

DRAF



KEMENTERIAN PELAJARAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH**

# **BAHASA INGGERIS SK**

**TAHUN SATU & DUA**

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DOKUMEN STANDARD  
**KURIKULUM STANDARD SEKOLAH RENDAH  
(KSSR)**

*MODUL TERAS ASAS*

**BAHASA INGGERIS  
SK**

**TAHUN SATU & DUA**



**BAHAGIAN PEMBANGUNAN KURIKULUM**

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## RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita untuk mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil bagi kemakmuran negara yang akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya 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 atas prinsip-prinsip yang 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 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 bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.



## **INTRODUCTION**

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. 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 goal of the English language curriculum is to help pupils acquire the language in order to help them use it in their daily lives, to further their studies, and for work purposes.

English which is also the dominant language used in Information Communications Technology (ICT) needs to be mastered to enable our pupils to have easy access to information that is available on the electronic media such as the Internet.

This curriculum stresses the development of critical literacy. Teachers will provide opportunities for pupils to question and evaluate texts that they listen to, read or view. These opportunities are essential for achieving personal growth and confidence in functioning as an effective and productive member of our society. This is in line with the goals of the National Philosophy of Education which seeks to optimise the intellectual, emotional and spiritual potential of pupils.

## **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 are introduced in order to help pupils enrich their understanding of the language. The strategy of phonics is introduced in order to help pupils begin to read and a good foundation in penmanship will help pupils acquire good handwriting.

ii. Learning is fun, meaningful and purposeful

Lessons, which emphasise meaningful contexts and the integration of language skills, allow pupils to learn by doing fun-filled activities. Contextualised as well as purposeful activities will promote the fun element in language learning.

iii. Teaching is learner-centred

Teaching approaches, lessons and curriculum 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 communication. Hence, emergent technologies can be used in language learning in order to enhance communication. Information available on the internet and other electronic media will be vital for knowledge acquisition. Networking facilities will be useful for pupils to communicate and share knowledge.

v. Assessment for learning

Continuous assessment is an integral part of learning which enables teachers to assess whether pupils have acquired the learning standards taught. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a particular unit or term. A range of activities can be utilised in order to assess pupils' performance orally or in writing. Formative and summative assessments will be used to gauge pupils' performance.

vi. Character-building infused

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 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 teaching the language. It should be used as a reference for spelling and grammar as well as pronunciation for standardisation.

Primary education is divided into two stages: Stage One refers to Years 1, 2 and 3 and Stage Two, Years 4, 5 and 6. In Years 1 and 2, the English language curriculum emphasises the development of basic language skills so that pupils will have a strong foundation to build their proficiency in the language. In this initial stage, there will only be four modules; namely:

- ▶ Module One : Listening and Speaking
- ▶ Module Two : Reading
- ▶ Module Three : Writing
- ▶ Module Four : Language Arts

In Years 3 - 6, where pupils build on the skills they have acquired in Year 1 and 2, a fifth module, Grammar is added to the above four modules. Therefore, the modules are:

- ▶ Module One : Listening and Speaking
- ▶ Module Two : Reading
- ▶ Module Three : Writing
- ▶ Module Four : Language Arts
- ▶ Module Five : Grammar

English is the second language for pupils in schools. It is believed prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils should be given the opportunity to develop an awareness of grammar in their first language and this awareness may then be exploited when English grammar is introduced in Year 3. This approach will reduce the load and stress of learning in the early years where the emphasis is on learning through fun and play.

## **A MODULAR CURRICULUM**

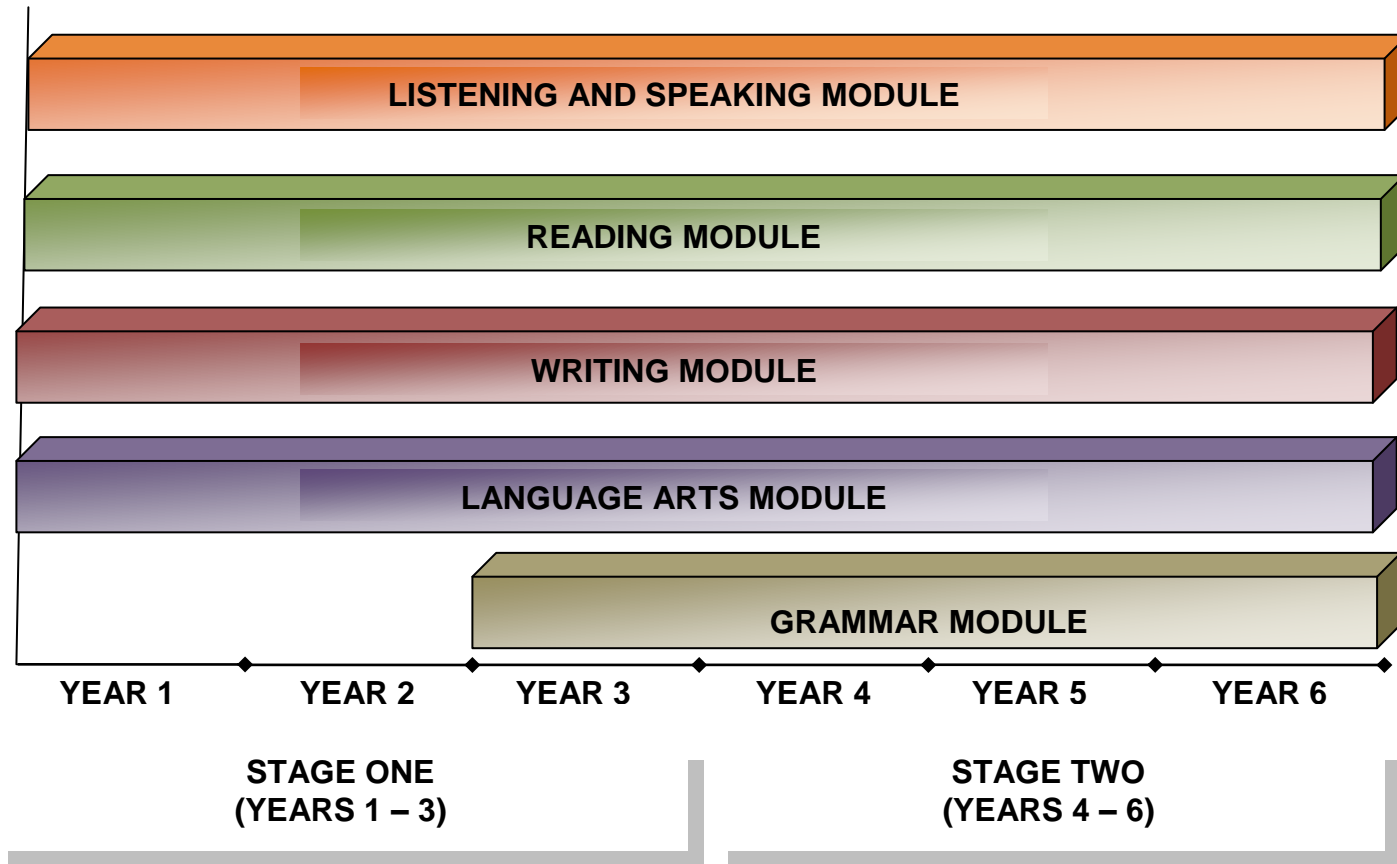
The modularity of the Standard-based English Language Curriculum is of a modular structure. By organising the curriculum standards under five modules (four for Years 1 and 2), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful 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. The 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.

- ▶ World of Self, Family and Friends;
- ▶ World of Stories; and
- ▶ World of Knowledge.

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

## THE MODULAR CONFIGURATION



The above interrelated modules will contain content and learning standards that describe the knowledge, skills and understandings that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they talk, listen, read and write in English. When pupils engage in English learning experiences as described in this curriculum, they will develop the ability to speak, listen, read and write in English meaningfully, purposefully and with confidence. The inclusion of the module on Grammar emphasises the importance of having pupils develop a sound grasp of the language structures and grammar of Standard British English.

The approach taken in this syllabus stresses the need for pupils to develop all four language skills: listening, speaking, reading, and writing. Pupils will, for example, learn how to interact with peers, listen attentively, express themselves orally or in writing with confidence, read with comprehension, and write with minimal grammatical errors. In the language arts module, pupils are trained to show appreciation of and demonstrate understanding of texts read, sing songs, recite rhymes and poems as well as produce creative works for enjoyment.

## **CURRICULUM CONTENT FOR YEAR 1, 2 & 3**

This document lays out the English language curriculum for Year 1, 2 and 3. The curriculum content is organised in terms of Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills, understandings and strategies that pupils need to learn. Learning Standards describe in detail the degree or quality of proficiency that pupils need to display in relation to the Content Standards for a particular year.

In the initial stages of learning English, pupils will have the opportunity to listen to meaningful English input, in the form of stories or oral descriptions by teachers based on graphic texts. Through listening, pupils will become familiar with words that will be introduced in their early reading and writing lessons. The emphasis in the initial stages will be on vocabulary acquisition.

## **1.0 LISTENING AND SPEAKING**

By the end of Year 2, the component on listening and speaking aims at developing pupils' ability to listen and respond to stimulus with guidance, participate in daily conversations, listen and demonstrate understanding of texts, talk about stories heard; and listen and follow simple instructions. The learning standards for listening and speaking range from the discrete sound, word and phrase recognition to an understanding of chunks of heard texts. Listening and speaking are seen as core skills of early literacy. Pupils should be taught how to listen carefully as well as feel encouraged to speak from the basic level of sound, word, phrase and move on to structural sentences in various situational contexts. At every stage, the stress, rhythm and intonation patterns need to be used correctly. In addition, pupils are also encouraged to recognise, understand and use verbal and non-verbal communication. Oral communication practice by means of repeating, responding, understanding and applying what pupils have heard sensitises their senses to be ready for communication.

Relationships are established through the ability to communicate by listening first, then speaking thoughts, ideas and feelings. It is hoped by the end of primary school, pupils would become confident speakers who can communicate clearly, appropriately and coherently in any given context. Pupils 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.

## **2.0 READING**

The Year 1 and 2 learning standards for reading addresses basic literacy using the strategies of phonics and moves on to enable pupils to become independent readers. In the beginning, pupils' phonemic awareness will be developed by means of phonics. Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds in spoken words. This ability to recognise letter sounds is an essential and useful early reading skill. Pupils should be made aware of the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language). The ability to recognise letter sounds is further developed by blending individual sounds to build words. After pupils have begun to read words, this ability is further



honed by reading rhyming phrases. In order to spell, pupils are taught segmenting, in which pupils segment or break the word into individual sounds.

As pupils begin to read words, phrases and then move on to simple sentences, their reading skills should be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading, and equally, enable them to comprehend a text more effectively and efficiently. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to rich language input in English. The guiding principle in using phonics to teach reading is for pupils to enjoy the activities selected. Hence the use of songs, rhymes, poems, stories and pictures to make phonics instruction more enjoyable is encouraged.

Teachers are encouraged to gauge the literacy level of their pupils in Year One, if pupils are able to read well, teachers will not have to deal with the phonemes individually. Teachers can then develop challenging language activities and games which will hone their vocabulary development. If pupils have difficulty articulating particular phonemes then teachers will have to deal with problematic phonemes individually although pupils may be reading well.

### **3.0 WRITING**

The learning standards for writing begin with pre-writing skills, which addresses penmanship, the formation of letters, words as well as numbers in clear print. Specific learning standards are attributed to penmanship so that even from a young age, pupils are taught good writing habits. Special attention should be given in order to strengthen the muscles of the hand, develop visual skills, enhance gross and fine motor skills as well as develop hand-eye coordination to help pupils acquire penmanship. Correct formation of letters of the alphabet is important in order to help pupils write neatly and later write words, phrases and sentences legibly. By the end of Year 2, pupils will master the mechanics of writing and then learn to write at word, phrase and sentence levels. Specific writing activities devised during lessons will enable pupils to begin writing for a purpose as stipulated in the learning standards.

#### **4.0 LANGUAGE ARTS**

The standards for language arts in Year 1 and 2 will explore the power of story, rhyme and song to activate pupils' imagination and interest, thus encouraging them to use English language widely. This component will ensure that they benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities in this component, pupils will gain rich and invaluable experiences in using the English language. When taught well, pupils will take pride in their success. They will also benefit strongly from consistent praise for effort and achievement by the teachers with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works. In addition, the Language Arts module also provides pupils an opportunity to integrate, experiment and apply what they have learnt in the other modules in fun-filled, activity-based and meaningful experiences.

#### **5.0 GRAMMAR**

The learning of grammar is deferred to Year 3. In Year 1 and 2, the emphasis is on developing pupils' understanding of grammar in their first language and this understanding may then be exploited in Year 3 onwards when English grammar is learnt.

#### **6.0 WORD LIST**

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

## **7.0 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 Entrepreneurship are incorporated where appropriate and relevant in lessons. The educational emphases included are explained briefly below:

### **Thinking Skills**

Critical and creative thinking skills are incorporated in the learning standards to enable pupils to solve simple problems, make decisions, and express themselves creatively in simple language.

### **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 and teachers need to ensure that pupils master a learning standard before proceeding to the next learning standard.

### **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-mail activities, networking and interacting with electronic courseware.

### **Multiple Intelligences**

The theory of Multiple Intelligences encompasses eight different intelligences human beings possess. These intelligences are essential in order to maximise teaching and learning in the classroom. For example, interpersonal

intelligence is reflected when pupils are taught the polite forms of language expression so as not to offend the people they communicate with. In getting pupils to role-play or dramatise sections of a text, their kinaesthetic intelligence is nurtured. When pupils sing songs, recite poems and chant *jazz chants* either individually or in chorus, their musical intelligence is developed.

### **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 pupils are able to relate the new knowledge acquired in a meaningful manner in their lives.

### **Learning How to Learn Skills**

Learning How to Learn Skills are integrated in the learning standards and aim to enable pupils to take responsibility for their own learning. These skills incorporate study skills and information skills to equip them to become independent life-long learners.

### **Values and Citizenship**

The values contained in the Standard Based Curriculum for Moral is incorporated into the English language lessons. Elements of patriotism and citizenship is also emphasised in lessons in order to cultivate a love for the nation and produce patriotic citizens.

## **Knowledge Acquisition**

In teaching the language, content is drawn from subject disciplines such as science, geography, and environmental studies. Content is also drawn from daily news items as well as current affairs.

## **Creativity and Innovation**

Creativity is the ability to produce something new in an imaginative and fun-filled way. Pupils in Year 1 and 2 will display interest, confidence and self-esteem through performance and producing simple creative works. Innovation is the process of generating ideas and utilising these creative ideas in relevant contexts.

## **Entrepreneurship**

Fostering entrepreneurial mindset among pupils at their young age is essential in this new world. Some of the elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success. In Year 1 and 2, elements of entrepreneurship are incorporated in lessons through activities.

## **Assessment**

In standard-based units of study, pupils' products and performance are assessed by criteria that are directly linked to the content and learning standards. Multiple sources of evidence like checklists, observations, presentations, quizzes and tests are used to document the attainment of any one standard. Through this process, teachers will build a profile of pupils' language development and assess them individually. Pupils' competence in the language is assessed by a combination of formative and summative assessment methods.

## Content and Learning Standards Years One and Two- Listening and Speaking

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two
<p><b>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.</b></p>	<p>1.1.1 Able to listen and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> <li>a) environmental sounds</li> <li>b) instrumental sounds</li> <li>c) body percussion</li> <li>d) rhythm and rhyme</li> <li>e) alliteration</li> <li>f) voice sounds</li> <li>g) oral blending and segmenting</li> </ul> <p>1.1.2 Able to listen to and enjoy simple stories.</p> <p>1.1.3 Able to listen to, say aloud and recite rhymes or sing songs.</p> <p>1.1.4 Able to talk about a stimulus with guidance.</p>	<p>1.1.1 Able to listen and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> <li>a) environmental sounds</li> <li>b) instrumental sounds</li> <li>c) body percussion</li> <li>d) rhythm and rhyme</li> <li>e) alliteration</li> <li>f) voice sounds</li> <li>g) oral blending and segmenting</li> </ul> <p>1.1.2 Able to listen to and enjoy simple stories.</p> <p>1.1.3 Able to listen to, say aloud and recite rhymes or sing songs.</p> <p>1.1.4 Able to talk about a stimulus with guidance.</p>

<b>CONTENT STANDARD</b>	<b>LEARNING STANDARDS Year One</b>	<b>LEARNING STANDARDS Year Two</b>
<p><b>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.</b></p>	<p>1.2.1 Able to participate in daily conversations :</p> <ul style="list-style-type: none"> <li>(a) exchange greetings</li> <li>(b) introduce oneself</li> <li>(c) make polite requests</li> <li>(d) thank someone</li> <li>(e) express a simple apology</li> </ul> <p>1.2.2 Able to listen to and follow:</p> <ul style="list-style-type: none"> <li>a) simple instructions in the classroom.</li> <li>b) simple directions to places in the school.</li> </ul>	<p>1.2.2 Able to participate in daily conversations :</p> <ul style="list-style-type: none"> <li>(a) exchange greetings</li> <li>(b) make polite requests</li> <li>(c) express apologies</li> <li>(d) talk about oneself</li> <li>(e) introduce family members and friends.</li> </ul> <p>1.2.2 Able to listen to and follow:</p> <ul style="list-style-type: none"> <li>a) simple instructions in the classroom.</li> <li>b) simple directions to places in the school.</li> </ul> <p>1.2.3 Able to give:</p> <ul style="list-style-type: none"> <li>a) simple instructions in school.</li> <li>b) simple directions to places in school.</li> </ul>
<p><b>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.</b></p>	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> <li>a) giving Yes/No replies</li> <li>b) answering simple Wh-Questions</li> </ul>	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> <li>a) answering simple Wh-Questions</li> <li>b) giving True/False replies</li> </ul>

### Content and Learning Standards Years One and Two- Reading

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two																																																																																										
<p><b>2.1 By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.</b></p>	<p>2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.</p> <p>2.1.2 Able to recognise and articulate initial, medial and the final sounds in single syllable words within given context:</p> <table border="1" data-bbox="831 690 1358 1304"> <tbody> <tr> <td>(a)</td> <td>/s/ (s)</td> <td>/æ/ (a)</td> <td>/t/ (t)</td> <td>p/ (p)</td> <td></td> </tr> <tr> <td>(b)</td> <td>/ɪ/ (i)</td> <td>/n/ (n)</td> <td>/m/ (m)</td> <td>/d/ (d)</td> <td></td> </tr> <tr> <td>(c)</td> <td>/g/ (g)</td> <td>/ɒ/ (o)</td> <td>/k/ (c)</td> <td>/k/ (k)</td> <td></td> </tr> <tr> <td>(d)</td> <td>/k/ (ck)</td> <td>/e/ (e)</td> <td>/ʌ/ (u)</td> <td>/r/ (r)</td> <td></td> </tr> <tr> <td>(e)</td> <td>/h/ (h)</td> <td>/b/ (b)</td> <td>/f/ (f,ff)</td> <td>/l/ (l,ll)</td> <td>/s/ (ss)</td> </tr> <tr> <td>(f)</td> <td>/dʒ/ (j)</td> <td>/v/ (v)</td> <td>/w/ (w)</td> <td>/ks/ (x)</td> <td></td> </tr> <tr> <td>(g)</td> <td>/j/ (y)</td> <td>/z/ (z,zz)</td> <td>/kw/ (qu)</td> <td></td> <td></td> </tr> <tr> <td>(h)</td> <td>/tʃ/ (ch)</td> <td>/ʃ/ (sh)</td> <td>/θ/ (th)</td> <td>/ŋ/ (ng)</td> <td></td> </tr> </tbody> </table>	(a)	/s/ (s)	/æ/ (a)	/t/ (t)	p/ (p)		(b)	/ɪ/ (i)	/n/ (n)	/m/ (m)	/d/ (d)		(c)	/g/ (g)	/ɒ/ (o)	/k/ (c)	/k/ (k)		(d)	/k/ (ck)	/e/ (e)	/ʌ/ (u)	/r/ (r)		(e)	/h/ (h)	/b/ (b)	/f/ (f,ff)	/l/ (l,ll)	/s/ (ss)	(f)	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ (x)		(g)	/j/ (y)	/z/ (z,zz)	/kw/ (qu)			(h)	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ (th)	/ŋ/ (ng)		<p>2.1.1 Able to recognise and articulate initial, medial and the final sounds in single syllable words within given context:</p> <table border="1" data-bbox="1415 557 1942 1252"> <tbody> <tr> <td>(a)</td> <td>/eɪ/ (ai)</td> <td>/i:/ (ee)</td> <td>/aɪ/ (igh)</td> <td>/əʊ/ (oa)</td> <td>/ʊ/, (oo)</td> </tr> <tr> <td>(b)</td> <td>/ɑ:/ (ar)</td> <td>/ɔ:/ (or)</td> <td>/ɜ:/ (ur)</td> <td>/əʊ/ (ow)</td> <td>/ɔɪ/ (oi)</td> </tr> <tr> <td>(c)</td> <td>/lə/ (ear)</td> <td>/eə/ (air)</td> <td>/ʊə/ (ure)</td> <td>/ɜ:/ (er)</td> <td></td> </tr> <tr> <td>(d)</td> <td>/eɪ/ (ay)</td> <td>/aʊ/ (ou)</td> <td>/aɪ/ (ie)</td> <td>/i:/ (ea)</td> <td></td> </tr> <tr> <td>(e)</td> <td>/ɔɪ/ (oy)</td> <td>/ɜ:/ (ir)</td> <td>/u:/ (ue)</td> <td>/ɔ:/ (aw)</td> <td></td> </tr> <tr> <td>(f)</td> <td>/w/ (wh)</td> <td>/f/ (ph)</td> <td>/ju:/ (ew)</td> <td>/əʊ/ (oe)</td> <td>/ɔ:/ (au)</td> </tr> <tr> <td>(g)</td> <td>/eɪ/ (a-e)</td> <td>/i:/ (e-e)</td> <td>/aɪ/ (i-e)</td> <td>/əʊ/ (o-e)</td> <td>/u:/ (u-e)</td> </tr> </tbody> </table>	(a)	/eɪ/ (ai)	/i:/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/, (oo)	(b)	/ɑ:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)	(c)	/lə/ (ear)	/eə/ (air)	/ʊə/ (ure)	/ɜ:/ (er)		(d)	/eɪ/ (ay)	/aʊ/ (ou)	/aɪ/ (ie)	/i:/ (ea)		(e)	/ɔɪ/ (oy)	/ɜ:/ (ir)	/u:/ (ue)	/ɔ:/ (aw)		(f)	/w/ (wh)	/f/ (ph)	/ju:/ (ew)	/əʊ/ (oe)	/ɔ:/ (au)	(g)	/eɪ/ (a-e)	/i:/ (e-e)	/aɪ/ (i-e)	/əʊ/ (o-e)	/u:/ (u-e)
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CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two
<p><b>2.1 By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.</b></p>	<p>2.1.3 Able to blend two to four phonemes into recognizable words and read them aloud.</p> <p>2.1.4 Able to segment words into phonemes to spell.</p>	<p>2.1.2 Able to blend phonemes into recognizable words and read them aloud.</p> <p>2.1.3 Able to segment words into phonemes to spell.</p>
<p><b>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.</b></p>	<p>2.2.1 Able to read and apply word recognition and word attack skills by matching words with:</p> <ul style="list-style-type: none"> <li>a) graphics</li> <li>b) spoken words</li> </ul> <p>2.2.2 Able to read and understand phrases in linear and non-linear texts.</p> <p>2.2.3 Able to read and understand sentences (3-5 words) in linear and non-linear texts with guidance.</p> <p>2.2.4 Able to read a paragraph of 3-5 simple sentences.</p> <p>2.2.5 Able to apply basic dictionary skills using picture dictionaries.</p>	<p>2.2.1 Able to read and apply word recognition and word attack skills by:</p> <ul style="list-style-type: none"> <li>a) matching words with spoken words.</li> <li>b) reading and grouping words according to word families.</li> </ul> <p>2.2.2 Able to read and understand phrases in linear and non-linear texts.</p> <p>2.2.3 Able to read and understand simple sentences in linear and non-linear texts.</p> <p>2.2.4 Able to read and understand a paragraph of 5-8 simple sentences.</p> <p>2.2.5 Able to apply basic dictionary skills using picture dictionaries.</p>

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two
<p><b>2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.</b></p>	<p>2.3.1 Able to read simple texts with guidance:</p> <ul style="list-style-type: none"> <li>a) fiction</li> <li>b) non fiction</li> </ul>	<p>2.3.1 Able to read simple texts with guidance:</p> <ul style="list-style-type: none"> <li>a) fiction</li> <li>b) non fiction</li> </ul>

**Content and Learning Standards Years One and Two- Writing**

<b>CONTENT STANDARD</b>	<b>LEARNING STANDARDS Year One</b>	<b>LEARNING STANDARDS Year Two</b>
<p><b>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.</b></p>	<p>3.1.1 Able to demonstrate fine motor control of hands and fingers by:</p> <ul style="list-style-type: none"> <li>a) handling objects and manipulating them.</li> <li>b) moving hands and fingers using writing apparatus</li> <li>c) using correct posture and pen hold grip</li> <li>d) scribbling in clockwise movement</li> <li>e) scribbling in anti-clockwise movement</li> <li>f) drawing simple strokes up and down</li> <li>g) drawing lines from left to right</li> <li>h) drawing patterns</li> </ul> <p>3.1.2 Able to copy and write in neat legible print:</p> <ul style="list-style-type: none"> <li>a) small (lowercase) letters</li> <li>b) capital (uppercase) letters</li> <li>c) numerals</li> <li>d) words</li> <li>e) phrases</li> <li>f) simple sentences</li> </ul>	<p>3.1.1 Able to write in neat legible print:</p> <ul style="list-style-type: none"> <li>a) words</li> <li>a) phrases</li> <li>b) simple sentences</li> </ul> <p>3.1.2 Able to write numerals in neat legible print:</p> <ul style="list-style-type: none"> <li>a) numeral form</li> <li>b) word form</li> </ul>

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two
<p><b>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</b></p>	<p>3.2.1. Able to complete with guidance:</p> <ul style="list-style-type: none"> <li>a) forms with personal details</li> <li>b) lists</li> </ul> <p>3.2.2 Able to write 3-5 word sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly:</p> <ul style="list-style-type: none"> <li>a) capital letters</li> <li>b) full stop</li> <li>c) question mark</li> </ul> <p>3.2.4 Able to spell common sight words.</p>	<p>3.2.1 Able to complete with guidance:</p> <ul style="list-style-type: none"> <li>a) simple messages</li> <li>b) posters</li> </ul> <p>3.2.2 Able to write simple sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly:</p> <ul style="list-style-type: none"> <li>a) capital letters</li> <li>b) full stop</li> <li>c) question mark</li> </ul> <p>3.2.4 Able to spell common sight words.</p>
<p><b>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.</b></p>	<p>3.3.1 Able to create simple non-linear texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> <li>a) greeting cards</li> <li>b) lists</li> </ul>	<p>3.3.1 Able to create simple non-linear texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> <li>a) posters</li> <li>b) signs</li> </ul>

**Content and Learning Standards Years One and Two- Language Arts**

<b>CONTENT STANDARDS</b>	<b>LEARNING STANDARDS Year One</b>	<b>LEARNING STANDARDS Year Two</b>
<p><b>4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs, through performance.</b></p>	<p>4.1.1 Able to enjoy nursery rhymes, jazz chants and action songs through non-verbal response.</p> <p>4.1.2 Able to recite nursery rhymes , jazz chants and sing action songs with correct pronunciation and rhythm.</p>	<p>4.1.1 Able to enjoy action songs and jazz chants through non-verbal response.</p> <p>4.1.2 Able to sing action songs and recite jazz chants with correct pronunciation, rhythm and intonation.</p>
<p><b>4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts.</b></p>	<p>4.2.1 Able to demonstrate skills in handling books appropriately.</p> <p>4.2.2 Able to respond to:</p> <p>a. book covers b. pictures in books</p> <p>with guidance.</p>	<p>4.2.1 Able to respond to:</p> <p>a. book covers b. pictures in books c. characters</p> <p>with guidance.</p>

CONTENT STANDARDS	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two
<p><b>4.3. By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment.</b></p>	<p>4.3.1 Able to produce simple creative works with guidance based on:</p> <ul style="list-style-type: none"> <li>a) nursery rhymes</li> <li>b) action songs</li> <li>c) jazz chants</li> <li>d) stories</li> </ul> <p>4.3.2 Able to take part with guidance in a performance based on:</p> <ul style="list-style-type: none"> <li>a) nursery rhymes</li> <li>b) action songs</li> <li>c) jazz chants</li> <li>d) stories</li> </ul>	<p>4.3.1 Able to produce simple creative works with guidance based on:</p> <ul style="list-style-type: none"> <li>a) action songs</li> <li>b) jazz chants</li> <li>c) stories</li> </ul> <p>4.3.2 Able to take part with guidance in a performance based on:</p> <ul style="list-style-type: none"> <li>a) action songs</li> <li>b) jazz chants</li> <li>c) stories</li> </ul>

## 6.0 WORD LIST (YEAR 1 & 2)

The word list forms part of the language contents in the curriculum. The words below are some key words that must be mastered by all pupils according to their stages of development. These are the minimum words to be taught and teachers may expand the list according to the level and ability of their pupils as well as the topic under study.

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mother	it	at	play	no	yes
for	a	father	can	he	am	all	is
cat	get	said	to	in	about	after	again
an	another	as	back	ball	be	because	bed
been	boy	brother	but	by	call(ed)	came	can't
could	did	do	don't	dig	door	down	first
from	girl	good	got	had	half	has	have
help	her	here	him	his	home	house	how

if	jump	just	last	laugh	little	live(d)	love
made	make	man	many	may	more	much	must
name	new	next	night	not	now	off	old
once	one	or	our	out	over	people	push
pull	put	ran	saw	school	seen	should	sister
so	some	take	than	that	their	them	then
there	these	three	time	too	took	tree	two
us	very	want	water	way	were	what	when
where	who	will	with	would	your		
common colour words		pupils' name and address		name and address of school		numbers to twenty	
days of the week		months of the year					





Terbitan:



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