DRAF

KURIKULUM STANDARD SEKOLAH RENDAH

DOKUMEN STANDARD KURIKULUM DAN PENTAKSIRAN

BAHASA INGGERIS SJK
TAHUN LIMA

TABLE OF CONTENTS

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RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip berikut:

> KEPERCAYAAN KEPADA TUHAN
> KESETIAAN KEPADA RAJA DAN NEGARA
> KELUHURAN PERLEMBAGAAN
> KEDAULATAN UNDANG-UNDANG
> KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani; berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

INTRODUCTION

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English is taught as a second language in all Malaysian primary and secondary schools. The mastery of English is essential for pupils to gain access to information and knowledge written in English. As the language is also the dominant language used in Information and Communications Technology (ICT), pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet.

In line with the government's policy on strengthening English, the curriculum has been designed to produce pupils who will be proficient in the language. The content and learning standards that have been developed in the curriculum are designed to help pupils acquire the language so that they can use it in their daily lives, to further their studies and for work purposes.

The English language curriculum also stresses the development of literacy and critical literacy. This is to ensure that pupils who undergo primary schooling will be literate and be given a strong foundation in the language so that they can progress towards language proficiency at the secondary school level. Literacy is essential to prepare pupils to achieve personal growth and confidence in functioning as an effective and productive member of our society, in line with the goals of the National Philosophy of Education which seeks to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS AND OBJECTIVES

AIMS

The English language curriculum for primary schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that is appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils should be able to:

i.   communicate with peers and adults confidently and appropriately in formal and informal situations;

ii.   read and comprehend a range of English texts for information and enjoyment;

iii.   write a range of texts using appropriate language, style and form through a variety of media;

iv.   appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and

v.   use correct and appropriate rules of grammar in speech and writing.

UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

The approach adopted in the Standard-based curriculum is underpinned by the following principles:

i. **Back to basics**

It is essential for teachers to begin with basic literacy skills in order to build a strong foundation of language skills. Basic listening and speaking skills are introduced to help pupils enrich their understanding of the language. The strategy of phonics is introduced to help pupils read while a good foundation in penmanship will help pupils acquire good handwriting.

ii. **Fun, meaningful and purposeful learning**

Lessons which are contextualised and meaningful help pupils to learn more effectively. Lessons should be fun and interesting through pupil-centred learning activities.

iii. **Learner-centred teaching and learning**

Teaching approaches, lessons and materials must suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning capabilities so that their full potential can be realised. The Mastery Learning strategy will ensure that pupils master all learning standards in order to help them acquire the language.

iv. **Integration of salient new technologies**

In line with growing globalisation, technology is used extensively in our daily life for a variety of purposes such as communication, to gain information, knowledge and to be connected globally.   Hence, emergent technologies can be used in language teaching and learning to engage pupils in more visual and interactive activities. Information available on the Internet and other electronic media will be vital for knowledge acquisition.

vi. **Assessment**

Assessment for learning is an integral part of teaching and learning which enables teachers to assess whether pupils have acquired the learning standards taught.   The feedback gained on pupils' progress in learning will inform teachers on the best approach or strategy for enhancement in the classroom teaching and learning. All language skills should be assessed using appropriate assessment tools. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a particular unit or term.

vi. **Character-building**

An important principle which needs to be inculcated through the curriculum is character building. Lessons based on values have to be incorporated in teaching and learning in order to impart the importance of good values for the wholesome development of individuals.

CURRICULUM ORGANISATION

The Standard-based English Language Curriculum for Malaysian National Type Primary Schools (SJK) is designed to provide pupils with a strong foundation in the English language. Teachers should use Standard British English as a reference and model for spelling, grammar and pronunciation for standardisation.

Primary education is divided into two stages:

Stage One - Year 1, 2 and 3   Stage Two - Year 4, 5 and 6

The modules for Stage One and Stage Two are:

Stage One		Stage Two
Year 1 and 2	Year 3	Year 4, 5 and 6
Module One: Listening and Speaking Module Two: Reading Module Three: Writing Module Four: Language Arts	Module One: Listening and Speaking Module Two: Reading Module Three: Writing/Grammar Module Four: Grammar/Writing Module Five: Language Arts	Module One: Listening and Speaking Module Two: Reading Module Three: Writing/Grammar Module Four: Grammar/Writing Module Five: Language Arts (Contemporary Children's Literature)

The emphasis on grammar in the second language is deferred to a later stage as pupils need to develop an awareness of grammar in their first language. Although grammar is implicitly taught in Year 1 and 2, the grammar module is only introduced in Year 3 to reduce the stress of learning in the early years.

A MODULAR CURRICULUM

The modularity of the Standard-based English Language Curriculum is of a modular structure. By organising the curriculum standards under five modules (four for Years 1 and 2), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance pupils' development of specific language skills as described in the content and learning standards in a module. This curriculum is modular in design and this is reflected in the organization of the content and learning standards.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics which are appropriate for pupils. Three broad themes have been identified in the curriculum. They are:

- ► World of Self, Family and Friends
- ► World of Stories
- ► World of Knowledge

These are broad themes from which content topics for lessons and activities are to be drawn from to teach pupils. All language skills are to be taught through these themes which provide the context for language learning. Therefore, a balanced treatment of these themes is essential to enhance personal learning and growth which will then lead to the development of more holistic and balanced individuals.
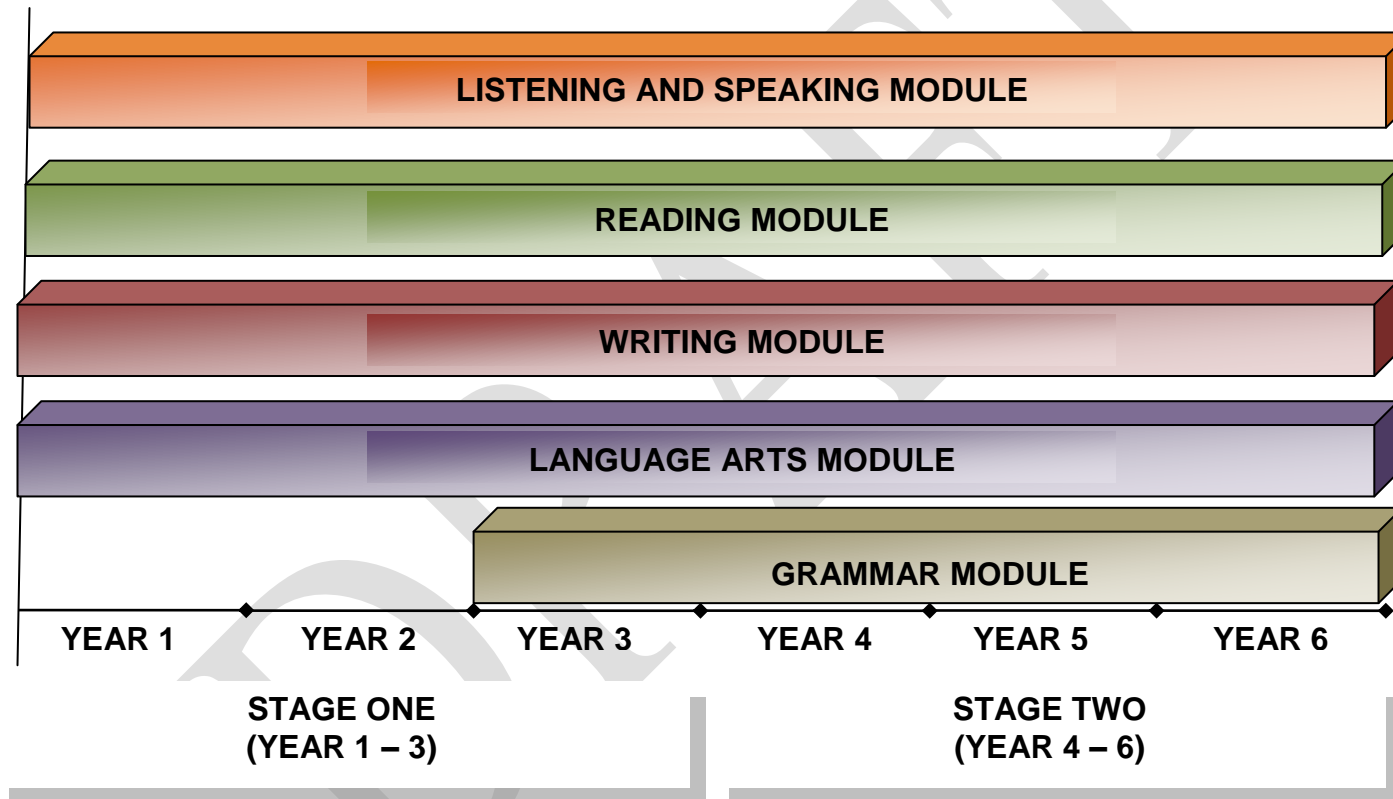
The World of Self, Family and Friends serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their environment and surroundings. Topics drawn from this theme help raise pupils' awareness of the importance of self-care, care and concern for family and friends. Therefore, pupils need to be aware of the community and society around them. An integral part of this theme is the teaching and learning of social skills; an important aspect of communication.

The World of Stories introduces pupils to the wonderful and magical world of stories. Stories may range from local fables, folk tales, legends and myths to tales around the region as well as far-away lands. Through these stories, pupils are exposed to a wide range of vocabulary, sentence structures and aspects of creative writing. Moral values, knowledge, understanding and tolerance of other cultures and beliefs are to be imparted through these stories. These will help pupils understand different cultural beliefs and learn to live harmoniously with others who believe and think differently.

The World of Knowledge encompasses general knowledge about the world and current issues which are appropriate for pupils of this level. Areas which pupils should be exposed to are general knowledge, simple scientific and mathematical knowledge, financial literacy, environmental issues, the evils of corruption as well as safety awareness. Other current issues which are pertinent to pupils of this level should also be included.

THE MODULAR CONFIGURATION

The following diagram shows the conceptual framework of the curriculum model.

LISTENING AND SPEAKING MODULE

READING MODULE

WRITING MODULE

LANGUAGE ARTS MODULE

GRAMMAR MODULE

YEAR 1   YEAR 2   YEAR 3   YEAR 4   YEAR 5   YEAR 6

STAGE ONE
(YEAR 1 – 3)

STAGE TWO
(YEAR 4 – 6)

Organisation of English Language Lessons According to the Modular Configuration

Lesson 1
Listening & Speaking

Lesson 2
Reading

Lesson 3
Writing/Grammar

Lesson 4
Grammar/Writing

Lesson 5
Language Arts
(Contemporary
Children's Literature)
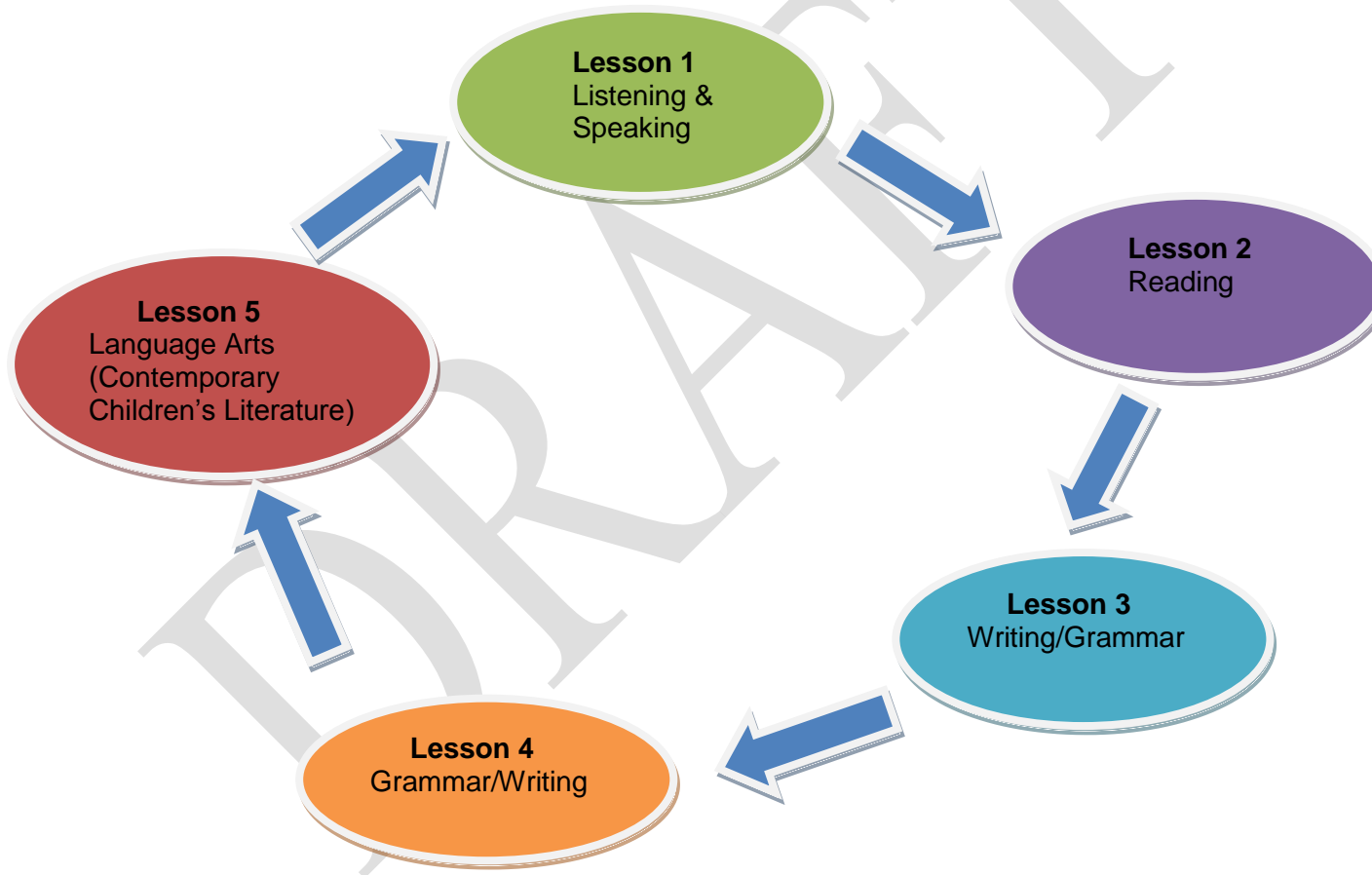
Recommended Time Allocation For English Language Lessons

The table below is a recommendation on how the 180 minutes allocated for the English Language lessons should be divided throughout the week. However, schools are given the flexibility and liberty to determine the total number of minutes for each module according to the needs of the pupils as long as the 180 minutes of English lessons in a week is adhered to.

Week 1

Lesson 1 (60 mins)	Lesson 2 (60 mins)	Lesson 3 (60 mins)
Listening & Speaking	Reading	Writing/Grammar

Week 2

Lesson 1 (60 mins)	Lesson 2 (60 mins)	Lesson 3 (60 mins)
Writing/Grammar	Language Arts	*Listening & Speaking

*Lesson 3 (Week 2) can be a new topic or reinforcement of any module chosen by the teacher.

CURRICULUM CONTENT

This document details the English language curriculum for Year 5. The curriculum content is organised according to Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills and understandings that pupils need to acquire by the end of Year 6.

Learning Standards describe in detail the degree or quality of proficiency that pupils need to acquire in relation to the Content Standards for a particular year.

1.0   LISTENING AND SPEAKING

The Listening and Speaking module aims to develop pupils' ability to listen and respond to stimulus with guidance, participate in daily conversations, listen and demonstrate understanding of oral texts and speak confidently on related topics with guidance. Pupils should be taught how to listen carefully and be encouraged to speak with the correct pronunciation, stress and intonation in various situational contexts. In addition, pupils are also encouraged to recognise, understand and use verbal and non-verbal cues for effective communication.

Relationships are established through the ability to communicate. Pupils first learn to listen, then speak and share thoughts, ideas and feelings. They need to listen carefully and respond to what others say, and think about the needs of their listeners. Social conventions in listening and speaking such as turn taking, politeness and courtesy need to be observed. These are crucial especially in group discussions where viewpoints and opinions are exchanged. The use of various text types is recommended; ranging from teacher-simulated texts to media broadcasts and authentic dialogues. By the end of Year 6, pupils will become confident speakers who can communicate effectively, appropriately and coherently in any given context.

2.0　READING

The Reading module begins by developing pupils' ability to read words, phrases and sentences. Pupils are taught reading skills and strategies to further develop their reading ability so that they can progress to reading a variety of texts for information and enjoyment. In order to develop pupils ability to read independently, they are also taught to apply dictionary skills and find meaning of words from context. Appropriate reading materials should be utilised to enhance pupils' reading skills. By the end of Year 6, pupils will be able to read a variety of texts effectively and efficiently so that they become avid and independent readers.

3.0　WRITING

The Writing module aims to develop the pupils' ability to write and present a range of texts using appropriate language, style and form for different purposes and audience through a variety of media. They learn to write words, phrases, sentences and paragraphs in neat legible print and cursive writing. The use of ICT should be encouraged so that pupils are able to source for information and communicate via the electronic media. Pupils are also introduced to the process of writing simple compositions which includes planning, drafting, revising and editing. In addition, the mechanics of writing such as spelling, punctuation and grammar checking is emphasised. Although the writing at this level is guided, the amount of control is gradually relaxed; moving pupils towards independent writing. By the end of Year 6, pupils will be able to write a range of texts using appropriate language, style and form through a variety of media.

4.0 LANGUAGE ARTS

The Contemporary Children's Literature component is taught during the Language Arts lessons to expose pupils to different literary genres such as short stories, poems and graphic novels. Teachers are to explore texts of these genres to create fun-filled and meaningful activities so that pupils will benefit from the learning experience and gain exposure to the aesthetic use of the language. The Language Arts module provides opportunities for pupils to immerse in a variety of literary works and engage them in planning, organising, producing and performing creative works. This will further stimulate pupils' imagination, interest and creativity. By the end of Year 6, pupils will be able to appreciate and respond to a variety of literary texts.

5.0 GRAMMAR

The Grammar module aims to develop pupils' ability to use correct rules of grammar in speech and writing. Grammar is essential to the teaching and learning of languages and should be taught in context as well as explicitly. Teachers should employ various strategies in teaching grammar so that learning becomes effective, interesting, fun and relevant. This can be realised through various techniques such as language games, quizzes and songs that will make the learning of grammar more accessible. By the end of Year 6, pupils will be able to use different word classes and construct various sentence types correctly and appropriately.

EDUCATIONAL EMPHASES

The Educational Emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world. In this respect, Moral Education, Citizenship Education, Patriotism, Thinking Skills, Mastery Learning, Information and Communication Technology Skills, Multiple Intelligences, Constructivism, Contextual Learning, Learning How to Learn Skills, Creativity and Innovation, Entrepreneurship and 21st century skills are incorporated where appropriate and relevant in lessons. The educational emphases included are explained briefly below:

Higher Order Thinking Skills

The National Curriculum aims to produce wholesome, resilient, curious, principled, knowledgeable and patriotic pupils who have thinking, communicative and collaborative skills. Pupils need to be equipped with 21st century skills for them to compete globally. This is outlined in the National Education Blueprint where every pupil will be equipped with leadership skills, bilingualism, ethics and spiritualism, social identity, knowledge and thinking skills.

Thinking skills have been emphasised in the curriculum since 1994 with the introduction of Creative and Critical Thinking Skills. Beginning 2011, the Standard-based Curriculum for Primary Schools gives emphasis to higher order thinking skills (HOTS).

Higher order thinking skills encompass the ability to apply knowledge, skills and values along with reasoning and reflective skills to solve problems, make decisions and be innovative and creative. Higher order thinking skills refer to the skills of applying, analysing, evaluating and creating as reflected in **Table 3**.

HOTS	Explanation
Application	• Using knowledge, skills and values in different situations to complete a piece of work
Analysis	• Ability to break down information into smaller parts in order to understand and make connections between these parts.
Evaluation	• Ability to consider, make decisions using knowledge, experience, skills, values and justify decisions made.
Creation	• Produce an idea or product using creative and innovative methods.

Table 3

HOTS are explicitly written in the curriculum and can be applied in the classroom through teaching and learning activities in the form of reasoning, inquiry learning, problem solving and project work. Teachers and pupils need to use thinking tools such as thinking maps and Thinking Hats along with higher order questioning methods in and out of the classroom to encourage pupils to think. In doing so, pupils are given responsibility towards their own learning.

Mastery Learning

Mastery Learning will ensure that all pupils master the learning standards stipulated in the Standard-based Curriculum. Mastery Learning requires quality teaching and learning in the classroom. Sufficient time and appropriate learning conditions should be allowed so that pupils master the learning standards stipulated in this document.

Information and Communication Technology Skills (ICT)

Information and Communication Technology Skills (ICT) include the use of multimedia resources such as TV documentaries and the Internet, as well as the use of computer-related activities such as e-mailing, networking and interacting with electronic courseware.

Multiple Intelligences

The theory of Multiple Intelligences describes the different intelligences human beings possess. Teachers need to be aware of these different intelligences pupils possess in order to maximise teaching and learning. Various teaching and learning strategies should be planned by teachers to foster and nurture the different intelligences of pupils in order to meet their varying learning styles and needs.

Constructivism

Constructivism will enable pupils to build new knowledge and concepts based on existing knowledge or schema that they have. The teacher assists pupils to acquire new knowledge and solve problems through pupil-centred active learning.

Contextual Learning

Contextual Learning is an approach to learning which connects the contents being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when a pupil is able to relate knowledge acquired to their own lives.

Learning How to Learn Skills

Learning How to Learn Skills are integrated in classroom lessons and aim to enable pupils to take responsibility for their own learning. These skills incorporate study skills which help pupils to access information and thus, equip them to become independent life-long learners.

Values and Citizenship

The values contained in the Standard-based Curriculum for Moral Studies are incorporated into the English language lessons. Elements of patriotism and citizenship are emphasised in lessons to cultivate a love for the nation and produce patriotic citizens.

Knowledge Acquisition

In teaching the language, content is drawn from various subject disciplines across the curriculum. Knowledge is also further acquired from various sources to enable pupils to keep abreast with current affairs

Creativity and Innovation

Creativity is the ability to produce something new and different in an imaginative way. Innovation is the process of idea generation and the utilisation of the creative idea in relevant contexts. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

Entrepreneurship

Fostering the entrepreneurial mind-set among pupils at their young age is essential in this competitive and global age. Some of the elements that are linked to entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success. The elements of entrepreneurship are incorporated in lessons through relevant and meaningful activities.

SCHOOL-BASED ASSESSMENT

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Formative assessment or assessment for learning is a part of school-based assessment. It is an important aspect of teaching and learning in the classroom to gain valuable feedback. This feedback provides teachers with the necessary information so that they can make changes to their teaching practices to further enhance pupils' learning in the classroom. It also informs pupils of their learning progress and level of achievement throughout the year.

The _Dokumen Standard Kurikulum Dan Pentaksiran_ [DSKP] comprises the content standards, learning standards and performance standards. This document should be referred to when teachers plan their lessons and assess their pupils. The incorporation of performance standards is to help teachers implement effective school-based assessment. These standards should be referred to when teachers need to ascertain the level of their pupils' acquisition of the various learning standards.

 Assessment should be carried out during the teaching and learning process and pupils' achievement levels are to be recorded and reported every quarterly. Various types of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document the attainment of the learning standards. Through these assessments, teachers will be able to build a profile of their pupils' language development.

Performance Standard

The Performance Standard details six levels of performance with descriptors for each level based on clusters of learning standards. These levels serve as a guide to teachers in assessing their pupils' mastery of the intended learning standards. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the levels of pupils' achievement, as shown below:

Performance Level	Descriptor
1	Very Limited
2	Limited
3	Satisfactory
4	Good
5	Very Good
6	Excellent

The overall description of performance for each levels are detailed in the table below:

Performance Level	Generic Descriptors
1 Very Limited	Pupils show a **very limited** command of the language and require a lot of guidance to perform basic language tasks.
2 Limited	Pupils show **limited** command of the language and require guidance to perform basic language tasks.
3 Satisfactory	Pupils show a **satisfactory** command of the language. They have the ability to use language independently to a certain degree but requires guidance for some challenging language tasks.
4 Good	Pupils show a **good** command of the language. They have the ability to use language independently but requires guidance for more complex language tasks.
5 Very Good	Pupils show a **very good** command of the language. They have the ability to use language almost independently.
6 Excellent	Pupils show an **excellent** command of the language. They are able to perform challenging and complex language texts without any problems Pupils also have the ability to use language independently without any guidance.

The table below shows the overall generic levels of the acquisition of skills for Year 5.

PERFORMANCE STANDARD	
Performance Level	**Descriptor**
1	- Can listen to and understand familiar words and some basic phrases concerning familiar topics. - Can listen to and follow simple instructions. - Can use words and some basic phrases to talk haltingly about familiar topics - Can answer simple oral questions on familiar topics. - Can read and understand short simple texts and answer lower order comprehension questions. - Can label names of familiar objects in clear, legible print. - Can participate in a very limited way in a performance based on literary works.
2	- Can listen to and understand words and phrases and some basic sentences concerning familiar topics. - Can listen to and follow simple instructions and directions. - Can use phrases and short sentences to talk haltingly about familiar topics. - Can ask and answer simple oral questions about familiar topics. - Can read and understand simple texts on familiar topics and answer lower order comprehension questions - Can write labels and short notices in clear, legible print. - Can spell some familiar words and use partially correct grammar. - Can participate in a limited way in a performance based on literary works.
3	: - Can listen to and understand most words, phrases and sentences concerning familiar topics. - Can listen and follow instructions and directions adequately. - Can give simple instructions and directions. - Can identify the main point in short oral texts on familiar topics. - Can use phrases and sentences to talk about some topics using mostly correct pronunciation.

		• Can participate in simple daily conversations. • Can read and understand texts, can answer some higher order comprehension questions and sequence information found in texts. • Can write labels, notices and messages in clear, legible print and cursive writing. • Can spell familiar words correctly and use correct grammar to a satisfactory extent. • Can give short, simple personal responses to literary works. • Can prepare and participate in performances based on literary works.
4		• Can listen to and understand words, phrases and sentences concerning familiar and a limited range of unfamiliar topics. • Can listen to, follow and give instructions and directions. • Can give simple instructions and directions. • Can identify the main points in oral texts on a wide range of topics • Can talk well about familiar topics and participate in short conversations. • Can read and answer some higher order comprehension questions, sequence information found in written texts and predict sensible outcomes. • Can write labels, notices and messages in clear, legible print and cursive writing using correct spelling. • Can spell and use correct grammar with some minor slips. • Can create a variety of linear and non-linear texts. • Can give personal response to literary texts and prepare and participate in performances based on literary works.
5		• Can listen to and understand words, phrases and sentences on a wide range of topics. • Can listen to, follow and give clear instructions and directions very well. • Can identify the main points in extended oral texts on a wide range of topics • Can participate in extended conversations on familiar topics fluently. • Can talk about a wide range of topics with correct pronunciation and intonation correctly. • Can read and answer a wide range of comprehension questions, sequence information and predict several possible outcomes.

	• Can spell and use correct grammar with occasional minor slips. • Can create a variety of interesting linear and non-linear texts in clear, legible print and cursive writing. • Can give interesting personal response to literary texts, plan, prepare and participate in performances based on literary works.
6	• Can listen to and understand extended oral texts on a wide range of topics. • Can listen to, follow and give clear, detailed instructions and directions confidently. • Can identify the main points and supporting details in extended oral texts on a wide range of topics • Can participate in extended conversations fluently and talk about a wide range of topics using correct pronunciation and intonation confidently. • Can read and answer a wide range of higher order comprehension questions, sequence explicit and implicit information and predict outcomes in a creative manner. • Can spell and use grammar accurately and confidently.. • Can create a variety of interesting and creative linear and non-linear texts. • Can give an extended and creative personal response to literary texts confidently. • Can lead in the planning, preparation and participation in performances based on literary works.

CONTENT, LEARNING AND PERFORMANCE STANDARDS

The Content Standards represent the specific standards that need to be achieved by the end of Year 6. The Learning Standards for Year 5 detail the specific skills and knowledge that need to be attained in order to fulfil a particular Content Standard. The Performance Levels detail the performance level of pupils in the respective skills.

LISTENING & SPEAKING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.	1.1.2 Able to listen to, identify and discriminate similar and different sounds in stories. 1.1.3 Able to listen to and respond to a given stimulus by using appropriate words, phrases and expressions with guidance.	1	• Can listen to, identify and discriminate similar and different sounds in stories with **very limited ability** • Can listen and respond to a given stimulus with **a very limited level of fluency, accuracy and appropriateness**
		2	• Can listen to, identify and discriminate similar and different sounds in stories with **limited ability** • Can listen and respond to a given stimulus with **a limited level of fluency, accuracy and appropriateness**
		3	• Can listen to, identify and discriminate similar and different sounds in stories with **satisfactory ability** • Can listen and respond to a given stimulus with **a satisfactory of fluency, accuracy and appropriateness**
		4	• Can listen to, identify and discriminate similar and different sounds in stories with **good ability** • Can listen and respond to a given stimulus with **a good level of fluency, accuracy and appropriateness**

		5	• Can listen, identify and discriminate similar and different sounds in stories with **very good ability** • Can listen and respond to a given stimulus with **a very good level of fluency, accuracy and appropriateness.**
		6	• Can listen, identify and discriminate similar and different sounds in stories with **excellent ability** • Can listen and respond to a given stimulus with **an excellent level of fluency, accuracy and appropriateness**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	1.1.1 Able to speak with correct pronunciation, stress and intonation. 1.1.4 Able to speak on related topics with guidance.	1	Can talk about related topics with **a very limited level** of fluency, accuracy and correct pronunciation, stress and intonation
		2	Can talk about related topics with **a limited level** of fluency, accuracy and correct pronunciation, stress and intonation
		3	Can talk about related topics with **a satisfactory level** of fluency and **satisfactory** use of correct pronunciation, stress and intonation
		4	Can talk about related topics with **a good level** of fluency, accuracy and correct pronunciation, stress and intonation
		5	Can talk about related topics with **a very good level** of fluency, accuracy and correct pronunciation, stress and intonation
		6	Can talk about related topics with **an excellent level** of fluency, accuracy and correct pronunciation, stress and intonation

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.	1.2.2 Able to listen, follow and give instructions. 1.2.3 Able to listen to, follow, and give directions to places around their town.	1	Can listen to, follow and give instructions and directions to places around their town with **very limited ability**
		2	Can listen to, follow and give instructions and directions to places around their town with **limited ability**
		3	Can listen to, follow and give instructions and directions to places around their town with **satisfactory ability**
		4	Can listen to, follow and give instructions and directions to places around their town with **good ability**
		5	Can listen to, follow and give instructions and directions to places around their town with **very good ability**
		6	Can listen to, follow and give instructions and directions to places around their town with **excellent ability**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	1.2.1 Able to participate in daily conversations: (a) make suggestions (b) respond to suggestions (c) volunteer to complete a task (d) show appreciation 1.2.4 Able to participate in guided conversations with peers.	1	Can participate in daily conversations with peers with **a very limited level** of fluency, accuracy and appropriateness
		2	Can participate in daily conversations with peers with **a limited level** of fluency, accuracy and appropriateness
		3	Can participate in daily conversations with peers with **a satisfactory level** of fluency, accuracy and appropriateness
		4	Can participate in daily conversations with peers with **a good level** of fluency, accuracy and appropriateness
		5	Can participate in daily conversations with peers with **a very good level** of fluency, accuracy and appropriateness
		6	Can participate in daily conversations with peers with **an excellent level** of fluency, accuracy and appropriateness

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	1.2.5 Able to talk on topics of interest in formal situations with guidance.	1	Can talk on topics of interest in formal situations with **very limited level** of fluency, accuracy and appropriateness
		2	Can talk on topics of interest in formal situations with **limited level** of fluency, accuracy and appropriateness
		3	Can talk on topics of interest in formal situations with **satisfactory level** of fluency, accuracy and appropriateness
		4	Can talk on topics of interest in formal situations with **good level** of fluency, accuracy and appropriateness
		5	Can talk on topics of interest in formal situations with **very good level** of fluency, accuracy and appropriateness
		6	Can talk on topics of interest in formal situations with **excellent level** of fluency, accuracy and appropriateness

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 **By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.**	1.3.1 Able to listen to and demonstrate understanding of oral texts by: a) giving main ideas b) giving supporting details c) sequencing d) predicting	1	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **very limited ability**
		2	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **limited ability**
		3	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **satisfactory ability**

		4	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **good ability**
		5	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **very good ability**
		6	Can listen to and demonstrate understanding of oral texts by giving main ideas and supporting details; sequencing, and predicting with **excellent ability**

READING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	2.2.1 Able to apply word attack skills by: (a) using contextual clues to get meaning of words: (i) before the word (anaphoric) (ii) after the word (cataphoric) (b) identifying idioms 2.2.2 Able to read and understand phrases and sentences from: (a) linear texts (b) non-linear texts	1	Can read but show a **very limited ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and non-linear texts
		2	Can read but show a **limited ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and non-linear texts
		3	Can read and show a **satisfactory ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and non-linear texts
		4	Can read and show a **good ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and non-linear texts
		5	Can read and show a **very good ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and

			non-linear texts
		6	Can read and show an **excellent ability** in: • using contextual clues to get meaning of words and identifying idioms • understanding phrases and sentences from linear and non-linear texts

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	**DESCRIPTOR**
	2.2.3 Able to read and demonstrate understanding of texts by: (a) sequencing (b) predicting (c) giving main ideas and supporting details with guidance	1	Can read but show a **very limited understanding** of texts by: • sequencing; predicting; giving main ideas and supporting details • applying dictionary skills
		2	Can read but show a **limited understanding** of texts by: • sequencing; predicting; giving main ideas and supporting details • applying dictionary skills
	2.2.4 Able to apply dictionary skills (a) locate words (b) meaning of base word	3	Can read and show a **satisfactory understanding** of texts by: • sequencing; predicting; giving main ideas and supporting details • applying dictionary skills
		4	Can read and show a **good understanding** of texts by: • sequencing; predicting; giving main ideas and supporting details • applying dictionary skills
		5	Can read and show a **very good understanding** by: • sequencing; predicting; giving main ideas and supporting details • applying dictionary skills
		6	Can read and show an **excellent understanding of texts** by: • sequencing; predicting; giving main ideas and supporting details

			applying dictionary skills

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.	2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non-fiction	1	Can read but show a **very limited** understanding of fiction and non-fiction texts.
		2	Can read but show a **limited** understanding of fiction and non-fiction texts.
		3	Can read and show a **satisfactory** understanding of fiction and non-fiction texts.
		4	Can read and show a **good** understanding of fiction and non-fiction texts.
		5	Can read and show a **very good** understanding of fiction and non-fiction texts.
		6	Can read and show an **excellent** understanding of fiction and non-fiction texts.

WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.1 Able to write in neat legible print with correct spelling: (a) sentences (b) paragraphs	1	Can write sentences and paragraphs legibly with **a very limited level** of: • neatness • accuracy in spelling
		2	Can write sentences and paragraphs legibly with **a limited level** of: • neatness • accuracy in spelling
		3	Can write sentences and paragraphs legibly with **a satisfactory level** of: • neatness • accuracy in spelling
		4	Can write sentences and paragraphs legibly with **a good level** of: • neatness • accuracy in spelling
		5	Can write sentences and paragraphs legibly with **a very good level** of: • neatness • accuracy in spelling
		6	Can write sentences and paragraphs legibly with **an excellent level** of: • neatness • accuracy in spelling

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.2 Able to write in neat cursive writing with correct spelling: (a) sentences (b) paragraphs	1	Can write sentences and paragraphs in cursive writing with **a very limited level** of: • neatness • accuracy in spelling
		2	Can write sentences and paragraphs in cursive writing with **a limited level** of: • neatness • accuracy in spelling
		3	Can write sentences and paragraphs in cursive writing with **a satisfactory level** of: • neatness • accuracy in spelling
		4	Can write sentences and paragraphs in cursive writing with **a good level** of: • neatness • accuracy in spelling
		5	Can write sentences and paragraphs in cursive writing with **a very good level** of: • neatness • accuracy in spelling
		6	Can write sentences and paragraphs in cursive writing with **an excellent level** of: • neatness • accuracy in spelling

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	3.2.1 Able to transfer information with guidance to complete: (a) linear texts (b) non-linear texts	1	Can transfer information to complete linear and non-linear texts with **very limited accuracy**
		2	Can transfer information to complete linear and non-linear texts with **limited accuracy**
		3	Can transfer information to complete linear and non-linear texts with **satisfactory accuracy**
		4	Can transfer information to complete linear and non-linear texts with **good accuracy**
		5	Can transfer information to complete linear and non-linear texts with **very good accuracy**
		6	Can transfer information to complete linear and non-linear texts with **excellent accuracy**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	3.2.2 Able to write with guidance: (a) labels (b) notices (c) messages	1	Can write labels, notices and messages with **very limited** accuracy
		2	Can write labels, notices and messages with **limited** accuracy
		3	Can write labels, notices and messages with **satisfactory** accuracy
		4	Can write labels, notices and messages with **good** accuracy
		5	Can write labels, notices and messages with **very good** accuracy
		6	Can write labels, notices and messages with **excellent** accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 **By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.**	3.2.3 Able to punctuate correctly: (a) speech markers 3.2.4 Able to spell words by applying spelling rules.	1	Can punctuate and spell with **very limited accuracy**
		2	Can punctuate and spell with **limited accuracy**
		3	Can punctuate and spell with **satisfactory accuracy**
		4	Can punctuate and spell with **good accuracy**
		5	Can punctuate and spell with **very good accuracy**
		6	Can punctuate and spell with **excellent accuracy**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	3.3.1 Able to create texts using a variety of media with guidance: (a) non-linear (b) linear	1	Can create non-linear and linear texts with **very limited accuracy and appropriateness**
		2	Can create non-linear and linear texts with **limited accuracy and appropriateness**
		3	Can create non-linear and linear texts with **satisfactory accuracy and appropriateness**
		4	Can create non-linear and linear texts with **good accuracy and appropriateness**
		5	Can create non-linear and linear texts with **very good accuracy and appropriateness**
		6	Can create non-linear and linear texts with **excellent accuracy and appropriateness**

LANGUAGE ARTS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.	4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response 4.1.2 Able to listen to, sing songs, recite jazz chants and poems with correct stress, pronunciation, rhythm and intonation	1	• Can show enjoyment and appreciation of jazz chants, poems and songs with **very limited** non-verbal responses. • Can sing songs, recite jazz chants and poems with **a very limited level** of correct stress, pronunciation, rhythm and intonation.
		2	• Can show enjoyment and appreciation of jazz chants, poems and songs with **limited** non-verbal responses. • Can sing songs, recite jazz chants and poems with **a limited level** of correct stress, pronunciation, rhythm and intonation.
		3	• Can show enjoyment and appreciation of jazz chants, poems and songs with **satisfactory** non-verbal responses. • Can sing songs, recite jazz chants and poems with **satisfactory level** of correct stress, pronunciation, rhythm and intonation.
		4	• Can show enjoyment and appreciation of jazz chants, poems and songs with **good** non-verbal responses. • Can sing songs, recite jazz chants and

			poems with **a good level** of correct stress, pronunciation, rhythm and intonation.
		5	• Can show enjoyment and appreciation of jazz chants, poems and songs with **very good** non-verbal responses. • Can sing songs, recite jazz chants and poems with **a very good level** of correct stress, pronunciation, rhythm and intonation.
		6	• Can show enjoyment and appreciation of jazz chants, poems and songs with **excellent and creative** non-verbal responses. • Can sing songs, recite jazz chants and poems with **an excellent level** of correct stress, pronunciation, rhythm and intonation.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.2 By the end of the 6-year primary schooling, pupils will be able to express personal response to literary texts.	4.2.1 Able to respond to literary texts: (a) characters (b) place and time (c) values with guidance	1	Can express **very limited** personal responses to literary texts on characters; place and time; values.
		2	Can express **limited** personal responses to literary texts on characters; place and time; values.
		3	Can express **satisfactory** personal responses to literary texts on characters; place and time; values.
		4	Can express **good** personal responses to literary texts on characters; place and time; values.
		5	Can express **very good** personal responses to literary texts on characters; place and time; values.
		6	Can express **excellent** personal responses to literary texts on characters; place and time; values.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.3 By the end of the 6-year primary schooling, pupils will be able to plan, organise and produce creative works for enjoyment.	4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance

4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works | 1 | • Can show enjoyment and appreciation of jazz chants, poems and songs with **very limited** non-verbal responses.
• Can sing songs and recite jazz chants and poems with **a very limited level** of correct stress, pronunciation, rhythm and intonation. |
| | | 2 | • Can show enjoyment and appreciation jazz chants, poems and songs with **limited** non-verbal responses.
• Can sing songs and recite jazz chants and poems with **a limited level** of correct stress, pronunciation, rhythm and intonation. |
| | | 3 | • Can show enjoyment and appreciation of jazz chants, poems and songs with **satisfactory** non-verbal responses.
• Can sing songs and recite jazz chants and poems with **a satisfactory level** of correct stress, pronunciation, rhythm and intonation. |
| | | 4 | • Can show enjoyment and appreciation of jazz chants, poems and songs with **good** non-verbal responses.
• Can sing songs and recite jazz chants and poems with a **good level** of correct |

			stress, pronunciation, rhythm and intonation.
		5	• Can show enjoyment and appreciation of jazz chants, poems and songs with a **very good level** of non-verbal responses. • Can sing songs and recite jazz chants and poems with **a very good level** of correct stress, pronunciation, rhythm and intonation.
		6	• Can show enjoyment and appreciation of jazz chants, poems and songs with **excellent and creative** non-verbal responses. • Can sing songs and recite jazz chants and poems rhymes, poems, and songs with an **excellent level** of correct stress, pronunciation, rhythm and intonation.

GRAMMAR

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
5.1 By the end of the 6-year primary schooling, pupils will be able to use different word classes correctly and appropriately.	5.1.1 Able to use nouns correctly and appropriately: (a) countable nouns (b) uncountable nouns	1	Can use different word classes with **very limited** accuracy
	5.1.2 Able to use pronouns correctly and appropriately: (a) interrogative	2	Can use different word classes with **limited** accuracy
	5.1.3 Able to use verbs correctly and appropriately: (a) present continuous tense (b) past continuous tense	3	Can use different word classes with **satisfactory** accuracy
	5.1.4 Able to use conjunctions correctly and appropriately: (a) although (b) since	4	Can use different word classes with **good** accuracy

	5.1.5 Able to use prepositions correctly and appropriately: (a) beside (b) next to (c) between (d) near (e) over 5.1.6 Able to use adjectives correctly and appropriately: (a) comparative (b) superlative 5.1.7 Able to use articles correctly and appropriately. 5.1.8 Able to use adverbs correctly and appropriately: (a) place (b) frequency	5	Can use different word classes with **very good** accuracy
		6	Can use different word classes with **excellent** accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
5.2 By the end of the 6-year primary schooling, pupils will be able to construct various sentence types correctly.	**5.2.1** Able to construct imperative sentences correctly.	1	Can construct imperative sentences with **very limited** accuracy
		2	Can construct imperative sentences with **limited** accuracy
		3	Can construct imperative sentences with **satisfactory** accuracy
		4	Can construct imperative sentences with **good** accuracy
		5	Can construct imperative sentences with **very good** accuracy
		6	Can construct imperative sentences with **excellent** accuracy

*Grammar items are to be assessed through Speaking and Writing Skills where suitable and applicable

WORD LIST FOR STAGE 2

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The word list for Stage 2 pupils is divided into 3 sections:

- a list of High Frequency Words that pupils need to master by the end of Year 6
- a suggested list of words that will help pupils acquire vocabulary related to various themes and content introduced in stage 2
- a list of suggested mathematics and science terms

In order to enhance pupils' engagement in English both in formal and non-formal contexts, it is hoped that teachers are able to use the stipulated words in oral and written form. Teachers are also encouraged to use the words from the word list in their various forms as this will allow pupils to acquire a substantial number of words by the end of their primary schooling years.

Teachers may also introduce other words that they may deem necessary in order to facilitate a particular teaching learning context or classroom instruction.

High Frequency Words

above	didn't	under
across	different	walked
almost	does	walking
along	don't	watch
also	show	where
always	sister	while
animal	small	white
any	something	whole
around	sometimes	happy
asked	sound	why
baby	started	window
balloon	still	without
before	stopped	woke
began	such	woken
being	suddenly	word
below	sure	work
better	swimming	
between	think	
birthday	those	
both	thought	
brother	through	
brought	today	
can't	together	
change	told	
children	tries	
clothes	turn	
coming	turned	

Suggested Thematic Word List

Year 4		Year 5		Year 6	
among		after	machine	appear	imagine
arrange	magazine	ambition	press	assemble	mangrove
blow	match	apology	rush	bargain	million
borrow	over	around	ramp	beverage	moss
bridge	party	border	scream	bottom	mushroom
bucket	polish	bulb	serve	boundary	operate
celebration	present	century	semester	calculator	pastry
centre	programme	compass	spin	condition	platform
competition	receive	condolence	stove	consider	stitch
country	repair	congratulations	term	continent	success
decorate	seat	crutches	upstairs	create	suggest
direction	sign	downstairs	wheelchair	crockery	terminal
factory	slip	drain	pretend	determine	towards
fail	spread	edge	route	encourage	twig
flood	state	entrance	score	engaged	unite
fold	ten thousands	escalator	stain	excited	upper
frighten		exit	plug	expect	utensil
gather		fire extinguisher		explore	view
glad		flutter		fear	
gold		gender		figure	
hope		hundred thousands		fuel	
junction		interest		garage	
lake		instrument		general	
leave		lift		generator	
lend		located			

Suggested Mathematics and Science Terms

absorb	conversion	fur	latex	percentage	sting
accuracy	cube	gas	leaflets	perimeter	sweat
addition	cuboid	graph	leather	predict	urinate
algae	curl	grease	length	profit	vaccine
antibiotic	defecate	grid	life cycle	pulse	value
area	device	hatch	limitation	quantity	virus
average	diagram	height	liquids	range	volume
axis	discount	horizontal	litre	reaction	width
bacteria	disease	income	lung	recycle	wind pipe
beaker	dividend	infer	magnify	reduce	young plant
birth	drug	inhale	mankind	reference	
breadth	electricity	innovate	mass	reproduce	
breath	diet	insulator	maximum	reuse	
breathe	digit	investment	mean	round off	
calculate	excessive	latex	measurement	scale	
cause	excretion	leaflets	metal	schedule	
centimetre	experiment	leather	millipede	shelter	
chart	explain	length	mimosa	shoot	
circumference	explore	height	minimum	silk	
classify	extinct	horizontal	mixture	solar system	
compare	faeces	income	mode	stem	
condition	fern	infer	movement	solids	
conducive	float	inhale	oblong	spores	
conductor	fraction	innovate	parallel	square	
construction	frequency	insulator	parent plant	stage	
contact	fungus	investment	pendulum	stimuli	