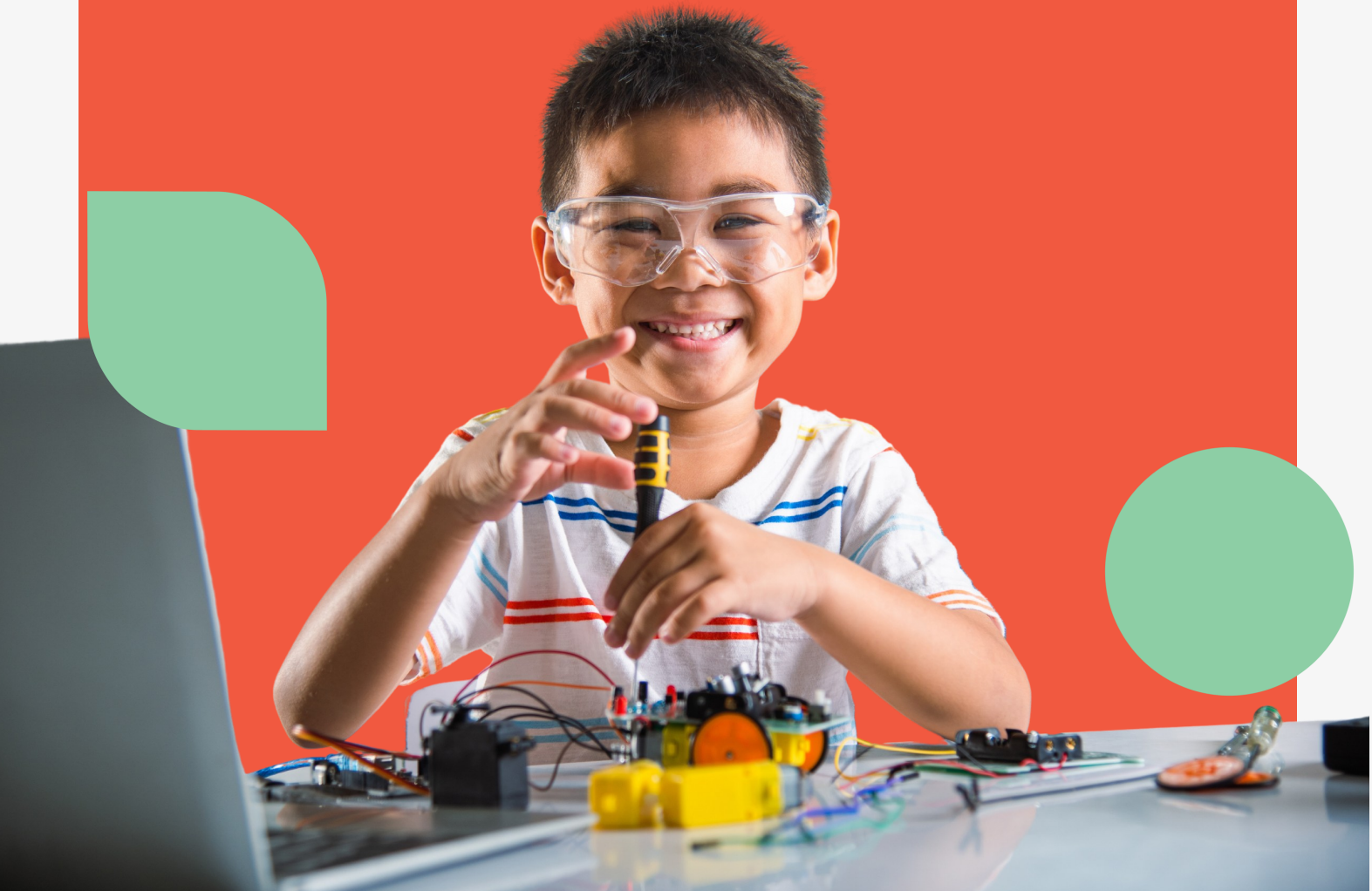

Prep 2 PSLE equips Primary 3–6 students with practical knowledge and skills for the English Paper 2 examinations.
For more information on the Prep 2 PSLE Programme, scan the QR code or visit
bit.ly/DAS-P2P
@dyslexiasg

SCIENCE EXPLORERS

The Science Explorers Short-Term Programmes (STP) are conducted in every school term this year with a focus on different Science themes in line with MOE syllabus.

Curriculum Structure

These Science Programmes are designed to provide support for our primary school students with the Science Literacy, Understanding of the Science Processes, Specialised Science Vocabulary Knowledge and Application of the Conceptual Understanding and Skills to answer Science Exam Questions in a Fun and Interactive Environment.



Science Explorers

1. INTRODUCTION

The Science Explorers Programme at the Dyslexia Association of Singapore is designed to make Science learning meaningful, accessible, and enjoyable for students with dyslexia and other diverse learning needs. The programme supports primary 3 to primary 6 school students in developing stronger Science understanding through hands-on exploration, guided inquiry, and interactive learning experiences.

Led by dedicated Science Educational Therapists, the programme helps students build confidence in applying scientific concepts, thinking critically, and expressing their ideas effectively. By creating a supportive and encouraging learning environment, Science Explorers nurtures curiosity, strengthens problem-solving skills, and inspires students to develop a lifelong interest in Science.

2. PROGRAMME DESCRIPTION

The Science Explorers Programme provides Primary 3 to Primary 6 students with engaging 1-hour Science lessons designed to make learning interactive, meaningful, and enjoyable. Conducted in a supportive small-group setting, lessons encourage students to actively participate through discussions, hands-on activities, experiments, visual supports, and guided exploration of scientific concepts.

Grounded in an Inquiry-Based Learning approach, the programme encourages students to ask questions, investigate ideas, make observations, and draw connections between Science and everyday life. This approach helps students develop critical thinking, problem-solving, and reasoning skills while building confidence in expressing their understanding of scientific concepts.

The programme is aligned with the Singapore Ministry of Education's Primary Science syllabus and covers the five key Science themes such as, Diversity, Systems, Cycles, Energy, and Interactions. Through these themes, students explore a wide range of topics that deepen their understanding of the world around them while strengthening their scientific vocabulary, comprehension, and application skills.

© DAS 2026

Lessons are specially designed to support students with diverse learning needs by breaking down complex concepts into manageable and accessible learning experiences. With guidance from trained Science Educational Therapists, students are supported in developing greater independence, curiosity, and confidence in their Science learning journey.

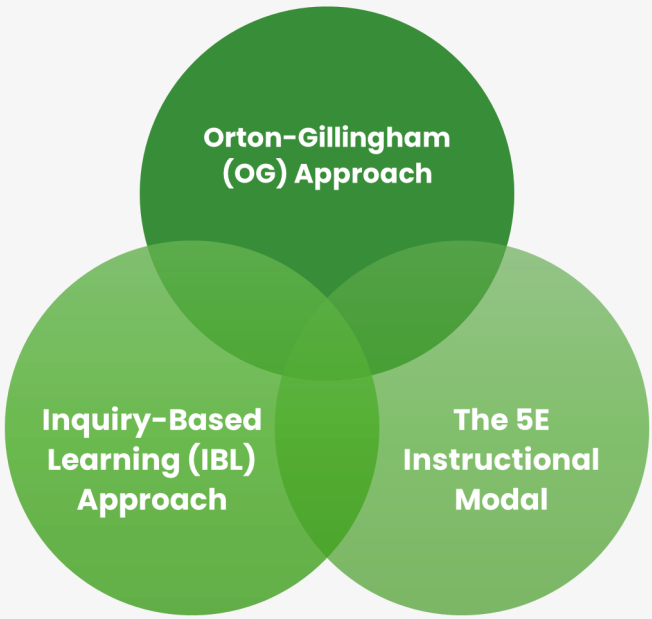
3. EVALUATION OF PROGRAMME FOR FY2025-2026

The Science Explorers Programme has demonstrated meaningful growth and positive educational impact over the financial year, reflecting its effectiveness in supporting students with dyslexia and diverse learning needs in Science education. Through a structured yet engaging instructional approach, the programme has successfully increased student enrolment, strengthened student outcomes, and expanded accessibility across multiple DAS learning centres.

By the end of the financial year, the programme supported a total of 111 Primary 3 to Primary 6 students across seven DAS learning centres island wide. This growth in enrolment highlights the increasing demand for specialised Science intervention and reflects growing confidence among parents and students in the programme's ability to support Science learning effectively.

A key strength of the programme lies in its integration of the Orton-Gillingham (OG) Approach, Inquiry-Based Learning (IBL), and the 5E Instructional Model.

The combination of structured multi-sensory teaching strategies with inquiry and experiential learning has enabled students to access Science concepts in a more meaningful and engaging manner. Lessons are designed to encourage questioning, exploration, discussion, and application of concepts, while also supporting students' language, vocabulary, and comprehension needs in Science.



SCIENCE EXPLORERS PROGRAMME

EVALUATION SUMMARY

Empowering Young Minds • Building Confidence • Inspiring a Love for Science



GROWING REACH, STRONGER IMPACT

111
STUDENTS SUPPORTED

By the end of the financial year, the Science Explorers Programme supported 111 Primary 3 to Primary 6 students across 7 DAS learning centres islandwide.

- Primary 3 to Primary 6 students
- Across 7 DAS learning centres islandwide

OUR INSTRUCTIONAL APPROACH

A powerful combination of evidence-based approaches that makes Science learning meaningful and accessible.

Orton-Gillingham (OG) Approach
Provides structured, multi-sensory, and explicit instruction to build scientific vocabulary, comprehension and conceptual understanding in a clear and cumulative way.

+

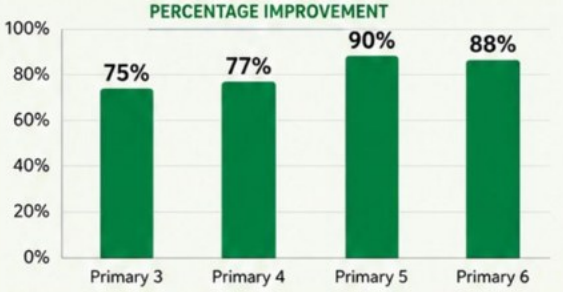
Inquiry-Based Learning (IBL) Approach
Encourages students to ask questions, investigate concepts, make observations and explore real-world applications, nurturing curiosity and independent learning.

+

5E Instructional Model
Lessons follow the 5E framework – Engage, Explore, Explain, Elaborate and Evaluate – to deepen conceptual understanding and develop critical thinking and problem-solving skills.

STUDENT OUTCOMES

Encouraging improvement across all primary levels based on pre- and post-assessments.



Students showed stronger understanding and application of Science concepts by the end of the intervention, with the highest improvements observed among Primary 5 and Primary 6 students.

42
STUDENTS
received funding support

FUNDING SUPPORT THAT MAKES A DIFFERENCE

Out of the 111 students, 42 students received financial assistance to access quality Science intervention and learning support.

- **38** students — Science General Pool
- **3** students — DAS ILD General Pool
- **1** student — Hindu Endowment Board

This support has enabled students from diverse financial backgrounds to access meaningful Science learning opportunities.

OUR DEDICATED TEAM

6
SCIENCE EDUCATIONAL THERAPISTS

A team of 6 Science Educational Therapists delivers structured, differentiated and student-centred instruction tailored to individual learning profiles. Their dedication creates a supportive, motivating and engaging learning environment that builds confidence and promotes active participation.

WIDE REACH ACROSS 7 DAS LEARNING CENTRES

Science classes are conducted across 7 DAS learning centres islandwide, providing greater accessibility for students and families.



OVERALL IMPACT

The Science Explorers Programme has established itself as a valuable and impactful support programme for students with dyslexia and other special educational needs. Through an integrated approach, encouraging outcomes and strong support systems, the programme continues to nurture scientific curiosity, critical thinking and confidence in Science learning.

Assessment outcomes further demonstrate the effectiveness of the programme. Pre- and post-assessment data indicated encouraging improvements across all primary levels, with students showing stronger understanding and application of Science concepts by the end of the intervention period. The highest improvements were observed among Primary 5 and Primary 6 students, suggesting that the programme has been particularly effective in preparing upper primary students for increasingly complex Science content and examination demands.

The programme has also continued to strengthen educational accessibility through funding support initiatives. A total of 42 students received financial assistance through the Science General Pool, DAS ILD General Pool, and the Hindu Endowment Board. This support has enabled students from diverse financial backgrounds to access quality Science intervention and learning opportunities that may otherwise have been less accessible.

Another contributing factor to the programme's success is the dedication of the team of Science Educational Therapists, who provide structured, differentiated, and student -centred instruction tailored to individual learning profiles. Their ability to create a supportive and motivating classroom environment has contributed positively to student engagement, confidence, and participation during lessons.

Overall, the Science Explorers Programme has established itself as a valuable and impactful support programme for students with dyslexia and other special educational needs. Its alignment with the Ministry of Education's Science syllabus, combined with evidence-based teaching approaches and encouraging student outcomes, positions the programme as an important platform for nurturing scientific curiosity, critical thinking, and confidence in Science learning.

4. TEACHER TRAINING

During the financial year, the Science Explorers Programme successfully recruited and trained two Flexi Educational Therapists who demonstrated strong passion and commitment towards teaching Science. This was evident throughout their participation in the Professional Certificate Course in Science Support.

Following their training, both therapists officially commenced teaching Science classes and continue to receive ongoing professional support through 1-to-1 mentoring sessions and Science INSETs. This continuous professional development

ensures that they are well-equipped to deliver engaging and effective Science instruction to students with diverse learning needs.

5. NEW INITIATIVES TAKEN FOR FY2025-2026

1. Usage of AI tools in our Science Explorers Programme

One key initiative was the integration of AI tools to support lesson planning, development of students' worksheets, and administrative tasks. This has improved efficiency, enhanced lesson preparation, and enabled therapists to create more engaging and differentiated learning materials for students.

2. Science curriculum revisions in line with Singapore's Science Curriculum Syllabus

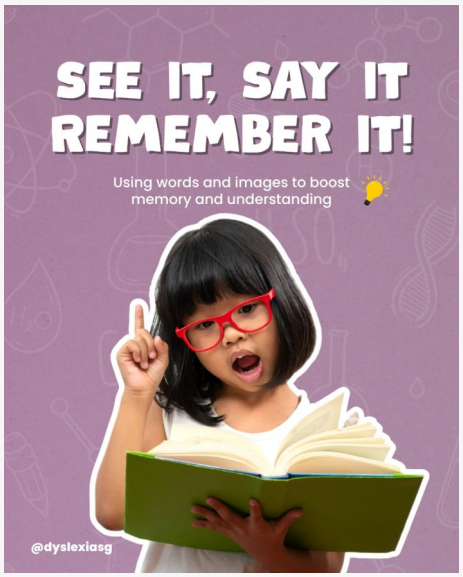
The programme reviewed and updated its curriculum content to remain aligned with the latest Ministry of Education's Science syllabus revisions. The topic on Cells was removed from the programme content as it will no longer be assessed in the upcoming PSLE. This curriculum adjustment ensures that lessons remain relevant, focused, and aligned with current national educational requirements.

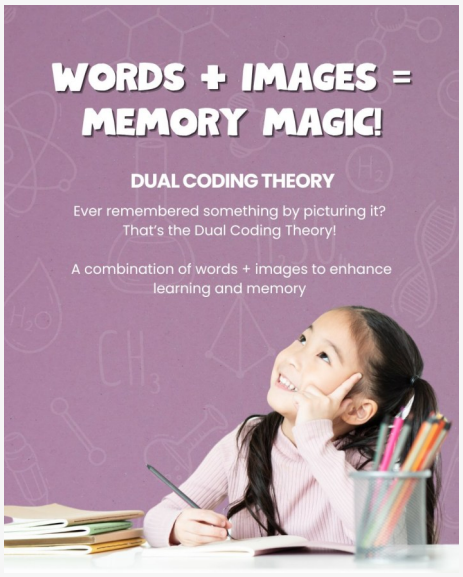
6. ENGAGEMENT AND AWARENESS



In FY25/26, the Science Explorers Programme actively participated in both internal and external events to strengthen outreach efforts and create greater awareness of the programme and dyslexia support services. Through interactive Science booths and engagement activities, the programme was able to connect with students, parents, and members of the public while showcasing engaging Science resources and learning experiences.

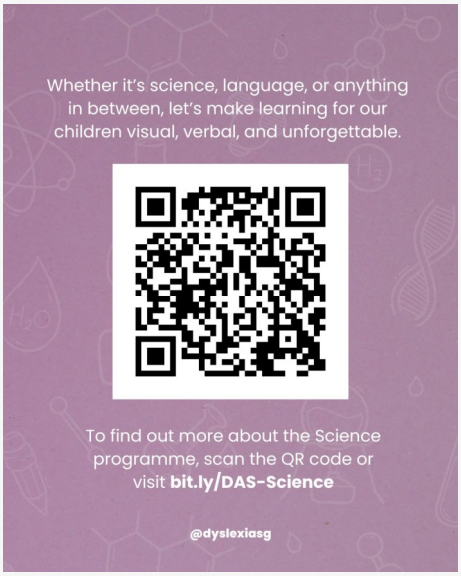
The programme participated in the DAS Serangoon Open House on 2 June 2025, where an exclusive Science booth was set up to introduce families to the Science Explorers Programme and its learning resources. The team also took part in a roadshow at UOB Plaza on 25 September 2025, which provided valuable opportunities to engage members of the public who were unfamiliar with dyslexia and share more about the mission and support services offered by DAS.











In addition, the programme participated in the DAS Student Graduation and Award Ceremony on 29 November 2025, where the Science Explorers Programme was promoted to parents whose children were enrolled in other DAS programmes. This outreach helped increase awareness of the Science support available for students with diverse learning needs and encouraged greater interest in the programme.

© DAS 2026

7. TESTIMONIALS

"He received for the Best in Foundation Science Award"

– Parent of P5 student
DAS Bishan Learning Centre

"He surprised me with a good mark for Science at 82/100. He enjoyed DAS Science classes & found those classes helpful.

Parent of P4 student
DAS Bishan Learning Centre

"He was 'over the rainbow' when he scored 21/30 in Term 3 for Science"

Parent of P4 student
DAS Bishan Learning Centre

She enjoys the Science lessons especially the hands-on activities"

Parent of P6 student
DAS Yishun Learning Centre

"I do see improvement in his Science subject as he enjoys your Science lessons. I want him to continue with the Science Programme.

Parent of P5 student
DAS Woodlands Learning Centre

"She did extremely well for her Science exam which showed much improvement"

Parent of P5 student
DAS Tampines Learning Centre

© DAS 2026

8. SUCCESS STORY

A parent of a Primary 5 student, Emma* from the DAS Tampines Learning Centre shared how the DAS Science Programme has made a meaningful difference in his child's learning journey.

Since joining the programme, Emma* has shown remarkable improvement in her understanding of Science concepts, as well as stronger problem-solving skills and growing confidence in the subject. Topics that were once challenging have become more manageable through structured lessons, hands-on activities, and consistent guidance from dedicated instructors.

The parent also observed a clear shift in attitude and engagement. She has developed a stronger interest in Science, participates more actively in lessons, and is now more willing to ask thoughtful and insightful questions. She has also begun applying what she learns in creative and meaningful ways beyond the classroom. This progress is further reflected in Emma's* recent improvement in Science examination results, highlighting the positive impact of the programme in strengthening both academic performance and enthusiasm for learning.

Overall, the experience has been a significant and encouraging journey for the student, supported by the structured approach of the Science Programme under the Dyslexia Association of Singapore.



Nur Farahin
Lead Educational Therapist
Science Explorers
Tampines Learning Centre

I am truly grateful for the DAS Science Programme and the positive impact it has had on my daughter.. Her recent improvement in her science exams is a clear reflection of the programme's effectiveness. She is now more engaged, asks insightful questions, and applies what she learns in creative ways.

Thank you, DAS Science Programme, for your dedication to nurturing young minds and helping students reach their full potential. I highly appreciate the role you have played in her academic journey and look forward to seeing her continue to excel.

DAS Parent, Tampines Learning Centre

© DAS 2026

SCIENCE PROGRAMME

DYSLEXIA ASSOCIATION DAS OF SINGAPORE

The Science Programme enhances students' understanding of scientific concepts and processes, equipping them to confidently tackle exam questions in a fun, interactive and enjoyable learning environment.

STUDENTS WHO LEARN DIFFERENTLY MAY STRUGGLE WITH:

- Lack of prior knowledge on Science topics
- Reading and comprehending Science expository texts
- Difficulty in spelling specialised Science vocabulary correctly
- Issues with sequencing Science processes in the correct order
- Performing well in Science examinations



For more information, visit **bit.ly/DAS-Science**

6444 5700
info@das.org.sg
@dyslexiasg

SPEECH AND LANGUAGE THERAPY

Speech and Language therapy is offered to children who need support in communication. This service is available to all preschool to secondary school students and a diagnosis of dyslexia is not required to access these services. Therapy is an integral step following an assessment for your child that shows areas of difficulties. The aim of therapy is to help your child overcome difficulties where they face challenges and develop strategies to help them to learn.



Speech and Language Therapy



DAS Speech and Language Therapy Team

INTRODUCTION

Communication is an intrinsic human need and an essential part of life. Children with communication challenges often seem to have difficulty understanding lessons and making friends in school. When children experience such difficulties, it is often just the tip of the iceberg, with other challenges beneath the surface.

Many children with dyslexia and other specific learning differences have co-morbid difficulties in speech, language, and communication. These include speech-sound disorders, developmental language disorder, fluency disorder, voice disorder and social communication disorder. Some may have trouble speaking fluently or pronouncing words clearly, while others find it hard to follow conversations and connect with peers.

© DAS 2026

These difficulties impact a child's life experiences in varied ways - daily interactions, classroom learning, friendship formation and the development of their self-image and self-esteem. Consequently, these may result in long-term negative effects on a child's academic attainment, employment outcomes and social-emotional well-being.

At DAS, our team of qualified and experienced Speech and Language Therapists (SLTs) provides in-depth speech, language and communication assessment and intervention services to support children facing varied communication challenges. In a supportive and nurturing environment, our caring and professional SLTs offer individual and small-group therapy to help children improve their speech, language and communication skills. As one of the few educational settings in Singapore offering dedicated Speech-Language Therapy (SLT) services, DAS plays a vital role in supporting school age children to become more confident and effective learners and communicators.

PROGRAMME DESCRIPTION

Speech and language therapy can make a difference for children facing challenges in these areas:

- understanding what others say and mean in everyday and academic situations (e.g. difficulties following instructions and understanding what the teacher says in class, etc.)
- expressing themselves effectively in daily interactions and school settings (e.g. difficulties expressing and/or organising their thoughts and ideas, speaking in a vague manner, omitting key information when speaking, etc.)
- interacting in socially appropriate ways with others (e.g. interrupting others mid-conversation, dominating a conversation, and not knowing how to participate in groups)
- articulating and pronouncing words clearly such that they can be easily understood by others
- motor planning to produce clear speech
- speaking fluently (i.e. stuttering / stammering)

At DAS, support starts early and continues throughout the school years and beyond. Our speech-language assessment and therapy services are available to children and young adults, aged 3 to 21. Importantly, a diagnosis of dyslexia is not required to

access speech-language intervention at DAS.

Our team of Speech-Language Therapists (SLTs) are registered with the Allied Health Professions Council (AHPC), Singapore's regulatory body for allied health professionals to ensure high standards of care.

Through therapy sessions that are designed and tailored for our students' needs, we strengthen their foundational speech, language, and social communication skills, equipping them with skills and strategies to build meaningful relationships, to thrive in school and to communicate functionally in everyday life.

EVALUATION OF PROGRAMME FOR FY2025-2026

3a. Student Numbers

To many children with speech, language and/or social communication needs, the SLT service plays a critical role in supporting them in their ability to participate in daily activities and mainstream education. The following table shows the student enrolment in the SLT programme.

	Term 2 2025	Term 3 2025	Term 4 2025	Term 1 2026
Student Enrolment	109	132	119	119

The SLT team welcomed a newly qualified therapist from the NUS SLT Master programme in February 2025. She started providing intervention independently from Term 2 2025, with a gradual increase in the number of students supported through the terms. The SLT team now has three full-timers, one part-timer and one relief-scheme therapist.

3b. Programme Evaluation and Data collection

The SLT programme evaluation is conducted annually to ensure that the programme remains effective and continues to meet the evolving needs of our students.

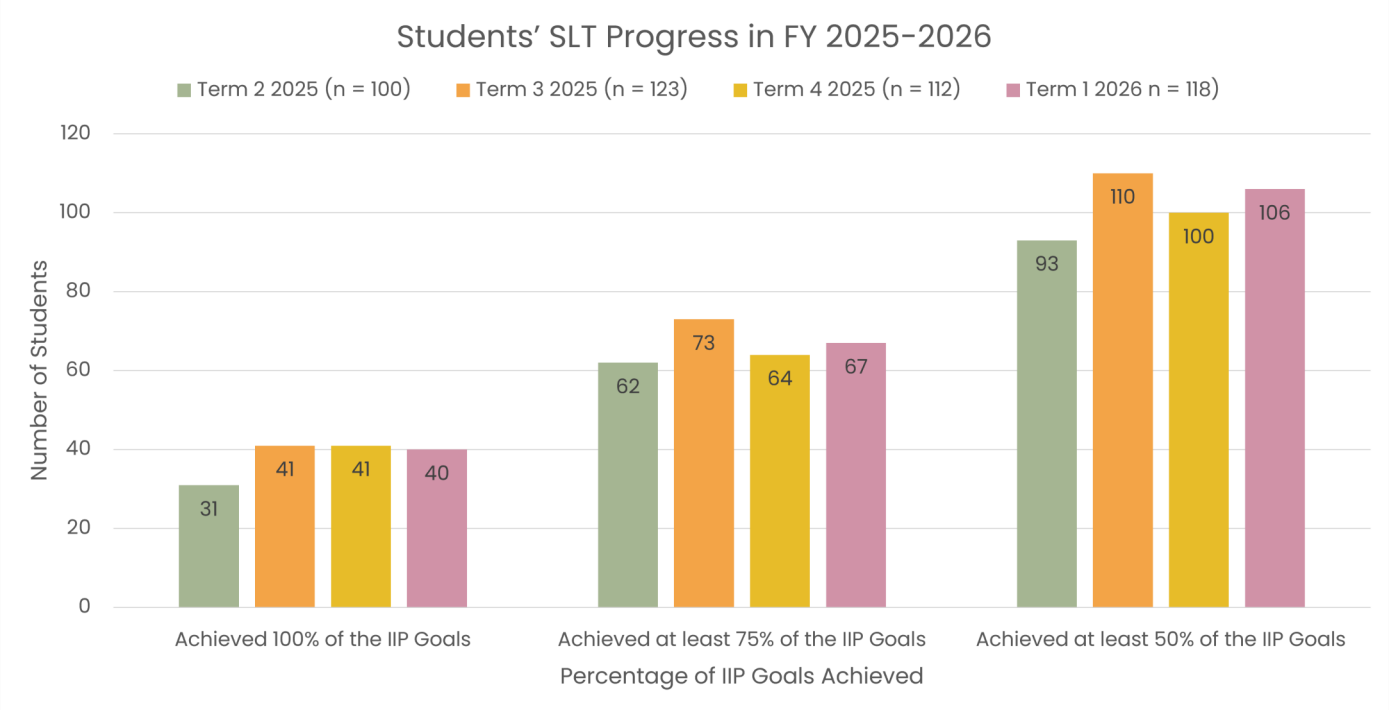
Unlike academic subjects such as Mathematics and Chinese, a student's progress in the SLT programme is monitored at the end of each 10-week term, based on the

Domain	Definition
Receptive Language	Understanding spoken language in different communication settings
Expressive Language	Using spoken language to communicate one's thoughts and feelings in different communication settings
Speech	Pronouncing and making accurate sounds when speaking
Phonological Awareness	Understanding that speech can be broken into smaller units of sound such as syllables, onsets and rimes, and phonemes
Social Communication	Understanding and applying commonly accepted rules for social interaction, as well as understanding and using language appropriately for social purposes
Fluency	Speaking in a fluid way
Voice	Using one's voice appropriately in any given situation

number of goals achieved on the Individual Intervention Plan (IIP). These short-term goals support the long-term development of skills that impact a student's ability to communicate and participate in daily activities. The IIP goals are set within various speech, language, and communication domains such as:

The IIP goals are reviewed and evaluated at the end of each school term, where a student's progress is measured according to the percentage of IIP goals he/she has successfully achieved. At the beginning of the next school term, the IIP goals are updated to reflect the student's current progress and future learning needs, ensuring a continued focus on building new skills towards long-term mastery.
The following charts present the number of students who attained at least 50%, 75%, and 100% of their IIP goals each term.

© DAS 2026



Results

An average of 90% of the students in the SLT programme attained at least 50% of their IIP goals in each term, while an average of 34%, which is a third of these students, achieved 100% of their IIP goals termly.

Beyond these measurable gains, both parents and therapists have observed that students are increasingly able to advocate for themselves. With a broader vocabulary and more complex sentence structures, they can communicate more effectively and be better understood by others. This, in turn, supports the development of greater sense of independence, enhancing their confidence and self -esteem.

These outcomes are encouraging and underscore the value of SLT in supporting students' speech, language, and communication development, while also building a solid foundation for confidence and self-esteem.

QUALITY ASSURANCE AND CONTINUOUS PROFESSIONAL DEVELOPMENT

As part of the process to ensure quality assurance, our DAS SLT team members participate in peer reviews of one another's intervention sessions at least once a year, and are required to attain at least 50 hours of Continuous Professional Development within the year.

© DAS 2026

The following are the team's QAA and professional development activities for FY25-26:

- 8 QAA peer observations of one another's therapy sessions as part of our commitment to reflective practice and professional development
- Webinar on "Effective Grammar Strategies for Language Therapy" organized by Allison Fors & The Dabbling Speechie
- SLT Inset on "Writing Social Stories" for the ASD Toolbox Centre Reps
- ELL Inset on "Supporting Students with Motivational Needs"
- Case discussions with Kate Lim, a Consultant SLT with more than 20 years of clinical experience across public as well as private settings
- SIT ICE 64 Training Workshop for Clinical Educators (CEs)
- Team Inset on ICE 64 Training Workshop for CEs
- Workshop on "Closing the communication gap with Gestalt Language Processors" by the Association for Early Childhood Educators (Singapore)
- Entrustable Professional Activities (EPA) Training Workshop for SLT CEs jointly conducted by SIT and the NUS MSc SLP Programme
- Team Inset on EPA Training Workshop for SLT CEs
- Case presentations and discussions among DAS SLTs

To foster a culture of continuous learning, our SLT team organises regular team sharing sessions. Following each presentation, our SLTs engage in robust discussions on how to apply the new knowledge and strategies acquired from these courses to benefit our students and the wider DAS community. These discussions deepen our professional knowledge and also help the team grow in confidence and clinical expertise - ensuring our students receive quality clinical support.

In 2025, our newest team member, Edelia Tan, also successfully completed her year of clinical supervision in DAS with flying colours, and was licensed and awarded full registration by the Allied Health Professionals Council (AHPC) of Singapore as a qualified Speech-Language Therapist.

Edelia's SLT supervision

"The expert in anything was once a beginner." – Helen Hayes

I was first introduced to the Dyslexia Association of Singapore (DAS) during my time as a Special Educational Needs Officer (SENO) in a mainstream primary school. I recall attending workshops conducted by the DAS Academy (DAC) team on executive functioning, and regularly using the DAS website to support both my learning and the preparation of professional development sessions. As one might expect from an

organisation supporting individuals with dyslexia, the infographics and resources provided by DAS were consistently clear and engaging, which made them especially effective. When I later decided to pursue a Master of Science (Speech & Language Pathology) at the National University of Singapore (NUS), applying to DAS as my sponsoring organisation felt like a natural next step – one I am confident was the right decision.

After completing my studies, I began my year-long supervised practice as a Speech and Language Therapist (SLT) at DAS. The transition into practice was challenging, marked by a steep learning curve and moments of self-doubt. I often found myself wanting to achieve expertise quickly and felt disheartened when this expectation did not align with reality. What sustained me during this period was the patient support of my supervisors, who reminded me that expertise develops over time through experience and continued learning. I am also grateful for colleagues whose generosity and care have supported my growth, helping me to appreciate that progress is gradual and shaped by both challenges and small milestones. I am thankful to have since attained full registration with the Allied Health Professions Council (AHPC) as an SLT, marking an important milestone in my professional journey.

NEW INITIATIVES TAKEN FOR FY2025-2026

5a. SLT-MLP In-service Training (INSET) for the ASD toolkit - "Writing Social Stories"

In DAS, there has always been collaboration among the Speech-Language Therapists (SLTs) and Educational Therapist (EdTS), with the aim to create a more supportive learning environment for students.

In August 2024, the SLT team collaborated with the DAS Educational Advisors and psychologists to conduct an Inset on"Handling Students with ASD in our DAS classrooms". As a continuation of involvement, the SLT team contributed to the development of the ASD toolkit in DAS by conducting an Inset for MLP EdTs on "Writing Social Stories" in August 2025. The purpose of the Inset was to share with teachers the philosophy behind and the purpose of writing social stories, the target audience of social stories, as well as some concrete guidelines on how to write social stories, such as the appropriate vocabulary and sentence types to use when writing social stories. This was followed up with a review of the texts of the social stories written and submitted by teachers in order to ensure some consistency in their style and tone.

5b. Monthly SLT meeting and case discussion

Over the past few years, SLT meetings have remained a valuable platform for administrative updates, professional sharing of knowledge, mutual encouragement and collaborative problem-solving through clinical case discussions of complex and diverse student needs. With the SLT team distributed across different learning centres in Singapore, these meetings have been important in fostering our sense of teamwork and in maintaining our team's alignment in service delivery.

In 2025, the SLT meeting was revised to monthly sessions alternating between administrative matters and clinical case discussions. During these meetings, SLTs also conducted professional sharing sessions by way of Team Insets whenever we attended any training. These dedicated clinical discussions and Insets have provided our SLT team with opportunities to share new knowledge, and collaboratively explore assessment and intervention approaches. It has also supported the SLT team in updating our knowledge of evidence-based practices, and refining our clinical skills, while promoting reflective practice and ongoing professional development.

KEY EVENTS FOR 2025-2026

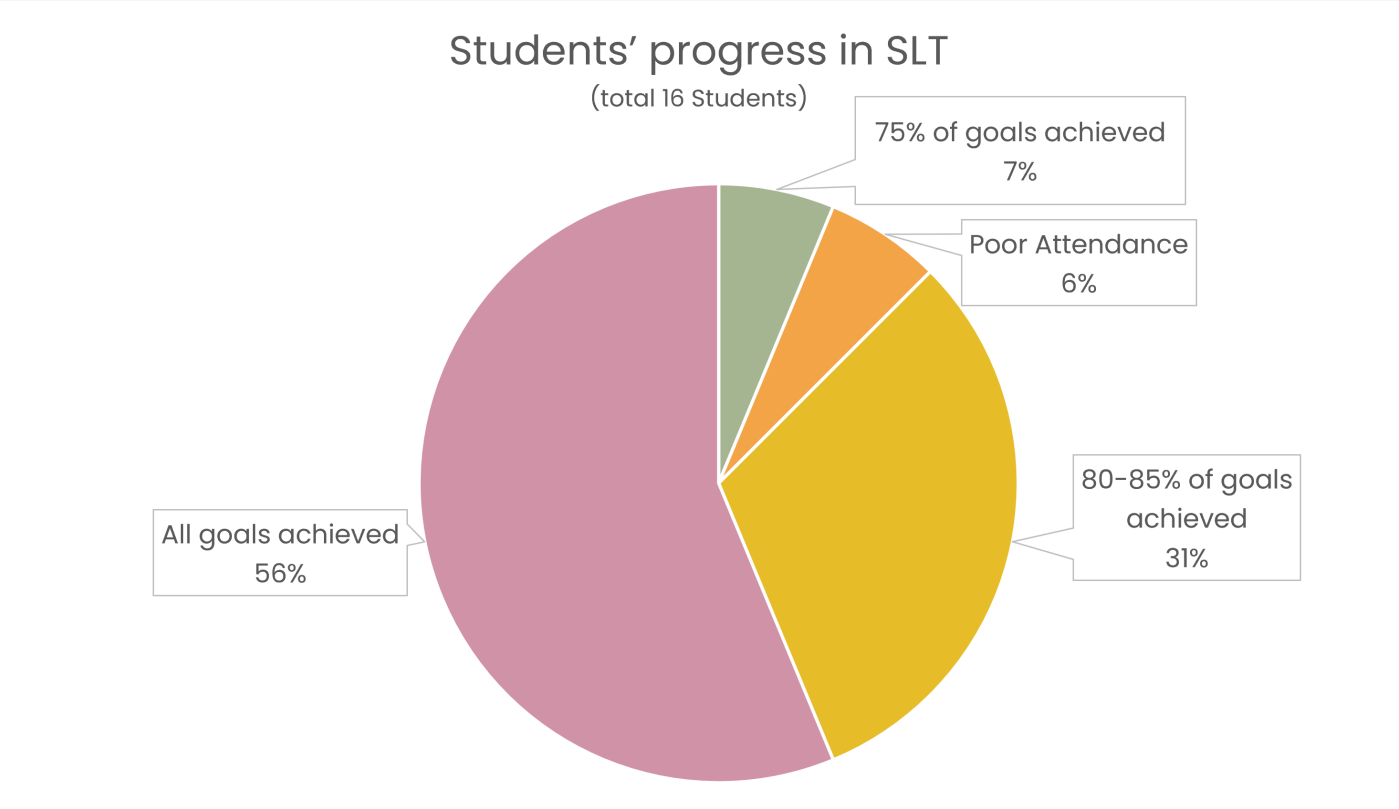
6a. Speech-Language Service at Northlight School (NLS)

The weekly Speech and Language Therapy (SLT) programme at NorthLight School was delivered by DAS Speech-Language Therapist Ms Anna Belle Tang from 1 April to 7 October 2025. Sixteen Year 1 and Year 2 students participated in the programme, receiving intervention targeting their speech, language and communication needs through weekly 30-minute therapy sessions. This marked the tenth consecutive year of on-site SLT services provided by DAS at NorthLight School since 2015, with the exception of a service interruption in 2020.

Students enrolled in the programme presented with a range of speech, language and communication difficulties, including challenges in speech sound production, receptive and expressive language, higher-order thinking, social thinking, and social communication skills. Therapy goals were developed based on dynamic assessment findings, ongoing observations, teacher feedback, and students' readiness and motivation to learn.

© DAS 2026

By the end of the intervention period, 15 out of 16 students achieved at least 75% of their targeted therapy goals. The remaining student was unable to meet the goals primarily due to poor attendance and was subsequently replaced by another student in Term 3. Overall, students demonstrated positive progress across their identified areas of need, reflecting the effectiveness of the intervention and their commitment to the therapy process.



6b. Courses, workshops and trainings conducted by SLTs

As in previous years, the DAS SLTs have continued to play an active role in delivering training in addition to their regular speech-language therapy and assessment services. This reflects not only their depth of expertise and extensive experience, but also their strong commitment to sharing their clinical knowledge and skills with the wider community.

© DAS 2026

Date(s)	Provider	Course/Workshop	Participants	SLT(s) involved
7, 8, 14, 15 May 2025	External Training (by DAS Academy)	Certificate in Understanding Speech, Language and Communication Needs (USLCN)	Education Professionals and Parents	Ho Shuet Lian & Anna Belle Tang
26 July 2025	External Training (by DAS Academy)	Be Your Child's Social Skills Coach	Parents	Elizabeth Lim
20 Aug 2025	In-house Training	AET Training	DAS Educational Therapists	Edelia Tan
5, 6, 12, 13 Nov 2025	External Training (by DAS Academy)	Certificate in Understanding Speech, Language and Communication Needs (USLCN)	Education Professionals and Parents	Elizabeth Lim & Felicia Poh
26 Nov 2025	External Training (by DAS Academy)	MA(SEN) Concepts and Contexts module	Education Professionals and DAS Educational Therapists	Anna Belle Tang & Edelia Tan
4 Mar 2026	In-house Training	AET Training	DAS Educational Therapists	Anna Belle Tang

© DAS 2026

6c. Professional exchange with Thye Hwa Kuan Moral Charities (THK), Children's Therapy Services

In May and June 2025, our SLT team engaged in a meaningful professional exchange with their counterparts from THK. As part of this exchange, THK warmly hosted us at their Children's Therapy Space at MacPherson, where we were provided valuable opportunities to observe live therapy sessions and gain insights into their community-based approach to supporting children. The professional exchange culminated on 2 June 2025 with a dialogue session, where both teams came together to share clinical experiences, exchange best practices in supporting children with speech, language and/or social communication needs. This reflects a shared commitment to continuous learning and collaboration to support children with speech, language, and/or social communication difficulties.

To deepen the understanding of each organisation's unique contributions in supporting school-aged children, the THK SLTs were also invited to the DAS Open House at Serangoon Learning Centre that same afternoon to understand the range of



The Thye Hwa Kyan Moral Charies team with DAS SLT Team

programmes and services that DAS provides for children with specific learning differences. This exchange not only strengthened professional connections but also enriched perspectives, ultimately enhancing the quality of support provided to the children and families we serve.

6d. Professional exchange with KK Women's and Children's Hospital (KKH)

On 24 March 2026, the DAS SLT team was invited to share with the SLTs from the Rehabilitation Services Team at KK Women's and Children's Hospital, marking another valuable opportunity for cross-institutional learning and collaboration. During the session, the DAS SLTs provided an overview of the client groups we serve, the referral and enrolment process, along with our range of services and programmes. The exchange included Q&A segments, both online and offline, where both teams exchanged insights on the support available for specific client groups. This dialogue not only strengthened mutual understanding, but also laid the groundwork for more seamless collaboration and referrals when supporting children and their families.



TESTIMONIALS

! felt really touched when the Dad of another child, SL, shared that they had noticed improvements in their child's language skills. It was especially encouraging to hear that family friends and extended family members had also commented on how much the child had progressed. Knowing that the changes were noticeable in the child's everyday interactions made the progress feel even more meaningful. Moments like this remind me why I enjoy being a speech therapist and motivate me to keep doing my best for the children and families I work with. -

Anna Belle



Anna Belle Tang
Speech and Language Therapist
Sengkang Learning Centre

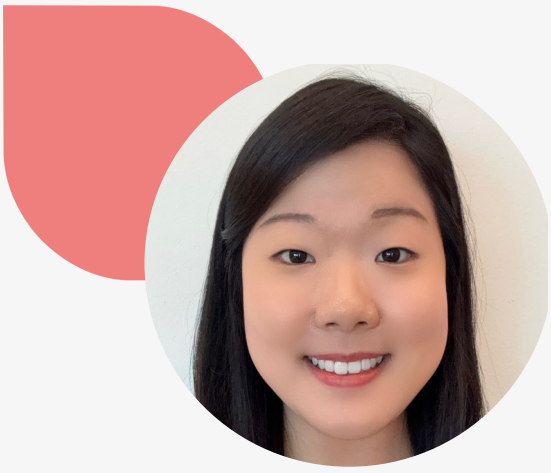
Hi Anna Belle, thank you so much all these years for the support! I'm sure Bel will miss you. She really enjoyed all her sessions with you. Cheers!
- Bel's mum

My child and I are very grateful to be assigned to Ms. Edelia Tan. Though she is not selective mutism-trained, she is the very first allied professional who is able to reach out to my child and work with her.

Ms Tan is open to learning more about my child's special needs and is able to execute her planned action plan seamlessly while enabling my child to feel safe with her, making her learning room a safe place and most importantly, working with my child on her stuttered speech and language deficit. Ms. Tan always followed up each session with a detailed post-session write-up.

It included her observation of the session, recommendation for parents to continue the home intervention and her plans for the next session. The systematic flow of the programme is very helpful to me as a parent and it benefits my child. Ms. Tan customised her action plan with ongoing conversations with me and together, we set realistic goals for my child. Her naturally calm and warm demeanour puts her in good stead as she works with children with special educational needs.

Parent of child in Speech and Language Therapy



Edelia Tan
Speech and Language Therapist
Bishan Learning Centre

Edelia has been most supportive towards Thyeson's development and was constantly in touch with me to share updates and resources that could help Thyeson in reinforcing his learning. Very thankful for Edelia's care and dedication.

Thyeson's mum

Hi Teacher Eliz,

I am really glad to hear from my son feedback that he is very happy during the lesson time.

He now has more confidence in pronouncing the long words (new vocabulary) which have more than 4 syllables. He said you guided him to divide the words into syllables.

Besides this, he also said that you explained the grammar rules to him very clearly, so he enjoyed this.
He is very satisfied with his school English result of 48 marks (increased from less than 20 to 48).

I appreciated your sharing during the Teacher-Parents meeting. You provided useful and interesting information. Please keep it up.

- Kay Chen's mum

Hi Liz, overall Yi showed great progress in her speaking and listening. She is more keen to learn new words. I think the DAS course does help her to progress. Thank you!
- Yi's dad
Yi looks forward to coming for her weekly SLT lessons. I can see that she really enjoys her lessons with you.
- Yi's mum

SLT for sure helped Sharina. Though she's only attended a couple of lessons, she now understands what blending of words means and is eagerly waiting to learn new things in the form of games you play.

Thank you for understanding her weaknesses and helping her to understand herself better.

Thank you.

- Sharina's aunt



Elizabeth Lim
Speech and Language Therapist
Jurong Point Learning Centre

© DAS 2026

We are very grateful to have had Ms Felicia as Paige's speech therapist. She is patient, caring, and highly dedicated in her work with children. From the beginning, she took the time to understand Paige's needs and always planned her sessions thoughtfully and professionally.

Ms Felicia created a warm and encouraging environment that helped Paige feel comfortable and confident during therapy. We could see positive progress in Paige's communication skills, as well as improved confidence in expressing herself.

Beyond her professional skills, Ms Felicia communicates clearly with parents and provides helpful guidance and encouragement throughout the therapy journey. Her passion and genuine care for children truly show in her work.

We sincerely appreciate all the effort, support, and kindness she has given to Paige, and we would highly recommend Ms Felicia to any parent seeking a dedicated and compassionate speech therapist.

Paige's mum



Felicia Poh
Senior Speech and Language Therapist
Parkway Parade & Serangoon Learning Centre

非常感谢老师这段时间在学习上对Lucas悉心指导 在您的帮助下，Lucas不仅掌握了知识，更收获了自信，真的非常辛苦您！谢谢您

Lucas' mum

SUCCESS STORIES/CASE STUDIES

In supporting children with speech sound difficulties, there is no single intervention approach that meets the needs of every child. Therapy goals and activities are carefully individualised, taking into account factors such as the child's speech error patterns, age, attention span, cognitive and receptive language abilities, as well as their interests and motivations. While some children readily engage in speech practice and progress through word-, sentence-, and discourse-level activities with confidence, others may require additional support and adaptation to sustain participation and engagement. For these children, therapy tasks are intentionally designed to align not only with their interests, but also with their capacity for sustained practice and tolerance for repetition.

Xin, a Primary 2 girl with speech errors, demonstrated some of these challenges. She found speech practice particularly demanding, with minor errors often perceived as setbacks. Repeated production tasks, which are an important component of speech intervention, were difficult for her to sustain. Following the initial sessions, her parents shared concerns about Xin's growing reluctance to attend therapy and her questioning of the need for speech intervention. Underlying this reluctance may have been an increasing awareness of her speech difficulties and the effort required to address them, which may have impacted her confidence and willingness to participate.

As such, intervention planning for Xin extended beyond addressing speech production goals alone. Therapy was tailored to consider factors such as her self-awareness, confidence, attention span, and interests. Drawing on principles of Self-Determination Theory, therapy activities were intentionally gamified and structured to provide opportunities for choice-making, fostering a sense of autonomy and ownership over the learning process. Positive reinforcement and achievable task progression were also incorporated to support her sense of competence and build confidence.

In subsequent sessions, Xin demonstrated sustained engagement throughout speech activities and, on several occasions, requested additional tasks even after completing the planned activities. This reflected meaningful growth in both her confidence and perceived competence in carrying out therapy tasks. Increased self-efficacy was also observed across other speech and language activities, with a gradual reduction in task-avoidance behaviours, complaints, and tendencies to give

© DAS 2026

up when faced with challenges.

Over time, these individualised supports contributed positively to Xin's participation, confidence, and motivation in therapy, supporting not only her engagement during sessions but also her willingness to persevere with increasingly challenging tasks. This progress was reflected in parent feedback:

"Xin was very happy after yesterday's session, she was telling us she really enjoyed it and would like to go for more classes. She was still practising by herself on the way home! Thank you so much for providing her the great support and making the learning fun!"

– Parent of Xin



Xin's drawing of her family

© DAS 2026

SPEECH AND LANGUAGE THERAPY

DAS offers Speech and Language therapy to help children overcome communication challenges through personalised sessions, led by registered therapists.

SIGNS OF SPEECH & LANGUAGE DIFFICULTIES:

- Display challenges in interacting socially with peers
- Shows poor understanding of age-appropriate stories
- Relates stories or events in a disorganised or incomplete manner
- Shows confusion over words with similar sounds (e.g. 'key' for 'tea')
- Shows difficulty in understanding and following instructions
- Shows difficulty in finding the right words to say
- Mispronounces sounds in words (e.g. says 'toap' instead of 'soap')
- Shows difficulty remembering things that people say



For more information, visit **bit.ly/DAS-SLT**

6444 5700
info@das.org.sg
@dyslexiasg

SPEECH & DRAMA ARTS

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication. Students are given the freedom to express themselves freely, using their imagination and creativity. Other vital communication skills that are fostered in the class setting includes listening and concentration. Activities ranging from role-playing to stage performances require students to understand the fundamentals of stage directions, character dialogues, music and light cues. Orton-Gillingham Principles are incorporated in our lessons to ensure quality and effectiveness.



Speech & Drama Arts

PROGRAMME DESCRIPTION

The Speech and Drama Arts (SDA) programme offers children with Specific Learning Differences (SpLD) a safe and supportive platform to express themselves, experience teamwork, and build friendships through drama. Beyond developing drama and language skills, our structured curriculum nurtures social-emotional growth and builds confidence. When children feel confident, they are more motivated to learn—and more likely to thrive.

Our Objectives:



Who Do We Serve?

Under the Speech and Drama Arts programme, there are 3 curricula to cater to the different age groups.

- Creative Drama (K2 - Primary 3)
- Literacy Through Drama Programme (Primary 4 - Primary 6)
- Educational Drama (Secondary 1 - Secondary 4)

© DAS 2026

Why Is It Important to Serve These Students?

Children with Specific Learning Differences (SpLD) often face challenges not only in academics but also in communicating with those around them. Struggling to find the right words to express ideas can lead to frustration, embarrassment, and a decline in self-esteem. The Speech and Drama Arts (SDA) programme provides these students with a supportive and safe space to build confidence and develop effective communication skills. Through imaginative expression and creative storytelling, they learn to share their thoughts more clearly and persuasively. These experiences help students discover their strengths, grow in self-assurance, and feel empowered as capable presenters and communicators.

Highlights in FY25-26

DAS Student Talent Showcase - Gift of Wonders 2025





On 28 June 2025, a total of 19 SDA students were involved in the production, participating across two featured plays and the ensemble performance. Students underwent approximately 30 hours of rehearsals leading up to the showcase, demonstrating commitment, teamwork, and resilience throughout the preparation process.



The SDA performances featured:



The Great Fall (5 students)



A playful and unexpected retelling of the classic Humpty Dumpty tale, The Great Fall follows Humpty as he struggles against his “destined” fall from the wall. Joined by an overenthusiastic narrator, a distracted King, and two comically unhelpful horses, Humpty questions whether he truly has to follow expectations simply because everyone says so. Filled with humour and surprises, the play explores individuality, courage, and choice.

The Secret (9 students)

Set in a whimsical fairytale world, The Secret follows a village child who possesses a mysterious secret that everyone desperately wants to uncover. Along the journey, the child encounters mischievous trolls, fairies, and a giant, cleverly avoiding their endless curiosity. Through comedy and fantasy, the play explores themes of curiosity, self-control, and the consequences of knowing too much.



Ensemble Performance (5 students)

The Ensemble served as the storytelling bridge between both productions, using rhythmic verses, narration, and movement to introduce the worlds and themes of each play. Their performances added depth, continuity, and theatricality to the overall showcase experience.



This event provided SDA students with meaningful opportunities to strengthen their performance, communication, and collaborative skills in a large-scale production setting.

The SDA performances formed part of the wider Gift of Wonders 2025 showcase. Details on other talents featured during the event can be found in the Talent Development and Partnerships (TDP) Annual Report.

Parents' Feedback

"Adam was joyful at every SDA class. He really enjoyed himself and had slowly learnt to overcome his own discomfort and fears of facing an audience through intrinsic motivation. Ms Lifah's dedication and passion in teaching the kids had tremendously touched me. Adam was always happy when he came out of the class each week and looking forward to future lessons. Adam had also gained more confidence since joining SDA classes."

"Raphael has grown tremendously as an individual. He used to be a timid young man who wouldn't speak up. Over the years, with Ms Lifah's help during her Speech & Drama lessons, he has gained self-confidence and has become assertive and composed in carrying out daily tasks, be it in school or at home.

I am very proud of his achievement. He is now a Peer Support Leader in his Primary School too."







Class showcases in Term 4 2025

On 22 November 2025, 25 Speech and Drama Arts (SDA) students put up a performance at the lecture room in DAS Bishan. We also had a total of 11 volunteers who assisted the teacher on the performance day. They were busy guiding the students, helping them with their costumes, managing the slides, and playing the sound cues. Their support was greatly appreciated and invaluable to the success of the event.

There were three showcases, and each one brought its own unique energy. These performances highlighted the students' hard work, commitment, creativity, and growth throughout the programme. Parents and siblings came down to support their children, cheering loudly with pride and admiration. It was truly a memorable day, made even more special by seeing the students shine with joy and confidence.

Creative Drama – Is the Wise Owl Wise?



Is the Wise Owl truly wise? This term, our students showed that wisdom is not just about knowledge, but also about curiosity, effort, and growth. Our youngest group of performers, aged 6 to 9, graced the stage with their costumes, skills, and voices. Frogs, rabbits, birds, and ducks brought the story to life through their lively movements and expressions. The students delivered their lines confidently and had an enjoyable time performing on stage.

Literacy Through Drama – The Sky is Falling



In the next act, students aged 9–12 took the stage with an exciting performance titled The Sky is Falling!, a hilarious adaptation of the classic tale Chicken Little. Packed with laughter, chaos, and unexpected twists, this lively comedy explored themes of trust, friendship, courage, and, of course, vegan nuggets!

© DAS 2026

Educational Drama – The Sleepy Bear



Ending the day on a heartwarming note, students aged 13–15 performed The Sleepy Bear, adapted from the original story written by Debra Cole. The students brought the story to life with confidence and maturity, drawing the audience into the chaotic yet lovable town where one very sleepy bear turned everything upside down. But beyond the laughter, The Sleepy Bear reminded everyone that even the smallest person can solve the biggest problems. With courage, creativity, and calm thinking, we can all make a difference.

Parents' Feedback - T4 2025 (Class Showcases)

"Ms Lifah has been very encouraging and able to motivate Isaac to be actively engaged during the programme. She has also helped Isaac develop his skills in performing."

"I'm happy to see Elisha develop the drama side of her. Discovering she has the courage to be on stage and use her special skill to memorise lines."

"The most part that I am satisfied with the programme is that my child does not feel 'different' and knows she is able to shine even with her challenges."

3. Project Dyslexiatre 2

We were delighted to welcome another group of student volunteers from the School of the Arts Singapore (SOTA), who joined us as part of SOTA's IBCP Service Learning project. Project Dyslexiatre, which began in 2023, was initiated by former SDA student Noah Yap. The project brought together SOTA Theatre students and children with dyslexia through inclusive and creative drama sessions.

Building on Noah's efforts, another group of students expressed interest in collaborating with our SDA students. Celestine, Shaun, and Tiana embarked on the project with open minds and a genuine willingness to learn. Despite having no prior experience working with children with learning differences, they quickly won the hearts of our young learners through their warmth, patience, and enthusiasm.

Throughout their stint with us, their support during the rehearsals for Gift of Wonders was deeply appreciated. Beyond assisting with the technical aspects of stage performances, the trio became a valued presence in our drama classes. They were warmly embraced by our students, who greatly enjoyed their energy and companionship in the classroom.

Reflections

"It wasn't just about running the theatre exercises, but creating a space where every child could feel safe enough to take part in their own way and also have fun in the process." - Celestine

"Despite reaching the quota of 50 hours of service, I still had a strong desire to help out as much as I could, frequently returning to the centre and volunteering for additional sessions. Volunteering at the Dyslexia Association of Singapore has been an extremely fruitful and enjoyable experience." - Shaun

This (experience) taught me that no single method works for every child, so flexibility and patience are really important skills to have as a facilitator. I think I am a lot better at learning how to lead by example while still allowing space for the kids to explore on their own." - Tiana



4. Theatre Arts Conference 2025 by Singapore Drama Educators Association (SDEA)

The SDA team had the privilege of attending the Singapore Drama Educators Association's Theatre Arts Conference 2025, themed "All Aboard! – Navigating Crosscurrents of Theatre Arts Practice and Beyond." It was held at NAFA from 17 - 19 July 2025. The conference provided meaningful opportunities to connect with educators, practitioners, and artists who are passionate about the role of theatre and drama in education. Through the various presentations and discussions, we gained deeper insights into inclusive arts practices, collaborative learning, and the evolving landscape of theatre education.

One key learning point for our team was the importance of creating safe and responsive spaces where every learner feels seen, heard, and empowered. This resonated well with what we do in SDA. The conference also reinforced how drama can be a powerful platform for building empathy, communication, confidence, and social-emotional growth — especially for students with diverse learning needs. We are grateful for the enriching conversations, inspiring presentations, and the opportunity to reflect on our own practices as educators.



ARTVENTURE

WHERE YOUR ART JOURNEY BEGINS!

At ARTVenture, we provide structured art programmes designed to bring out children's interest in art as well as organising and participating in various events to promote a person with dyslexia's talents. Whether your child has an avid drawer or just enjoys doodling around, your child will learn at his/her own pace and develop his/her skills according to each individual's interest area. We also provide opportunities for DAS students who love art to participate in art events and competitions.

ARTVENTURE

At ARTVenture, we provide structured art programmes designed to bring out children's interest in art as well as organising and participating in various events to promote dyslexics' talents. Every child deserves an art education - ARTVenture believes that all DAS children should be given an equal opportunity to pursue their talent regardless of socio-economic background. For that reason, we vivaciously work with our corporate partners so that students in the DAS will continuously enjoy generous subsidies when they enrol into our ARTVenture short-term programmes and workshops.

ENGAGEMENT AND AWARENESS

"Beautifully Different" DAS Art Competition 2025

The DAS Art Gallery and Art Competition 2025, themed "Beautifully Different", provided vibrant opportunities for students to showcase their creativity. With over 100 submissions, the competition emphasised not only artistic quality but also self-expression, confidence-building, and the recognition of each student's unique strengths.



Winner—Youth/Open
Sim Yu De, 17

© DAS 2026

DAS was pleased to receive 12 complimentary invitations to ART SG 2026, Southeast Asia's leading contemporary art fair held at Marina Bay Sands. These were awarded to Art Competition 2025 winners in recognition of their achievements, while providing meaningful exposure to international and regional art. The experience allowed students and their families to engage with diverse artworks beyond the classroom, broadening their perspectives.

To further support students' artistic development, Canvas Painting Workshops and UOB-funded Art Workshops were conducted, attracting over 340 participants. These initiatives expanded access to the arts and reinforced TDP's commitment to nurturing diverse talents beyond the classroom.

Collectively, these initiatives reflect TDP's continued commitment to empowering students through strength-based opportunities and meaningful partnerships.



1st Runner Up—Youth / Open
Edda Leow, 15



2nd Runner Up—Youth / Open
Elyse Ting, 14

© DAS 2026

"Thank you DAS for giving my daughter, Farisha and I the opportunity to visit Arts 2026.
It was our first time attending the event, as we had no prior awareness of such an exhibition. Overall, it was a wonderful experience and a real eye opener for my daughter. She came to the exhibition with no expectations but became fascinated by the creativity of the exhibits from various countries. She was in awe of the different materials used in the artwork and ended up taking many photographs that day.
I would greatly encourage more opportunities for DAS students to attend such events, as they might just spark their interest. It would also provide valuable exposure for students to see arts in a different light."

"The experience was wonderful and Stacy enjoyed herself really much. I can see how her perspective about the art sector has grown. On top of it all, we were so lucky to stumble upon Philip Colbert's booth when he just got there and he took the time to talk to her and signed an autograph for her. Once again thanks so much for including us in this invitation. ⌧⌧ "

DYSLEXIA ASSOCIATION DAS OF SINGAPORE

DAS LEARNING CENTRES



DAS Learning Centre Management

The Learning Centres Division goes beyond daily operations, spearheading pivotal initiatives and services that enhance the DAS experience. With 12 strategically placed centres across Singapore, we engage parents and support around 4000 students, offering essential guidance, assistance, and program applications.

Our Centre Managers and Student Service Associates form the crucial bridge between parents, students, and Educational Therapists, ensuring seamless operations and a conducive learning environment. These centres are community hubs, enhancing engagement and enriching the DAS journey for all.

Parent Engagement and Outreach

In FY2025/2026, DAS continued to strengthen parent engagement through Parents' Orientation webinars, Parent Support Group (PSG) sessions, counselling support initiatives, and information-sharing platforms organised in collaboration with the DAS Parents' Support Group (PSG).

Parents' Orientations

In FY2025/2026, DAS conducted a total of 4 Parents' Orientation webinars for the Main Literacy Programme (MLP) and Specialised Educational Services (SES), reaching a total of 333 parents across the sessions. Organised by the DAS Parents' Support Group, the sessions provided parents with insights into DAS programmes, learning support approaches, and available services. Presentations were also delivered by DAS Academy, SpLD Assessment Services (SAS), and iReaCH to provide parents with a broader understanding of the support ecosystem available at DAS.

Interactive Q&A segments allowed parents to clarify questions relating to programme suitability, teaching approaches, assessments and support pathways. Key reference materials and recorded snippets were shared after the sessions to support parents who were unable to attend live webinars.

© DAS 2026

Parent Support Group (PSG) Engagement Sessions

Throughout FY2025/2026, DAS PSG organised a total of 4 parent's engagement and peer support initiatives in collaboration with Ms Tina Tan, Chief Trainer of SPARK, freelance parent coach, and recipient of the DAS MA-SEN Scholarship.
These sessions included:

A Parent Info Session on "What is ADHD and Does My Child Need a Diagnosis?" conducted online on 5 April 2025, attended by 33 parents.

Face-to-face and online Parent Peer Support Group Sessions focused on supporting children struggling in school or with behavioural challenges, attended by 45 parents collectively across multiple sessions.

In total, 78 parents attended the PSG engagement sessions during the financial year. The sessions created safe and supportive platforms for parents to share experiences, exchange strategies, and learn from one another through peer support and guided discussions.



Parent Information Session conducted by Ms Tina Tan, "What is ADHD and Does my Child Need a Diagnosis"







Parent Information Session conducted by Ms Tina Tan,
"What is ADHD and Does my Child Need a Diagnosis"

Counselling Support Sessions

In Term 2 of 2025, DAS PSG collaborated with volunteer counsellor Ms Kate Lim to provide counselling support sessions for students aged 7 to 16 years old.

A total of 12 students received one-to-one counselling support during the year. The sessions supported students experiencing challenges related to school transitions, friendships, anxiety, stress, emotional wellbeing, and behavioural concerns through personalised counselling support.

2) DAS Student and Parent Events

In FY2025/2026, DAS organised enrichment opportunities for students and families beyond the classroom.

DAS Stand-Up Paddling Experience

The DAS Stand-Up Paddling Experience was conducted in June and December 2025 at Ola Beach Club, Sentosa, in collaboration with the Singapore Paddling Club and led by Ms Edwina Woo, recipient of the DAS MA-SEN Scholarship and Founder of GRYT.

A total of 16 students and 5 parents participated in the stand-up paddling sessions across the two runs. Students participated in guided stand-up paddling activities focused on building confidence, resilience, teamwork, and independence. The sessions were supported by volunteers from the Singapore Paddling Club, who guided students through paddling techniques and water safety practices.



Parents and students responded positively to the programme, describing it as a meaningful and enjoyable learning experience that encouraged students to step out of their comfort zones.



3) Community Engagement and Partnership Events



On 5 July 2025, DAS participated in HUG Community Services Limited's SG60 – Threads of Unity Fundraising Fashion Show held at Plaza @ 128, Toa Payoh.

The event celebrated inclusiveness, intergenerational unity, and community engagement through performances and interactive activities involving community partners and volunteers.

4) DAS Open House and Outreach Initiatives

The DAS Open House 2025 was held on 2 June 2025 at DAS Serangoon Learning Centre and welcomed 43 attendees, including educators, school representatives, therapists, and parents.

Six DAS divisions showcased their programmes and services through interactive booths:

- English Language and Literacy (ELL)
- Specialised Educational Services (SES)
- SpLD Assessment Services (SAS)
- DAS International
- DAS Academy
- Community Engagement and Fundraising

The event also featured MLP Interactive Talks conducted by the ELL team, providing attendees with deeper insights into teaching approaches and student support strategies. Attendees toured classrooms and interacted with DAS staff to gain a better understanding of the learning environment and services available.

The Open House received positive feedback for its informative presentations, engaging booth setups, and opportunities for personalised interaction with staff.





5) Celebrating Achievements

The DAS Student Graduation and Achievement Awards Ceremony 2025 was held on 29 November 2025 at the Singapore University of Technology and Design (SUTD) Auditorium.

The event recognised 236 graduating students and was attended by students, families, staff, and invited guests. The ceremony was graced by Guest of Honour Ms Haslinda Zamani, Divisional Director, Curriculum Planning and Development Division 2, Ministry of Education.

© DAS 2026



Special awards presented included:



- Young Achiever Award: Ms Sophie O'Hara
- Special Achievement Awards: Mr Ahmad Amirul Irfan bin Muhammad Khairul Amilin and Charlotte Koh Han Qi

The Educational Therapist of the Year Award was presented to Ms Soofrina Binte Mubarak in recognition of her dedication and outstanding contributions to supporting students with learning differences.

The event also featured the inaugural DAS Art Competition 2025 Prize Presentation Ceremony and Art Exhibition organised by the SES Team through the ArtVenture programme, celebrating students' creativity and artistic achievements.

© DAS 2026

6) Staff Learning and Community Partnerships

On 25 June 2025, DAS organised a professional sharing session by Ms Sarah Soh, Head of the Strengthening Families Programme at Family Service Centre (FAM@FSC), Lakeside Family Services.

The session was attended by 26 staff members, including Centre Managers, Educational Advisors, Programme Managers, and Psychologists, and enhanced participants' understanding of Singapore's social service landscape and family support structures.

The session also encouraged discussions on collaborative approaches to supporting families and strengthening community partnerships.



7) Strengthening Community and Family Support

Throughout FY2025/2026, DAS continued to strengthen its support ecosystem for families through the collaborative efforts of the DAS Parents' Support Group (PSG), volunteers, scholarship recipients, staff, and community partners.

Across the various parent orientations, PSG engagement sessions, counselling support sessions, and enrichment activities, hundreds of participants attended and benefited from the programmes conducted during the year.

Counselling sessions, peer-sharing platforms, orientations, and enrichment activities collectively contributed to the holistic development and wellbeing of students and families. These initiatives reflect DAS's ongoing commitment to empowering families, fostering inclusive communities, and supporting students beyond the classroom environment.

© DAS 2026

DAS STAFF PROFESSIONAL DEVELOPMENT

The Staff Professional Development (SPD) division oversees many of the organisation-wide efforts through committees. These efforts include professional and career development, research, the Register of Educational Therapists (Asia) (RETA), and staff well-being through HEAL.



DAS Staff Professional Development

The Staff Professional Development (SPD) division leads a range of organisation-wide initiatives through dedicated committees. These efforts support professional and career development, advance research activities, oversee the Register of Educational Therapists (Asia) (RETA), and promote staff well-being through HEAL.

DAS FULL TIME STAFF	180
Lecturers/ Educational Therapists - 99	99
Psychologists & Referral Officers - 15	15
Speech & Language Therapists - 4	4
Communications, Engagement and Fundraising - 7	7
Parent and Student Support Team - 42	42
HR, Finance and Management - 13	13

Professional Development

DAS places a strong emphasis on the professional development of its staff. A notable 168 staff members engaged in paid training programmes in FY25/26, which collectively totalled 1514 hours, averaging approximately 9 hours per individual.

Moreover, staff members are encouraged to write articles and share their insights and experiences to benefit their colleagues. During FY25/26, our ELL, SAS, and SES staff contributed a total of 95 articles for publication in the DAS and RETA BLOGs.

DAS Research

Thorough research is central to our mission because it directly strengthens the quality of support we provide. To uphold this commitment, DAS invests substantial time and resources to ensure our services are grounded in strong evidence and proven effectiveness.

© DAS 2026

Our team members are actively encouraged to engage in research initiatives, fostering a culture of continuous learning and innovation. The knowledge gained from these efforts is shared at local and international conferences, and we also publish articles in respected journals, including the Asia Pacific Journal of Developmental Differences (APJDD).

DAS Research Committee (DRC)



The DAS Research Committee reviews all research proposals submitted and has been instrumental in the continued development of the Asia Pacific Journal of Developmental Differences (APJDD).

Beyond reviewing research proposals, the DRC also evaluates submitted manuscripts, screens abstracts and presentations for UNITE conferences and Preschool seminars, and reviews paper submissions for both local and international conferences.

In FY25/25, we had six research requests by DAS Staff, which required DAS approval and support.

© DAS 2026

At a research conference hosted by MINDS (darForum), the Dyslexia Association of Singapore (DAS) was acknowledged by the Chief Executive Officer of NCSS.

He noted, "

> Among the presentations this afternoon, one will be delivered by the Dyslexia Association of Singapore (DAS). DAS has launched the Asia Pacific Journal of Developmental Differences, a journal dedicated to research on special educational needs including dyslexia, autism, and attention deficit hyperactivity disorder within the Asian context."

The Asia Pacific Journal of Developmental Differences (APJDD)



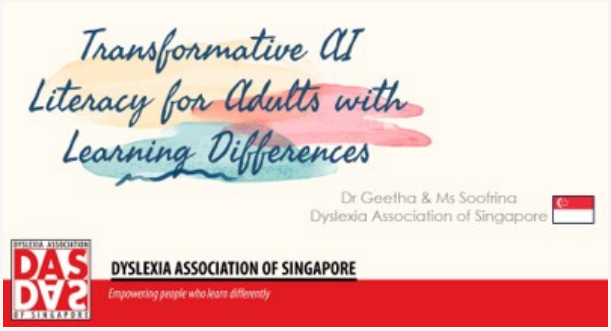
The Dyslexia Association of Singapore publishes the Asia Pacific Journal of Developmental Differences (APJDD), a peer-reviewed journal dedicated to research on a range of special educational needs, including dyslexia, autism, dyspraxia, dyscalculia, and ADHD.

The journal explores both theory and practice, while also providing a platform for research within the Asian context. It highlights areas of study that have implications for further research both within Asia and internationally. In FY25/26, a total of 17 journal articles were published, contributed by DAS staff as well as external researchers.

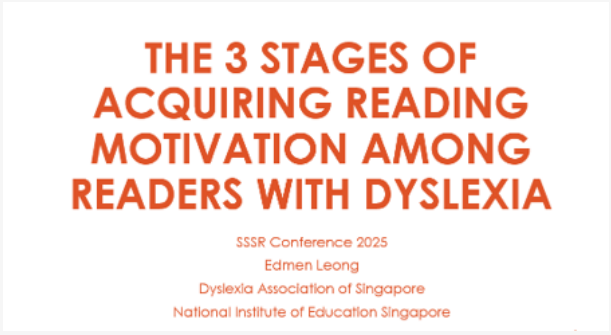
© DAS 2026

Conference Presentations

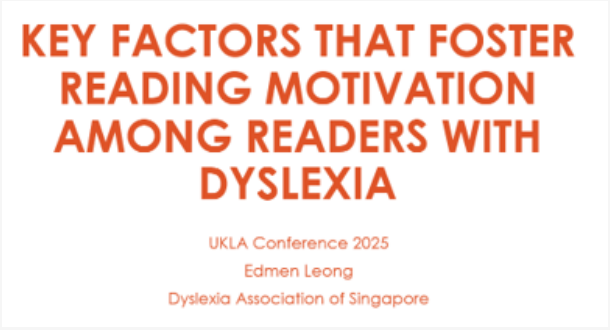
DAS consistently shares its research, and in FY25/26, DAS staff made a total of 14 conference presentations at both local and overseas conferences.



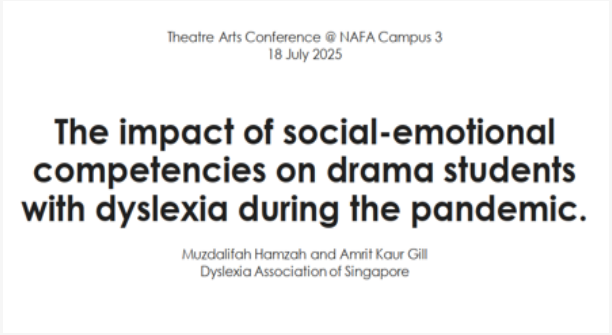
World Literacy Summit 2025



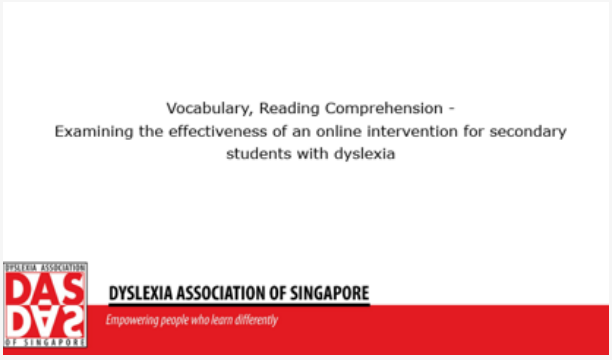
Society for the Scientific Study of Reading 2025



UK Literacy Association 2025



Theatre Arts Conference 2025



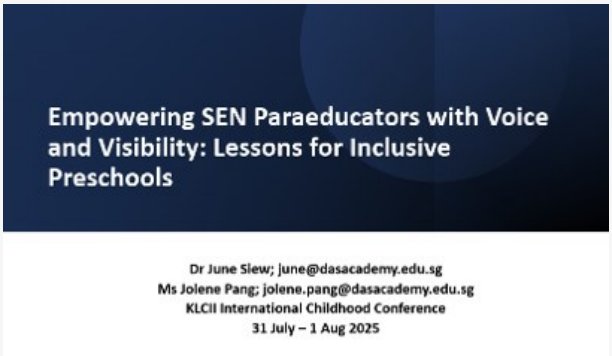
Re:Define Success Conference 2025



ECDA 2025



The 20th Pacific Rim Objective Measurement Symposium



KLC 2025 Bridging Worlds in Early Childhood Development Conference

Register of Educational Therapists (Asia) - RETA

RETA, an initiative by DAS, aims to bring together professionals who specialise in specific learning differences, while recognising their professional standing and endorsing their credentials. As a Community of Practice, RETA provides members with opportunities to participate in training sessions and professional engagements, such as focus group meetings and case management discussions. These platforms support collaborative practice, knowledge sharing, and networking among professionals with shared interests and goals.
To support professional growth and facilitate meaningful dialogue, RETA is guided by a Registrar, and three distinguished advisors who bring expertise aligned with both local and international standards.

Sujatha Nair
Registrar, Register of Educational Therapists (Asia),
Deputy Director, Staff Professional Development
Lead Educational Therapist

Dr Geetha Shantha Ram
Advisor, Register of Educational Therapists (Asia)
Director, SpLD Assessment Services, English Language and Literacy Division & Staff Professional Development
APJDD Executive Editor, Dyslexia Association of Singapore
DAS Academy Academic & Examination Board Member

Professor Angela Fawcett
Advisor, Register of Educational Therapists (Asia)
APJDD Editor-in -Chief, Dyslexia Association of Singapore
DAS Academy Academic & Examination Board Member

Dr Kevin Smith
Head of Learning Support & SENCO, Sidcot School

© DAS 2026


RETA Session
Collaboration in the Classroom
Bridging Neurotypical and Neurodiverse Learners
Presenter
Wendy New
RETA Fellow
Want to create a truly inclusive classroom?
Join Wendy New's RETA session and discover how peer mentoring bridges neurotypical and neurodiverse learners. Explore hands-on strategies, real-life success stories, and the vital role of educators as allies. Walk away with actionable insights to foster collaboration, belonging, and lifelong learning. Don't miss this transformative session!
14 May 2025, Wednesday
7 pm to 8 pm (Online)
The Zoom link will be shared with you 2 days before the event
To register, scan the QR code or visit
bit.ly/RETA-Session


RETA Session
What Should be Included in a Comprehensive Assessment of Dyslexia
Presenter
Dr Nancy Mather
Professor Emerita
University of Arizona
Join Dr Nancy Mather as she shares what should be included in a comprehensive assessment of dyslexia, including reading and spelling skills, specific linguistic risk factors, and vocabulary and reasoning abilities.
She will also introduce the new Tests of Dyslexia, designed to measure the essential components of an evaluation for dyslexia. Dr Nancy Mather is a Professor Emerita at the University of Arizona with decades of experience in both assessment and instruction, and she has delivered numerous presentations both in the US and internationally.
6 August 2025, Wednesday
7 pm to 8.15 pm (Online)
The Zoom link will be shared with you 2 days before the event
To register, scan the QR code or visit
bit.ly/RETA-Session


RETA Session
Exploring Spelling Meaningfully
Presenter
Louise Selby
Dyslexia Specialist and Assessor
Join specialist teacher and author Louise Selby as she explores how morphology—understanding prefixes, suffixes and root words—can make spelling more meaningful and effective for all learners, especially those with dyslexia.
Drawing from her book Morph Mastery, Louise will share why this approach works, how it supports reading and vocabulary development, and practical strategies you can start using immediately in your classroom or at home. This session is ideal for educators, parents and anyone supporting learners with literacy difficulties.
25 September 2025, Thursday
7 pm to 8 pm (Online)
The Zoom link will be shared with you 2 days before the event
To register, scan the QR code or visit
bit.ly/RETA-Session


RETA Session
How Spelling Instruction Can Improve Reading
Presenter
Sue Scibetta Hegland
Author and Educator
Sue Scibetta Hegland began her career doing research and instructional design, but that changed in 2003, when she learned that one of her children is dyslexic. Trained in the Orton-Gillingham approach to literacy instruction, she has been studying and teaching about often overlooked aspects of the English orthographic system since 2014. Sue is a former school board member, serves as Editor-in-Chief for IDA's Fact Sheet publications, and is the founder of the website LearningAboutSpelling.com. Sue is the author of the book Beneath the Surface of Words: What English Spelling Reveals and Why It Matters.
24 March 2026, Tuesday
7.30 PM (Online)
The Zoom link will be shared with you 2 days before the event
To register, scan the QR code or visit
bit.ly/RETA-Session

RETA Sessions

In FY25/26, we organised four highly engaging and informative RETA sessions:

- 14th May 2025: Collaboration in the Classroom: Bridging Neurotypical and Neurodiverse Learners by Wendy New
- 6th August 2025: What Should be Included in a Comprehensive Assessment of Dyslexia by Nancy Mather
- 25th September 2025: Exploring Spellings Meaningfully by Louise Selby
- 24th March 2026: How Spelling Instruction Can Improve Reading by Sue Scibetta Hegland

RETA Membership

The following shows the number of RETA members per membership level:

- Fellow - 87
- Associate Fellow - 58
- Member - 36
- Associate Member Plus - 42
- Associate Member - 0
- Affiliate Member - 1

© DAS 2026

DAS Therapist of the Year 2023



DAS therapists provide a range of interventions and support services. They often serve as empathetic listeners and trusted sources of support, with a strong focus on the social and emotional well-being of their students. Working closely with parents, schools, and other professionals involved in the children's educational journeys, they adopt a collaborative approach to care. Beyond supporting academic progress, our therapists strive to enhance the overall quality of life for the students they work with.

Congratulations to our 2025 Therapist of the Year - Soofrina Mubarak

HEAL: Holistic Education Alternative Learning

The HEAL team shares well-being articles on a termly basis. For FY25–26 the following articles were shared:

As part of our ongoing efforts to promote staff well-being, the team researched, curated, and shared a series of articles with all staff in FY25/26. These articles were carefully selected to provide relevant insights, encourage reflection, and offer practical strategies that staff can apply in their daily work and personal lives.
The topics shared each term are as follows:

2025
Term 2 – Managing Work Stress Positively

Work stress can be positive when managed well, helping us stay motivated, focused, and productive. The article suggested practical strategies such as time management, seeking support, maintaining physical health, engaging in hobbies, and practising mindfulness. By taking small, healthy steps to manage stress, individuals can improve their well-being, performance, and overall balance in life.

Term 3 – Self-Compassion and Emotional Regulation at Work

The article explained how self-compassion and emotional regulation can help employees manage stress, remain calm, and respond to challenges in healthier ways. It encouraged simple practices such as taking mindful breaks, engaging in kind self-talk, and pausing before reacting in order to support emotional well-being at work. By practising compassion and emotional awareness, workplaces can become more supportive, positive, and productive environments.

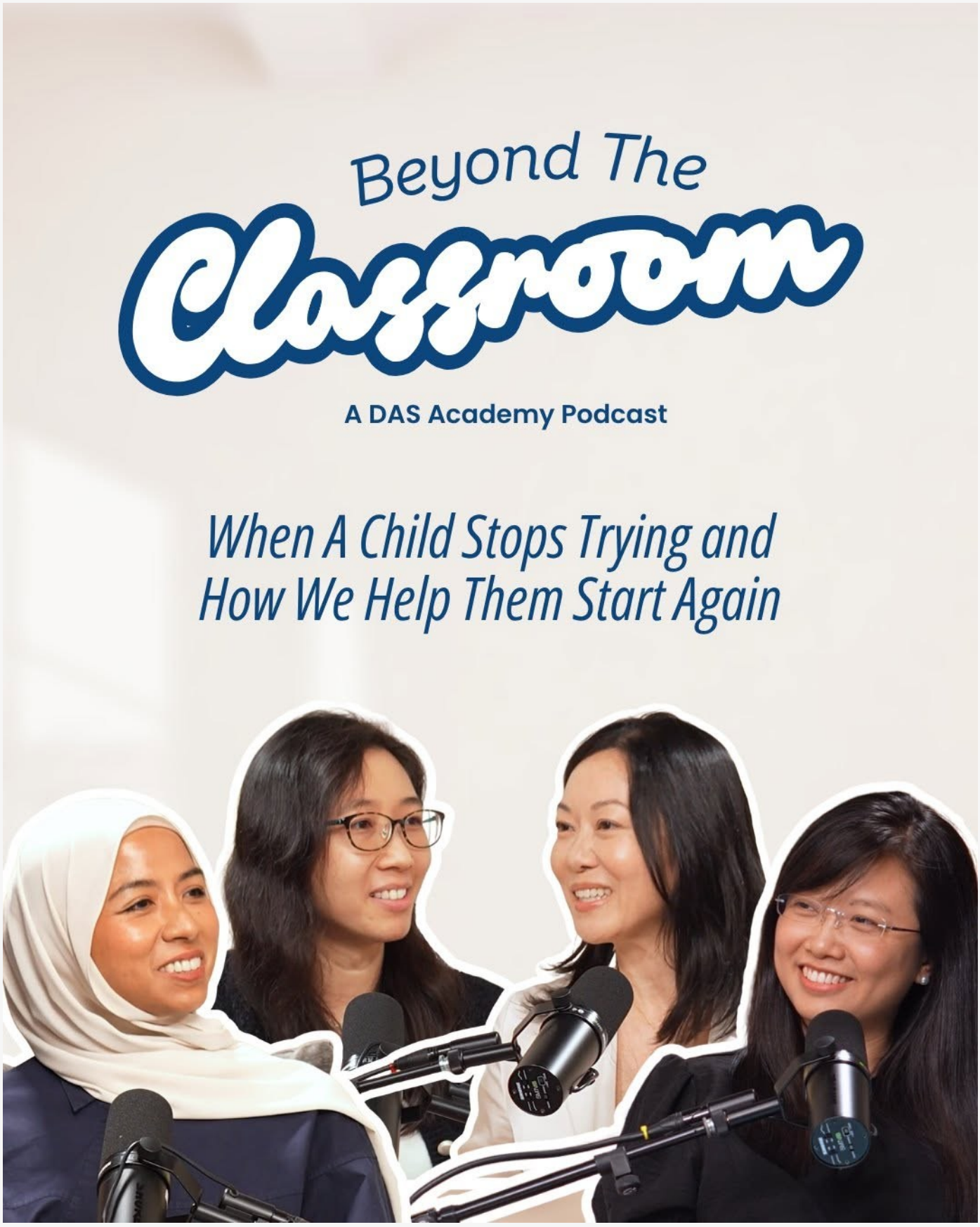
Term 4 – The Wisdom of Stillness: Mindful Rest and Reflection for the End of the Year

The article highlighted the importance of mindful rest and reflection at the end of the year, reminding readers that rest is essential for healing, clarity, and personal growth. It explained the seven types of rest: physical, mental, emotional, sensory, social, creative, and spiritual. The article also encouraged individuals to slow down intentionally and reconnect with themselves. It concluded by promoting gratitude, self-reflection, and meaningful rest as ways to restore energy, purpose, and peace.

2026

Term 1 – Movement for Mental Clarity: Simple Desk and Classroom Stretches

The article explained how simple desk and classroom stretches can improve mental clarity, reduce stress, and support teachers' physical and emotional well-being. It recommended easy movements such as neck stretches, shoulder rolls, breathing exercises, and standing stretches that can be done during short breaks throughout the workday. By incorporating small, consistent movement breaks, educators can maintain focus, energy, and overall wellness in busy school environments.


Beyond The Classroom
A DAS Academy Podcast
When A Child Stops Trying and How We Help Them Start Again

🎙️ NEW PODCAST EPISODE ALERT! 🎙️

Beyond the Classroom: When a Child Stops Trying and How We Help Them Start Again

Why does a child lose motivation?

And how can parents and educators help them regain it?

In this episode, we explore how motivation develops from the preschool years through to the teenage years. They discuss what drives children to learn, common challenges that can affect motivation, and practical ways to nurture intrinsic motivation both at home and in the classroom.

If you've ever wondered how to encourage a child to keep trying, stay engaged, and build confidence in their learning journey, this episode is for you.

Watch on YouTube now: bit.ly/DAC-BTC1

Tune in on Spotify: bit.ly/DAC-BTC1S

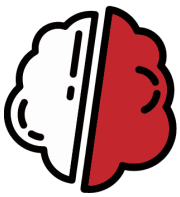
© DAS 2026

EMBRACE DYSLEXIA



ONE IN 10
people will have some form of learning difference.

People with dyslexia uses the **RIGHT BRAIN** more than the left when learning.



People with dyslexia can find **UNIQUE SOLUTIONS** to problems.





They observe things from different angles and have **STRONG VISUALISATION SKILLS**.



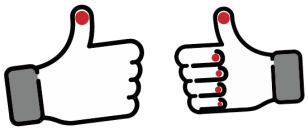
Around **40%** of people with dyslexia also have **ADHD**.





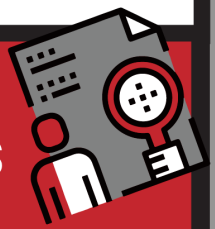
DYSLEXIA RUNS IN FAMILIES.
Children have 50% chance of having dyslexia is one parent has it.

They do not "see" words in reverse. The **b & d LETTER REVERSAL** occurs when they are unable to name the letter.





Many are talented, creative and **BIG PICTURE THINKERS**.



Research has found that around **35% OF ENTREPRENEURS** in the United States and **26% IN SINGAPORE** have dyslexia.

6444 5700 Mon - Fri, 9.00am - 5.30pm
info@das.org.sg
www.das.org.sg

DYSLEXIA ASSOCIATION OF SINGAPORE DAS

CONNECT WITH US!
@dyslexiasg



Sponsoring a child at DAS gives learners who learn differently access to specialist intervention, helping them build confidence, skills, and resilience to succeed in school and beyond.

Your sponsorship ensures that children from low-income families can receive the support they need, regardless of financial circumstances.

How Your Sponsorship Changes Lives

Right Support, at the Right Time

Specialist intervention for children who learn differently.

Equity in Education

Keeps intervention accessible for children from low-income families.

Lasting Impact

Supports academic progress and socio-emotional confidence over time.

Sponsorship Cost

Education Programmes
SGD 2,930 – SGD 6,548
per student/year

Talent Development Programmes
SGD 1,764
per student/year

All fees are inclusive of prevailing GST and exclusive of short-term programmes per annum. Donations S$50 and above will be eligible for tax deduction. All donations will receive 40% Toteboard matching.

Sponsor a child today

Scan the QR code or visit **bit.ly/DAS-SponsorAChild** to support a child's learning journey.

6444 5700 info@das.org.sg www.das.org.sg @dyslexiasg


DYSLEXIA ASSOCIATION
DAS
OF SINGAPORE