



KEMENTERIAN PENDIDIKAN  
MALAYSIA

DRAF

# KURIKULUM STANDARD SEKOLAH RENDAH

DOKUMEN STANDARD KURIKULUM DAN PENTAKSIRAN

# BAHASA INGGERIS SK TAHUN ENAM

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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 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 seek to optimise the intellectual, emotional and spiritual potential of all pupils.

# AIMS AND OBJECTIVES

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## 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 are 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 using 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

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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 purposeful 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. Pupils will master all learning standards using the Mastery Learning strategy to help them to 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 and 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 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

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The Standard-based English Language Curriculum for Malaysian National Primary Schools (SK) 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.

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 One: Listening and Speaking	Module One: Listening and Speaking
Module Two: Reading	Module Two: Reading	Module Two: Reading
Module Three: Writing	Module Three: Writing/Grammar	Module Three: Writing/Grammar
Module Four: Language Arts	Module Four: Grammar/Writing	Module Four: Grammar/Writing
	Module Five: Language Arts	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. Thus grammar is implicitly taught in Year 1 and 2, the grammar module is only introduced from Year 3 onwards.

# A MODULAR CURRICULUM

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Standard-based English Language Curriculum is modular in design and this is reflected in the organization of the content and learning standards. 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, integration of skills is exploited strategically to enhance pupils' development of specific language skills as described in the content and learning standards in a module.

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 the content topics for lessons and activities for teaching and learning are derived. All language skills are taught through these themes which provide the context for language learning. Therefore, a balanced treatment of these themes is essential to enhance the development of language skills through various strategies and activities. This will develop personal learning and growth which will eventually lead to the development of more holistic and balanced individuals.

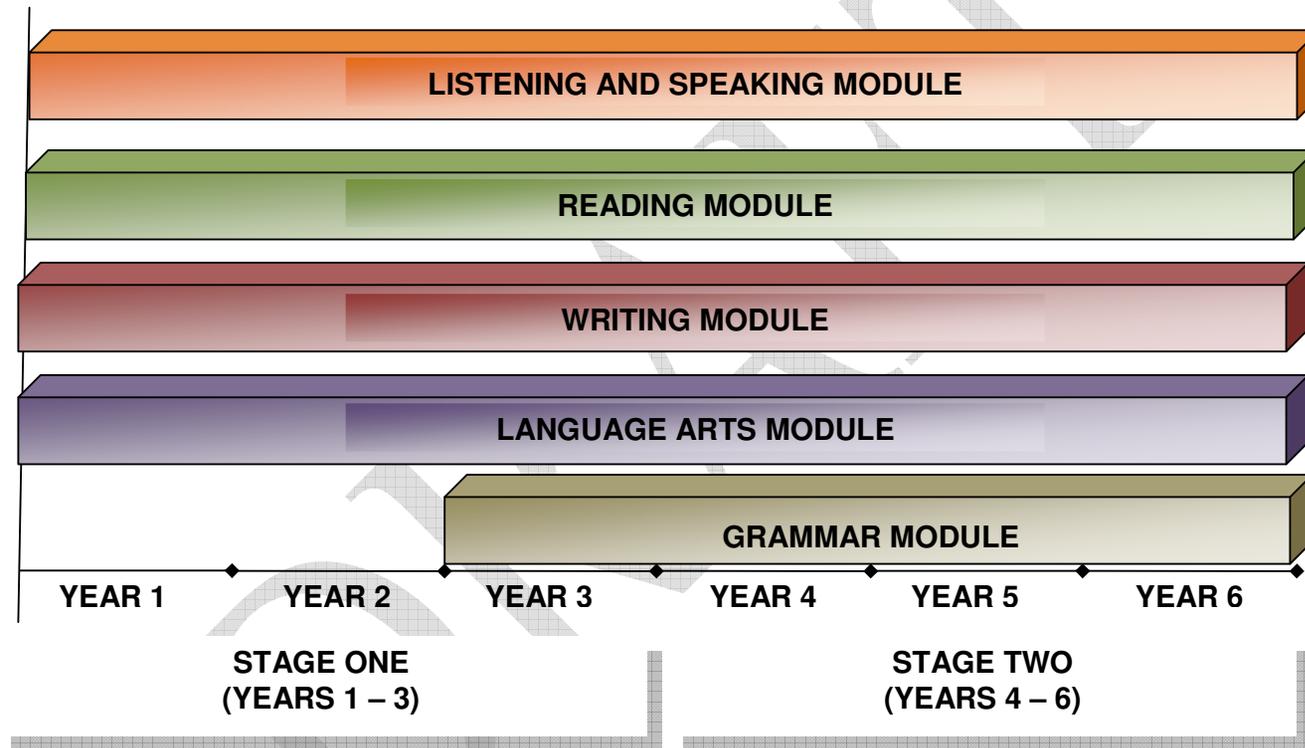
**The World of Self, Family and Friends** serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their surroundings and environment. Topics drawn from this theme help raise pupils' awareness of 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 faraway 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 imparted through these stories. These will help pupils understand different cultural beliefs and learn to live harmoniously with others.

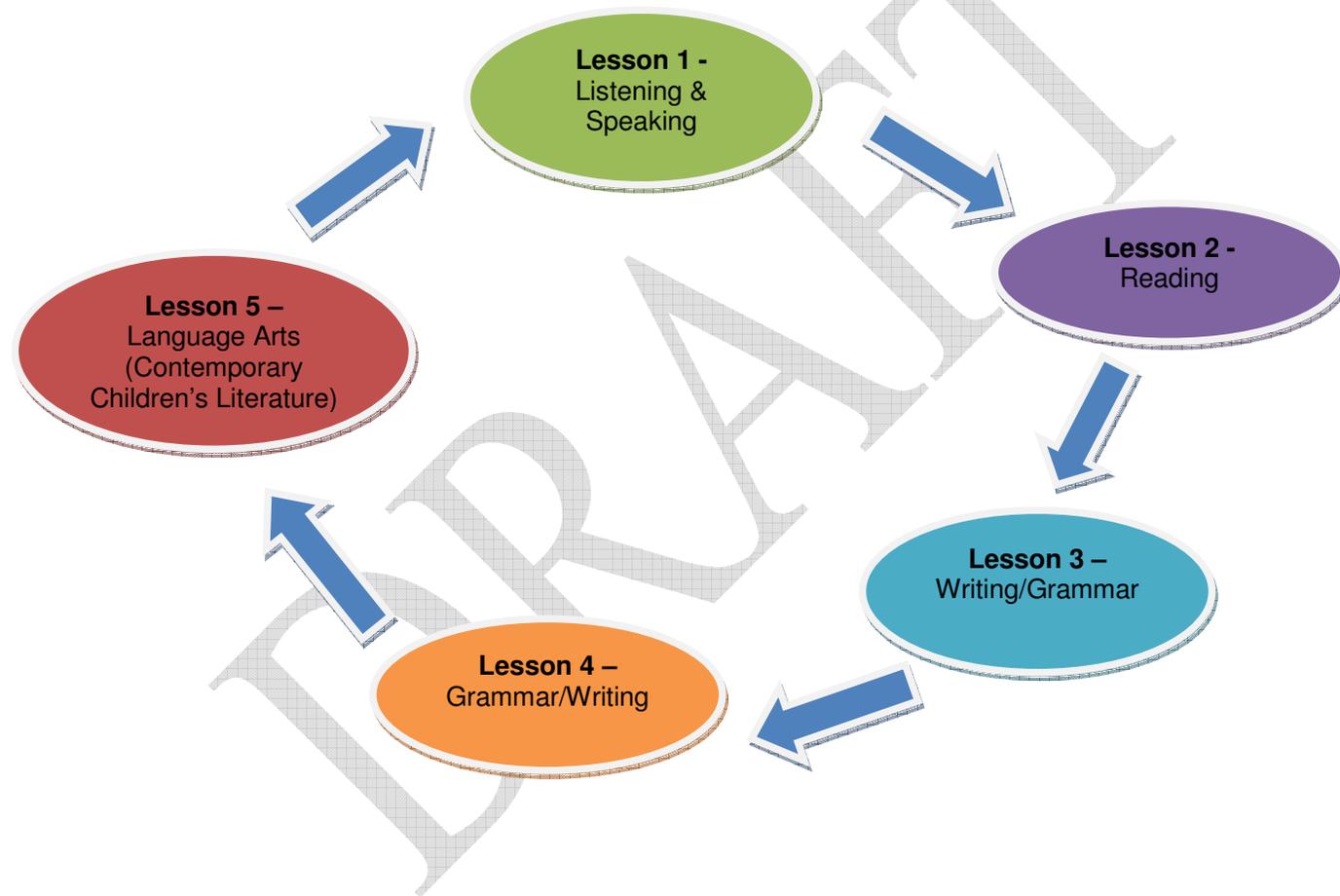
**The World of Knowledge** encompasses general knowledge about the world, simple scientific and mathematical knowledge, financial literacy, environmental issues, awareness of safety and corruption and other current issues which are appropriate for primary school pupils.

# THE MODULAR CONFIGURATION

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



## Organisation of English Language Lessons based on the Modular Configuration



### Recommended Time Allocation for English Language Lessons

The table below is a recommendation on how the 300 minutes allocated for the English language lessons should be divided in one 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 300 minutes of English lessons in one week is adhered to.

#### Suggested time allocation:

Lesson 1 (60 minutes)	Lesson 2 (60 minutes)	Lesson 3 (60 minutes)	Lesson 4 (60 minutes)	Lesson 5 (60 minutes)
Listening & Speaking	Reading	Writing / Grammar	Grammar / Writing	Language Arts (Contemporary Children's Literature)

# CURRICULUM CONTENT

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This document outlines the English language curriculum for Year 6. The curriculum content is organised according to Content Standards and Learning Standards.

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

**Learning Standards** detail the relevant knowledge and language skills that pupils need to acquire in a particular year in relation to the Content Standards.

**Performance Standards** serve as a tool to monitor pupils' developmental progress for each Learning Standard.

## 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 conversations, listen and demonstrate understanding of oral texts and speak confidently on related topics with guidance. Pupils are taught how to listen carefully and are encouraged to speak with the correct pronunciation, stress and intonation in various situational contexts. 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. Pupils are also taught to apply word attack and dictionary skills in order to develop pupils' ability to read independently. 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. Pupils are also introduced to the process of writing simple compositions which includes planning, drafting, revising, editing and publishing. In addition, the mechanics of writing such as spelling, punctuation and grammar checking is emphasised. The writing at this level is guided. The amount of control is gradually relaxed; moving pupils towards independent writing. The use of ICT is encouraged so that pupils are able to source for information and communicate via the electronic media. 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 poems, short stories 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 is 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. 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 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 21<sup>st</sup> century skills for them to compete globally. This is outlined in the National Education Blueprint (2013-2025) where it is aspired for every pupil to be equipped with knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. The current developments in education are reflected in the Educational Emphases. These emphases are infused and incorporated where appropriate and relevant in classroom lessons to prepare pupils for the challenges of the real world. The Educational Emphases are explained briefly below:

## Higher Order Thinking Skills

Thinking skills have been emphasised in the curriculum since 1994 with the introduction of Creative and Critical Thinking Skills (CCTS). Beginning 2011, the Standard-based Curriculum for Primary Schools gives emphasis to Higher Order Thinking Skills (HOTS). HOTS 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	<ul style="list-style-type: none"><li>Using knowledge, skills and values in different situations to complete a piece of work</li></ul>
Analysis	<ul style="list-style-type: none"><li>Ability to break down information into smaller parts in order to understand and make connections between these parts</li></ul>
Evaluation	<ul style="list-style-type: none"><li>Ability to consider, make decisions using knowledge, experience, skills, values and justify decisions made</li></ul>
Creation	<ul style="list-style-type: none"><li>Produce an idea or product using creative and innovative methods</li></ul>

**Table 3**

HOTS are embedded in the curriculum and emphasized 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 and apply 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 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.

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# **SCHOOL- BASED ASSESSMENT**

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Formative assessment is a part of school-based assessment. Formative assessment or assessment for learning is an important aspect of teaching and learning in the classroom and good pedagogy always includes this. Formative assessment is carried out by teachers to gain feedback on their pupils' learning and provide them with the necessary information regarding their pupils' learning so that they can make changes to their teaching by perhaps, changing their approaches or methodology in order to further enhance pupils' learning in the classroom. Thus, formative assessment is carried out during classroom teaching and learning.

In order to help teachers implement effective school-based assessment, the assessment element has been incorporated into this document together with the content and learning standards. Teachers should refer to the Performance Standard to help them ascertain the level of their pupils' acquisition of the various learning standards. The levels have been designed to help teachers gauge the level of their pupils' understanding and acquisition of the skills taught. With this knowledge, teachers may change their approach or methodology to help their pupils master the intended learning standard.

Teachers should refer to this document to plan their lessons and assess their pupils. Assessment should be carried out during the teaching and learning process and pupils achievement levels are recorded and reported every quarterly. Various methods 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 this process, teachers will be able to build a profile of their pupils' language development through an on-going assessment.

# PERFORMANCE STANDARD

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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' development and growth in the acquisition of the learning standards that are taught. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the different 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 level is detailed in the table below:

Performance Level	Generic Descriptor
<p style="text-align: center;"><b>1</b> <b>Very Limited</b></p>	<p>Pupils show <b>very limited</b> command of the language and require a lot of guidance to perform basic language tasks.</p>
<p style="text-align: center;"><b>2</b> <b>Limited</b></p>	<p>Pupils show <b>limited</b> command of the language and require guidance to perform basic language tasks.</p>
<p style="text-align: center;"><b>3</b> <b>Satisfactory</b></p>	<p>Pupils show <b>satisfactory</b> command of the language. They have the ability to use language adequately but require guidance for some challenging language tasks.</p>
<p style="text-align: center;"><b>4</b> <b>Good</b></p>	<p>Pupils show <b>good</b> command of the language. They have the ability to use language fairly independently but require guidance for more complex language tasks.</p>
<p style="text-align: center;"><b>5</b> <b>Very Good</b></p>	<p>Pupils show <b>very good</b> command of the language. They have the ability to use language almost independently. They are able to perform challenging and complex language tasks with minimal guidance.</p>
<p style="text-align: center;"><b>6</b> <b>Excellent</b></p>	<p>Pupils show <b>excellent</b> command of the language. They have the ability to use language independently. They are able to perform challenging and complex language tasks.</p>

The table below shows the overall generic levels of the acquisition of English Language skills for Year 6 SK.

Skill	Level	Descriptor
Listening and Speaking	1	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics with a lot of prompting</li> <li>• Can listen to, follow and give instructions and directions with a lot of guidance</li> <li>• Can use words and some basic phrases to talk haltingly and participate in conversations on related topics with a lot of prompting</li> <li>• Can listen to oral texts on related topics and complete tasks with a lot of guidance</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics with some prompting</li> <li>• Can listen to, follow and give instructions and directions with some guidance</li> <li>• Can use basic phrases and some simple sentences to talk haltingly and participate in conversations on related topics with some prompting</li> <li>• Can listen to oral texts on related topics and complete tasks with some guidance</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics with minimal prompting</li> <li>• Can listen to, follow and give instructions and directions with minimal guidance</li> <li>• Can use simple sentences to talk and participate in conversations on related topics with minimal prompting</li> <li>• Can listen to oral texts on related topics and complete tasks with minimal guidance</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics fairly accurately</li> <li>• Can listen to, follow and give instructions and directions clearly</li> <li>• Can talk and participate in conversations on related topics fairly fluently and accurately</li> <li>• Can listen to oral texts on related topics and complete tasks fairly accurately</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics accurately</li> <li>• Can listen to, follow and give detailed instructions and directions clearly</li> <li>• Can talk and participate in conversations on related topics fluently and accurately</li> <li>• Can listen to oral texts on related topics and complete tasks accurately</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Can listen to, identify and discriminate sounds in words on related topics accurately and confidently</li> <li>• Can listen to, follow and give detailed instructions and directions clearly and confidently</li> <li>• Can talk and participate in conversations on related topics fluently, accurately and confidently</li> <li>• Can listen to oral texts on related topics and complete tasks accurately and independently</li> </ul>

Skill	Level	Descriptor
Reading	1	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts with a lot of guidance</li> <li>• Can apply dictionary skills with a lot of guidance</li> <li>• Can demonstrate understanding of texts by completing tasks with a lot of guidance</li> <li>• Can read extensively for information and enjoyment with a lot of guidance</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts with some guidance</li> <li>• Can apply dictionary skills with some guidance</li> <li>• Can demonstrate understanding of texts by completing tasks with some guidance</li> <li>• Can read extensively for information and enjoyment with some guidance</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts with minimal guidance</li> <li>• Can apply dictionary skills with minimal guidance</li> <li>• Can demonstrate understanding of texts by completing tasks with minimal guidance</li> <li>• Can read extensively for information and enjoyment with minimal guidance</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts fairly well</li> <li>• Can apply dictionary skills fairly well</li> <li>• Can demonstrate understanding of texts by completing tasks fairly well</li> <li>• Can read extensively for information and enjoyment fairly well</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts independently</li> <li>• Can apply dictionary skills independently</li> <li>• Can demonstrate understanding of texts by completing tasks accurately</li> <li>• Can read extensively for information and enjoyment independently</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Can understand the proverbs, phrasal verbs and similes from texts confidently and independently</li> <li>• Can apply dictionary skills confidently and independently</li> <li>• Can demonstrate understanding of texts by completing tasks accurately and independently</li> <li>• Can read extensively for information and enjoyment independently with great enthusiasm</li> </ul>

Skill	Level	Descriptor
Writing	1	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts with a lot of guidance</li> <li>• Can create linear and non-linear texts using a variety of media with a lot of guidance.</li> <li>• Can write in legible print and cursive writing with correct spelling and punctuation with a lot of guidance</li> <li>• Can write texts for a range of purposes using appropriate language conventions with a lot of guidance</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts with some guidance</li> <li>• Can create linear and non-linear texts using a variety of media with some guidance</li> <li>• Can write in legible print and cursive writing with correct spelling and punctuation with some guidance</li> <li>• Can write texts for a range of purposes using appropriate language conventions with some guidance</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts with minimal guidance</li> <li>• Can create linear and non-linear texts using a variety of media with minimal guidance</li> <li>• Can write in legible print and cursive writing with correct spelling and punctuation with minimal guidance</li> <li>• Can write texts for a range of purposes using appropriate language conventions with minimal guidance</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts fairly accurately</li> <li>• Can create linear and non-linear texts using a variety of media fairly accurately</li> <li>• Can write in legible print and cursive writing neatly with correct spelling and punctuation fairly accurately</li> <li>• Can write texts for a range of purposes using appropriate language conventions fairly accurately</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts accurately</li> <li>• Can create linear and non-linear texts using a variety of media accurately</li> <li>• Can write in legible print and cursive writing neatly with correct spelling and punctuation independently</li> <li>• Can write text for a range of purposes using appropriate language conventions accurately</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Can transfer information to complete linear and non-linear texts accurately and independently</li> <li>• Can create linear and non-linear texts using a variety of media accurately and creatively</li> <li>• Can write in legible print and cursive writing neatly with correct spelling and punctuation independently and effortlessly</li> <li>• Can write texts for a range of purposes using appropriate language conventions accurately and independently</li> </ul>

Skill	Level	Descriptor
Language Arts	1	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts with a lot of guidance</li> <li>• Can plan, produce and display creative works based on literary texts with a lot of guidance</li> <li>• Can plan, prepare and participate in a performance based on literary works with a lot of guidance</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts with some guidance</li> <li>• Can plan, produce and display creative works based on literary texts with some guidance</li> <li>• Can plan, prepare and participate in a performance based on literary works with some guidance</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts with minimal guidance</li> <li>• Can plan, produce and display creative works based on literary texts with minimal guidance</li> <li>• Can plan, prepare and participate in a performance based on literary works with minimal guidance</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts fairly well</li> <li>• Can plan, produce and display creative works based on literary texts fairly well</li> <li>• Can plan, prepare and participate in a performance based on literary works fairly well</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts independently</li> <li>• Can plan, produce and display creative works based on literary texts independently</li> <li>• Can plan, prepare and participate in a performance based on literary works independently</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Can give verbal and non-verbal responses to literary texts critically, creatively and independently</li> <li>• Can plan, produce and display creative works based on literary texts creatively and independently</li> <li>• Can plan, prepare and participate in a performance based on literary works creatively and independently</li> </ul>

# 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 6 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

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>1.1</b> <b>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.</b>	1.1.2 Able to listen to and respond confidently to a given stimulus by using appropriate words, phrases and expressions with the correct stress and intonation	1	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>a very limited level</b> of fluency, accuracy and use of correct stress and intonation</li> </ul>
		2	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>a limited level</b> of fluency, accuracy and use of correct stress and intonation</li> </ul>
		3	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>a satisfactory level</b> of limited level of fluency, accuracy and use of correct stress and intonation</li> </ul>
		4	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>a good level</b> of fluency, accuracy and use of correct stress and intonation</li> </ul>
		5	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>a very good level</b> of fluency, accuracy and use of correct stress and intonation</li> </ul>
		6	<ul style="list-style-type: none"> <li>Can respond to a given stimulus with <b>an excellent level</b> of fluency, accuracy and use of correct stress and intonation</li> </ul>

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

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>1.2</b> <b>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.</b>	1.2.2 Able to listen, follow, and give instructions	1	Can listen to, follow and give instructions with <b>very limited ability</b>
		2	Can listen to, follow and give instructions with <b>limited ability</b>
		3	Can listen to, follow and give instructions with <b>satisfactory ability</b>
		4	Can listen to, follow and give instructions with <b>good ability</b>
		5	Can listen to, follow and give instructions with <b>very good ability</b>
		6	Can listen to, follow and give instructions with <b>excellent ability</b>
	1.2.3 Able to listen to, follow and give directions to places around the state and country	1	Can listen to, follow and give directions to places around the state and country with <b>very limited ability</b>
		2	Can listen to, follow and give directions to places around the state and country with <b>limited ability</b>
		3	Can listen to, follow and give directions to places around the state and country with <b>satisfactory ability</b>
		4	Can listen to, follow and give directions to places around the state and country with <b>good ability</b>
		5	Can listen to, follow and give directions to places around the state and country with <b>very good ability</b>
		6	Can listen to, follow and give directions to places around the state and country with <b>excellent ability</b>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	1.2.1 Able to participate in conversations to: (a) express happiness (b) express concern (c) express sorrow (d) give encouragement (e) express opinions  1.2.4 Able to participate in conversations with peers	1	Can participate in conversations with peers with a <b>very limited level</b> of fluency, accuracy and appropriateness
		2	Can participate in conversations with peers with a <b>limited level</b> of fluency, accuracy and appropriateness
		3	Can participate in conversations with peers with a <b>satisfactory level</b> of fluency, accuracy and appropriateness
		4	Can participate in conversations with peers with a <b>good level</b> of fluency, accuracy and appropriateness
		5	Can participate in conversations with peers with a <b>very good level</b> of fluency, accuracy and appropriateness
		6	Can participate in conversations with peers with an <b>excellent level</b> 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	1	Can talk on topics of interest in formal situations with a <b>very limited level</b> of fluency, accuracy and appropriateness
		2	Can talk on topics of interest in formal situations with a <b>limited level</b> of fluency, accuracy and appropriateness
		3	Can talk on topics of interest in formal situations with a <b>satisfactory level</b> of fluency, accuracy and appropriateness
		4	Can talk on topics of interest in formal situations with a <b>good level</b> of fluency, accuracy and appropriateness
		5	Can talk on topics of interest in formal situations with a <b>very good level</b> of fluency, accuracy and appropriateness
		6	Can talk on topics of interest in formal situations with an <b>excellent level</b> of fluency, accuracy and appropriateness

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>1.3</b> <b>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.</b>	1.3.1 Able to listen to and demonstrate understanding of oral texts by: (a) asking and answering questions (b) giving main ideas and supporting details (c) stating cause and effect (d) drawing conclusions	1	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>very limited ability</b>
		2	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>limited ability</b>
		3	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>satisfactory ability</b>
		4	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>good ability</b>
		5	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>very good ability</b>
		6	Can listen to and demonstrate understanding of oral texts by asking and answering questions, giving main ideas and supporting details, stating cause and effect and drawing conclusions with <b>excellent ability</b>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>2.2</b> <b>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.</b>	2.2.1 Able to apply word attack skills by identifying: (a) proverbs (b) phrasal verbs (c) similes  2.2.2 Able to read and understand phrases and sentences from: (a) linear texts (b) non-linear texts	1	Can demonstrate <b>very limited ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>
		2	Can demonstrate <b>limited ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>
		3	Can demonstrate <b>satisfactory ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>
		4	Can demonstrate <b>good ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>
		5	Can demonstrate <b>very good ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>
		6	Can demonstrate <b>excellent ability</b> in: <ul style="list-style-type: none"> <li>identifying proverbs; phrasal verbs; similes</li> <li>understanding phrases and sentences from linear and non-linear texts</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	2.2.3 Able to read and demonstrate understanding of texts by: (a) giving main ideas and supporting details (b) stating cause and effect (c) drawing conclusions	1	Can demonstrate <b>very limited ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>
		2	Can demonstrate <b>limited ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>
		3	Can demonstrate <b>satisfactory ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>
	2.2.4 Able to apply dictionary skills to identify and understand meaning of words in context	4	Can demonstrate <b>good ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>
	5	Can demonstrate <b>very good ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>	
	6	Can demonstrate <b>excellent ability</b> in: <ul style="list-style-type: none"> <li>giving main ideas and supporting details; stating cause and effect; drawing conclusions</li> <li>applying dictionary skills</li> </ul>	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>2.3</b> <b>By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.</b>	2.3.1 Able to read for information and enjoyment: (a) fiction (b) non-fiction	1	Can demonstrate <b>very limited ability</b> to read independently for information and enjoyment
		2	Can demonstrate <b>limited ability</b> to read independently for information and enjoyment
		3	Can demonstrate <b>satisfactory ability</b> to read independently for information and enjoyment
		4	Can demonstrate <b>good ability</b> to read independently for information and enjoyment
		5	Can demonstrate <b>very good ability</b> to read independently for information and enjoyment
		6	Can demonstrate <b>excellent ability</b> to read independently for information and enjoyment

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.1</b> <b>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.</b>	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 <b>very limited level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		2	Can write sentences and paragraphs legibly with a <b>limited level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		3	Can write sentences and paragraphs legibly with a <b>satisfactory level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		4	Can write sentences and paragraphs legibly with a <b>good level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		5	Can write sentences and paragraphs legibly with a <b>very good level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		6	Can write sentences and paragraphs legibly with an <b>excellent level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.1</b> <b>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.</b>	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 <b>a very limited level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		2	Can write sentences and paragraphs in cursive writing with <b>a limited level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		3	Can write sentences and paragraphs in cursive writing with <b>a satisfactory level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		4	Can write sentences and paragraphs in cursive writing with <b>a good level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		5	Can write sentences and paragraphs in cursive writing with <b>a very good level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>
		6	Can write sentences and paragraphs in cursive writing with <b>an excellent level</b> of: <ul style="list-style-type: none"> <li>• neatness</li> <li>• accuracy in spelling</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.2</b> <b>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.</b>	3.2.1 Able to transfer information to complete: (a) linear texts (b) non-linear texts	1	Can transfer information to complete linear and non-linear texts with <b>a very limited level of accuracy</b>
		2	Can transfer information to complete linear and non-linear texts with <b>a limited level of accuracy</b>
		3	Can transfer information to complete linear and non-linear texts with <b>a satisfactory level of accuracy</b>
		4	Can transfer information to complete linear and non-linear texts with <b>a good level of accuracy</b>
		5	Can transfer information to complete linear and non-linear texts with <b>a very good level of accuracy</b>
		6	Can transfer information to complete linear and non-linear texts with <b>an excellent level of accuracy</b>

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.2</b> <b>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.</b>	3.2.2 Able to write with guidance: (a) stories (b) formal letters (c) poems (d) descriptions (e) instructions	1	Can write stories, formal letters, poems, descriptions and instructions with <b>a very limited level</b> of accuracy in language, form and style
		2	Can write stories, formal letters, poems, descriptions and instructions with <b>a limited level</b> of accuracy in language, form and style
		3	Can write stories, formal letters, poems, descriptions and instructions with <b>a satisfactory level</b> of accuracy in language, form and style
		4	Can write stories, formal letters, poems, descriptions and instructions with <b>a good level</b> of accuracy in language, form and style
		5	Can write stories, formal letters, poems, descriptions and instructions with <b>a very good level</b> of accuracy in language, form and style
		6	Can write stories, formal letters, poems, descriptions and instructions with <b>an excellent level</b> of accuracy in language, form and style

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.2</b> <b>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</b>	3.2.3 Able to use punctuation correctly	1	Can punctuate and spell with a <b>very limited level</b> of accuracy
		2	Can punctuate and spell with a <b>limited level</b> of accuracy
	3.2.4 Able to spell words by applying spelling rules	3	Can punctuate and spell with a <b>satisfactory level</b> of accuracy
		4	Can punctuate and spell with a <b>good level</b> of accuracy
		5	Can punctuate and spell with a <b>very good level</b> of accuracy
		6	Can punctuate and spell with an <b>excellent level</b> of accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>3.3</b> <b>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.</b>	3.3.1 Able to create texts using a variety of media: (a) non-linear (b) linear	1	Can create linear and non-linear texts with a <b>very limited level</b> of accuracy and appropriate in language, form and style
		2	Can create linear and non-linear texts with a <b>limited level</b> of accuracy and appropriate in language, form and style
		3	Can create linear and non-linear texts with a <b>satisfactory level</b> of accuracy and appropriate in language, form and style
		4	Can create linear and non-linear texts with a <b>good level</b> of accuracy and appropriate in language, form and style
		5	Can create linear and non-linear texts with a <b>very good level</b> of accuracy and appropriate in language, form and style
		6	Can create linear and non-linear texts with an <b>excellent level</b> of accuracy and appropriate in language, form and style

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>4.1</b> <b>By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.</b>	4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal responses	1	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of jazz chants, poems and songs with <b>very limited</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with a <b>very limited level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of jazz chants, poems, and songs with <b>limited</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with a <b>limited level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of jazz chants, poems, and songs with <b>satisfactory</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with a <b>satisfactory level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>	
	4	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of jazz chants, poems, and songs with <b>good</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with a <b>good level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>	
	5	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of jazz chants, poems and songs with <b>very good</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with a <b>very good level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>	
	6	<ul style="list-style-type: none"> <li>• Can show enjoyment and appreciation of rhymes, poems and songs with <b>excellent and creative</b> non-verbal responses</li> <li>• Can sing songs, recite jazz chants and poems with an <b>excellent level</b> of correct stress, pronunciation, rhythm and intonation</li> </ul>	

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

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>4.3</b> <b>By the end of the 6-year primary schooling, pupils will be able to plan, organise and produce creative works for enjoyment.</b>	4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance	1	<ul style="list-style-type: none"> <li>• Can demonstrate <b>very limited ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>very limited ability</b> to plan, prepare and participate in a performance</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Can demonstrate <b>limited ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>limited ability</b> to plan, prepare and participate in a performance</li> </ul>
	4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works	3	<ul style="list-style-type: none"> <li>• Can demonstrate <b>satisfactory ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>satisfactory ability</b> to plan, prepare and participate in a performance</li> </ul>
		4	<ul style="list-style-type: none"> <li>• Can demonstrate <b>good ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>good ability</b> to plan, prepare and participate in a performance</li> </ul>
		5	<ul style="list-style-type: none"> <li>• Can demonstrate <b>very good ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>very good ability</b> to plan, prepare and participate in a performance</li> </ul>
		6	<ul style="list-style-type: none"> <li>• Can demonstrate <b>excellent ability</b> to plan, produce and display creative works using a variety of media</li> <li>• Can demonstrate <b>excellent ability</b> to plan, prepare and participate in a Performance</li> </ul>

**GRAMMAR**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
<b>5.1</b> <b>By the end of the 6-year primary schooling, pupils will be able to use different word classes correctly and appropriately.</b>	5.1.1 Able to use nouns correctly and appropriately	1	Can use different word classes with a <b>very limited level</b> of accuracy
	5.1.2 Able to use pronouns correctly and appropriately	2	Can use different word classes with a <b>limited level</b> of accuracy
	5.1.3 Able to use verbs correctly and appropriately	3	Can use different word classes with a <b>satisfactory level</b> of accuracy
	5.1.4 Able to use conjunctions correctly and appropriately	4	Can use different word classes with a <b>good level</b> of accuracy
	5.1.5 Able to use prepositions correctly and appropriately	5	Can use different word classes with a <b>very good level</b> of accuracy
	5.1.6 Able to use adjectives correctly and appropriately	6	Can use different word classes with an <b>excellent level</b> of accuracy
	5.1.7 Able to use articles correctly and appropriately		
	5.1.8 Able to use adverbs correctly and appropriately		

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

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

# WORD LIST FOR LEVEL 2

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**The word list for Level 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 Level 2
- a list of related vocabulary pupils will engage with during the teaching and learning of mathematics and science in the first language

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 myriad of words by the end of their primary schooling years.

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

## High Frequency Words

above  
across  
almost  
along  
also  
always  
animal  
any  
around  
asked  
baby  
balloon  
before  
began  
being  
below  
better  
between  
birthday  
both  
brother  
brought  
can't  
change  
children  
clothes  
coming

didn't  
different  
does  
don't  
show  
sister  
small  
something  
sometimes  
sound  
started  
still  
stopped  
such  
suddenly  
sure  
swimming  
think  
those  
thought  
through  
today  
together  
told  
tries  
turn  
turned

under  
walked  
walking  
watch  
where  
while  
white  
whole  
happy  
why  
window  
without  
woke  
woken  
word  
work

## Suggested Thematic Word List

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

## Suggested Mathematics and Science Terms

absorb  
accuracy  
addition  
algae  
antibiotic  
area  
average  
axis  
bacteria  
beaker  
birth  
breadth  
breath  
breathe  
calculate  
cause  
centimetre  
chart  
circumference  
classify  
compare  
condition  
conducive  
conductor  
construction  
contact

conversion  
cube  
cuboid  
curl  
defecate  
device  
diagram  
discount  
disease  
dividend  
drug  
electricity  
diet  
digit  
excessive  
excretion  
experiment  
explain  
explore  
extinct  
faeces  
fern  
float  
fraction  
frequency  
fungus

fur  
gas  
graph  
grease  
grid  
hatch  
height  
horizontal  
income  
infer  
inhale  
innovate  
insulator  
investment  
latex  
leaflets  
leather  
length  
life cycle  
limitation  
liquids  
litre  
lung  
magnify  
mankind  
mass

maximum  
mean  
measurement  
metal  
millipede  
mimosa  
minimum  
mixture  
mode  
movement  
oblong  
parallel  
parent plant  
pendulum  
percentage  
perimeter  
predict  
profit  
pulse  
quantity  
range  
reaction  
recycle  
reduce  
reference  
reproduce

reuse  
round off  
scale  
schedule  
shelter  
shoot  
silk  
solar system  
stem  
solids  
spores  
square  
stage  
stimuli  
sting  
sweat  
urate  
vaccine  
value  
virus  
volume  
width  
wind pipe  
young plant