



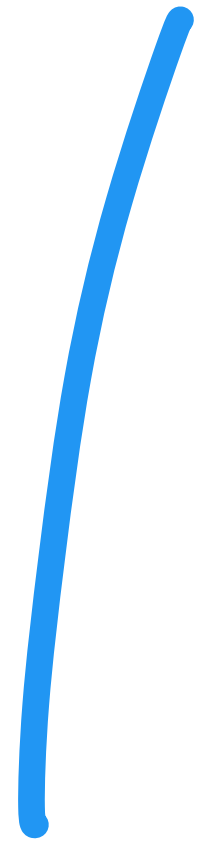
KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

# Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

**TAHUN 1**





KEMENTERIAN PENDIDIKAN MALAYSIA

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# Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

## Tahun 1

Terbitan Terhadap  
Kementerian Pendidikan Malaysia  
Bahagian Pembangunan Kurikulum

Mei 2015

Terbitan 2015

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## **RUKUN NEGARA**

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:  
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;  
Memelihara satu cara hidup demokratik;  
Mencipta satu masyarakat yang adil di mana kemakmuran negara  
akan dapat dinikmati bersama secara adil dan saksama;  
Menjamin satu cara yang liberal terhadap tradisi-tradisi  
kebudayaannya yang kaya dan berbagai 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 yang berikut:

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



## **NATIONAL PRINCIPLES**

INDEED, Our Country Malaysia aspires to achieving a greater unity for all her peoples:

Maintaining a democratic way of life;

Creating a just society in which the wealth of the nation shall be equitably shared;

Ensuring a liberal approach to her rich and diverse cultural traditions, and;

Building a progressive society which shall be oriented to modern science and technology;

WE, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles:

**BELIEF IN GOD**

**LOYALTY TO KING AND COUNTRY**

**SUPREMACY OF THE CONSTITUTION**

**RULE OF LAW**

**GOOD BEHAVIOR AND MORALITY**



## **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”

Sumber: Akta Pendidikan 1996 (Akta 550)

## **National Education Philosophy (Falsafah Pendidikan Kebangsaan)**

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.

Source: Education Act 1996 (Act 550)

## **KATA PENGANTAR**

Kurikulum Standard Sekolah Rendah (KSSR) yang dilaksanakan secara berperingkat mulai tahun 2011 telah disemak semula bagi memenuhi dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 supaya kualiti kurikulum yang dilaksanakan di sekolah rendah setanding dengan standard antarabangsa telah dijelmakan dalam KSSR menerusi penggubalan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) untuk semua mata pelajaran yang mengandungi Standard Kandungan, Standard Pembelajaran dan Standard Pentaksiran.

Usaha memasukkan Standard Pentaksiran di dalam dokumen kurikulum telah mengubah landskap sejarah sejak Kurikulum Kebangsaan dilaksanakan di bawah Sistem Pendidikan Kebangsaan. Menerusinya murid dapat ditaksir secara berterusan untuk mengenalpasti tahap penguasaannya dalam sesuatu mata pelajaran, serta membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid.

DSKP yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSR, mengintegrasikan pengetahuan, kemahiran dan nilai, serta memasukkan secara eksplisit Kemahiran Abad

ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT). Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan.

Bagi menjayakan pelaksanaan KSSM, pengajaran dan pembelajaran guru perlu memberi penekanan kepada KBAT dengan memberi fokus kepada pendekatan Pembelajaran Berasaskan Inkuiri dan Pembelajaran Berasaskan Projek, supaya murid dapat menguasai kemahiran yang diperlukan dalam abad ke-21.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan KSSR. Semoga pelaksanaan KSSR akan mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan.

**Dr. SARIAH BINTI ABD. JALIL**  
Pengarah  
Bahagian Pembangunan Kurikulum



## 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. 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**

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.

4. appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and
5. use correct and appropriate rules of grammar in speech and writing.

## **OBJECTIVES**

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

1. communicate with peers and adults confidently and appropriately in formal and informal situations;
2. read and comprehend a range of English texts for information and enjoyment;
3. write a range of texts using appropriate language, style and form using a variety of media;

## THE FRAMEWORK FOR STANDARD-BASED CURRICULUM FOR PRIMARY SCHOOLS

The Standard-Based Curriculum for Primary Schools (KSSR) Framework is built on the basis of six fundamentals strands of: communication; spiritual, attitude and values; humanities; personal competence; physical development and aesthetics; and science and technology.

These six strands support one another and are integrated with critical and creative thinking, and innovative skills. The integration aims to produce a balanced individual who appreciates and embodies each one of the stated strands as in Figure 1.

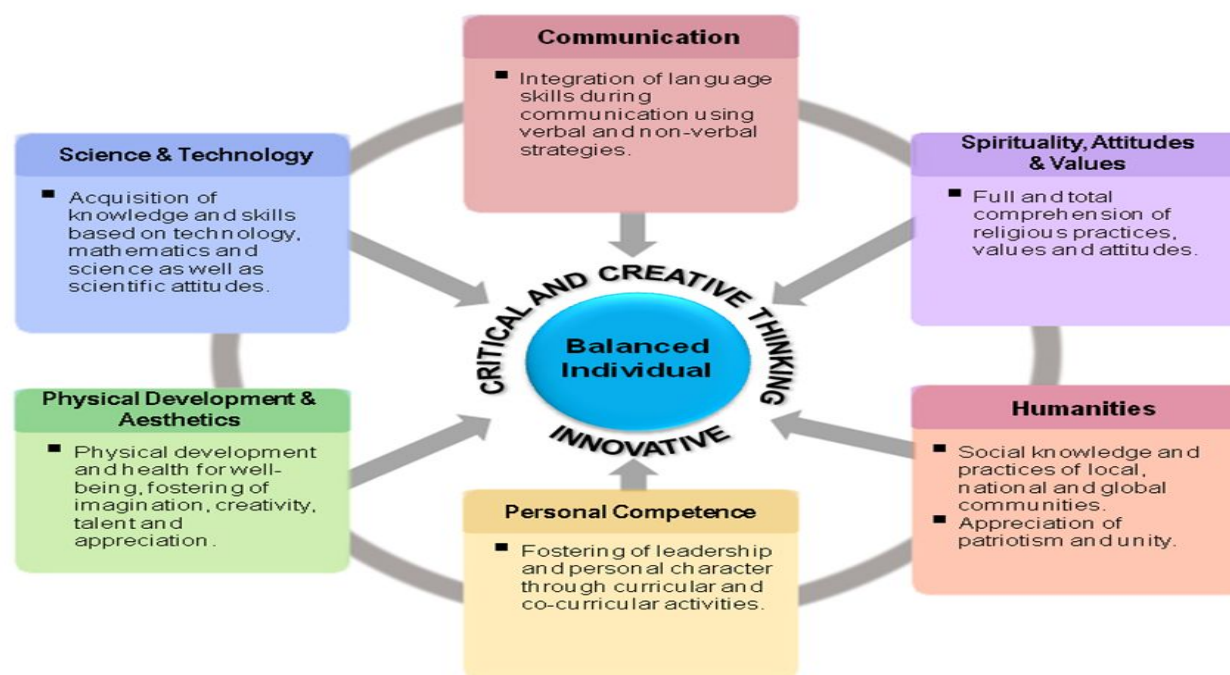


Figure 1: The Framework for Standard-Based Curriculum for Primary Schools

## **PEDAGOGICAL PRINCIPLES OF THE CURRICULUM**

Pedagogical principles are crucial in guiding the teaching and learning practices in schools. The principles are not meant to be narrowly descriptive but more of a guidance on the direction in which effective practice should be practised.

The Standard-Based English Language Curriculum for Primary Schools is developed based on the following principles:

### **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.

### **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.

### **Learner-centredness in 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.



### **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.

### **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.

## 21<sup>ST</sup> CENTURY SKILLS AND PUPILS' PROFILE

In today's world, students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. The information and knowledge are increasing at such tremendous rate that pupils need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. The rapid changes in the world require pupils to be flexible, to take the initiative and lead when necessary, and to produce something new and useful.

The educational practices of the traditional classroom are no longer effective and teachers need to adapt and develop new teaching strategies that are entirely different from those employed in the traditional classrooms. The modern day classroom should be more pupil-centred and teachers should take the role of facilitators instead of being mere providers of knowledge. They must ensure that pupils are engaged in learning and provide effective instruction using a variety of instructional methods and following different pedagogical approaches aided with technology.

The aim of the 21<sup>st</sup> century skills is to produce pupils with the following profile as shown in Figure 2.

PUPILS' PROFILE	DESCRIPTION
<b>Resilient</b>	Pupils are able to face and overcome difficulties and challenges with wisdom, confidence, tolerance, and empathy.
<b>Thinker</b>	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being learners themselves. They are able to generate questions and are receptive towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
<b>Communicative</b>	Pupils are able to express their thoughts, ideas and information confidently and creatively in oral and written form, using a variety of media and technology.

PUPILS' PROFILE	DESCRIPTION
<b>Team Spirit</b>	Pupils are able to cooperate effectively and harmoniously with others. They share collective responsibility, respect and cherish the contribution of each member in the team. They acquire interpersonal skills through collaborative activities, which in turn moulds them into better leaders and team members.
<b>Inquisitive</b>	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
<b>Virtuous</b>	Pupils have a sense of integrity and sincerity, equality, fairness and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.

PUPILS' PROFILE	DESCRIPTION
<b>Informative</b>	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
<b>Loving / Considerate</b>	Pupils are able to show empathy, pity and respect towards the needs and feelings of others. They are committed to serve the society and ensure the sustainability of the environment.
<b>Patriotic</b>	Pupils are able to show their love, support and respect for the country.

**Figure 2 : Pupils' Profile of 21st Century Skills**

## HIGHER ORDER THINKING SKILLS

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.

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 Figure 3.

HOTS	Explanation
<b>Application</b>	<ul style="list-style-type: none"> <li>Using knowledge, skills and values in different situations to complete a piece of work</li> </ul>
<b>Analysis</b>	<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>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Ability to consider, make decisions using knowledge, experience, skills, values and justify decisions made.</li> </ul>
<b>Creation</b>	<ul style="list-style-type: none"> <li>Produce an idea or product using creative and innovative methods.</li> </ul>

**Figure3: Thinking levels in HOTS**

## **TEACHING AND LEARNING STRATEGIES**

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:

### **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.

### **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 content being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when pupils are 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.

### **Project-based learning**

PBL is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centred lessons and instead emphasises learning activities that are long-term, interdisciplinary, and student-centred.

In the project-based learning (PBL), pupils will be motivated to acquire new information to create meaningful and authentic process and outcome of their learning. This method involves pupils analyse and investigate the subject matter of their choice or assigned task critically and analytically before presenting its

final outcome. Critical thinking, problem solving and creativity for example, are important components in the process of achieving the final outcome of a project.

It also helps teachers assess the progress or the quality of learning of the pupils. Hence, in determining the completion of the project, pupils will be driven into the notion that they need to communicate effectively and work collaboratively with other members in the team within the stipulated time.

### **Collaborative Learning**

Collaborative learning is a method of teaching and learning in which pupils work together in small groups on a structured activity to explore a significant question or create a meaningful project. The advantage of having small groups is that pupils can share their strengths and also develop their weaker skills as well as their interpersonal skills. They will learn skills to resolve conflicts. Pupils are individually accountable for their work, and the work of the group as a whole is also assessed.

In order to create an environment in which cooperative learning can take place, teachers have to ensure that pupils need to feel safe, but also challenged. Groups need to be small enough so that everyone can contribute. Diversity is celebrated, and therefore, all contributions are valued. Lastly, the task students work together on must be clearly defined.

### **Inquiry-based Learning**

It should not be regarded as a technique or instructional practice or method used to teach a subject. The ability to know something has shifted from being able to remember and memorise information into the ability of finding and using the knowledge gained. It is not merely asking pupils to embark on projects but rather strives to nurture deep, discipline-based way of thinking and doing things. The learning starts by posing questions, problems or scenarios - rather than simply presenting established facts or portraying a smooth path to knowledge. Hence, this process is often assisted by a teacher who acts as a facilitator.

Pupils, as engaged learners, will tackle real life questions and issues by developing questioning, research and communication skills to identify and investigate problems or find solutions.

Therefore, in order to develop deep understanding of content knowledge and improvement of ideas, pupils need to collaborate within and beyond the classroom.

## **ELEMENTS ACROSS THE CURRICULUM (EMK)**

Elements Across the Curriculum (EMK) is a value-added element applied in the teaching and learning process other than those specified in the standard content. The application of these elements is aimed at strengthening the human capital skills and competency as well as intended to prepare pupils for the challenges of the present and the future. The elements are explained below:

### **1. Medium of instruction**

- The accuracy of the medium of instruction should be a priority in all subjects.
- During the teaching and learning of each subject, emphasis is given on the aspects of pronunciation, sentence structure, grammar and the terminology of the language in order to assist pupils organise ideas as well as communicate effectively.

### **2. Environmental Sustainability Awareness**

- Developing awareness towards the love of the environment in the pupils' lives needs to be nurtured through the teaching and learning process in all subjects.
- Knowledge and awareness on the importance of the environment would help to shape pupils' ethics in appreciating nature.

### **3. Values**

- Values need to be emphasised in all subjects to ensure that pupils will be aware of the importance of these good principles and therefore will practise these elements in their lives.
- Values encompass the aspects of spirituality, humanity and citizenship will be the centre core of the pupils' daily life.

### **4. Science and Technology**

- The increase of interest in the science and technology will help to improve scientific and technological literacy amongst pupils.
- The use of technology in teaching can help and contribute to efficient and effective learning.
- The integration of science and technology in the teaching and learning process covers four areas, namely:



- (i) The knowledge of science and technology (facts, principles, concepts related to science and technology);
- ii) Scientific skills (process of thought and specific manipulative skills);
- iii) Scientific attitudes (such as accuracy, honesty, security); and the use of technology in classrooms.

### **5. Patriotism**

- Patriotism can be nurtured through all subjects, extra-curricular activities and community services
- Patriotism develops the spirit of love for the country as well as encourages the feelings of ‘truly proud to be Malaysians’ amongst pupils.

### **6. Creativity and Innovation**

- Creativity is the ability to use imagination in gathering, extracting and generating ideas or creating new or original ideas or through combination of ideas.
- Innovation is the application of creativity through the modification and practice of ideas.
- Creativity and innovation are always inter-connected. Therefore, there is a need to ensure that human capital development is able to meet the challenges of the 21st Century.
- Elements of creativity and innovation should be integrated in

the teaching and learning in the classroom.

### **7. Entrepreneurship**

- The incorporation of entrepreneurship elements aims at developing specific attributes and entrepreneurial mind-set that will become a culture amongst pupils.
- Entrepreneurial attributes can be ingrained during lessons through fostering attitude such as diligence, honesty, trustworthiness and responsibility as well as developing creative and innovative mind-set to drive ideas into the market economy.

### **8. Information and Communication Technology Skills (ICT)**

- Information and communication technology elements are incorporated in the lessons to ensure pupils are able to apply and strengthen their basic knowledge and skills in ICT.
- The application of ICT in the lesson does not only motivate pupils to be creative but stimulates interesting and fun teaching and learning as well as improve the quality of learning.
- ICT should be integrated in the lessons based on appropriate topics to be taught to further enhance pupils’ understanding of the content subject.

## **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.

### **School-Based Assessment**

Formative assessment is 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

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 in Figure 4.

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

Figure 4 : Performance Standard Levelling

The overall description of performance for each level is detailed in Figure 5.

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

**Figure 5: Descriptions of Performance Level**

## CONTENT ORGANISATION

### A Modular Curriculum

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 from. 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.

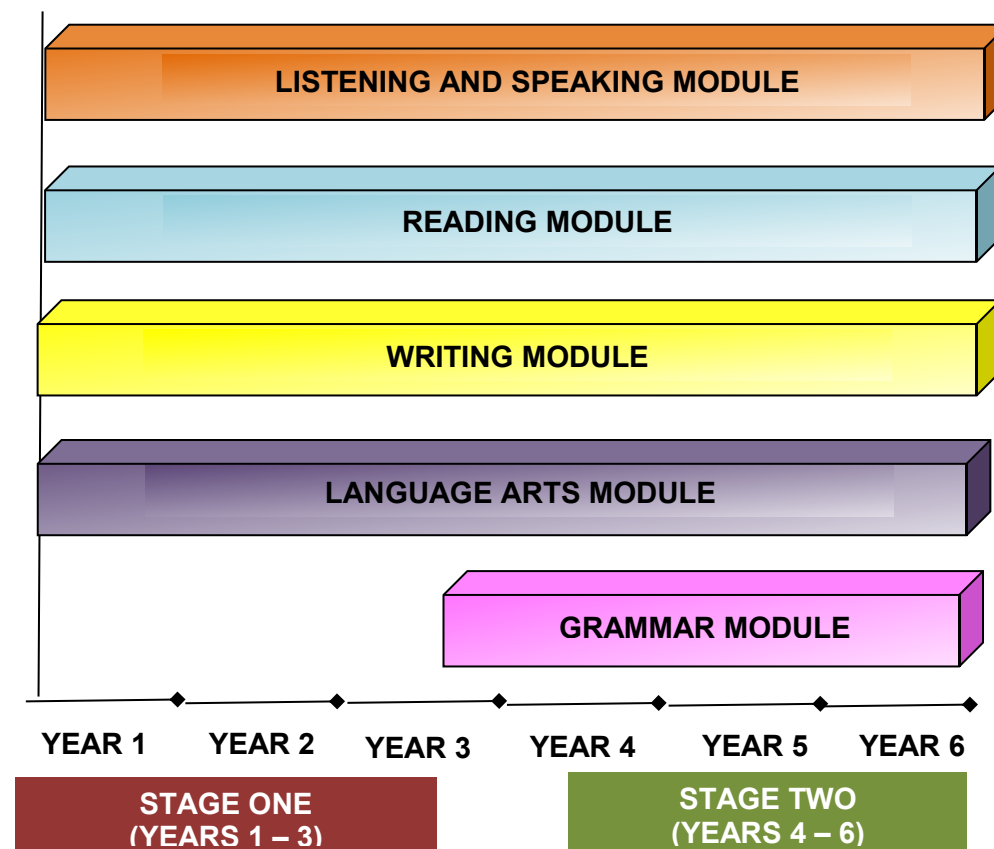


Figure 6: The Modular Configuration

### LESSON ORGANISATION

Organisation of English Language Lessons based on the Modular Configuration

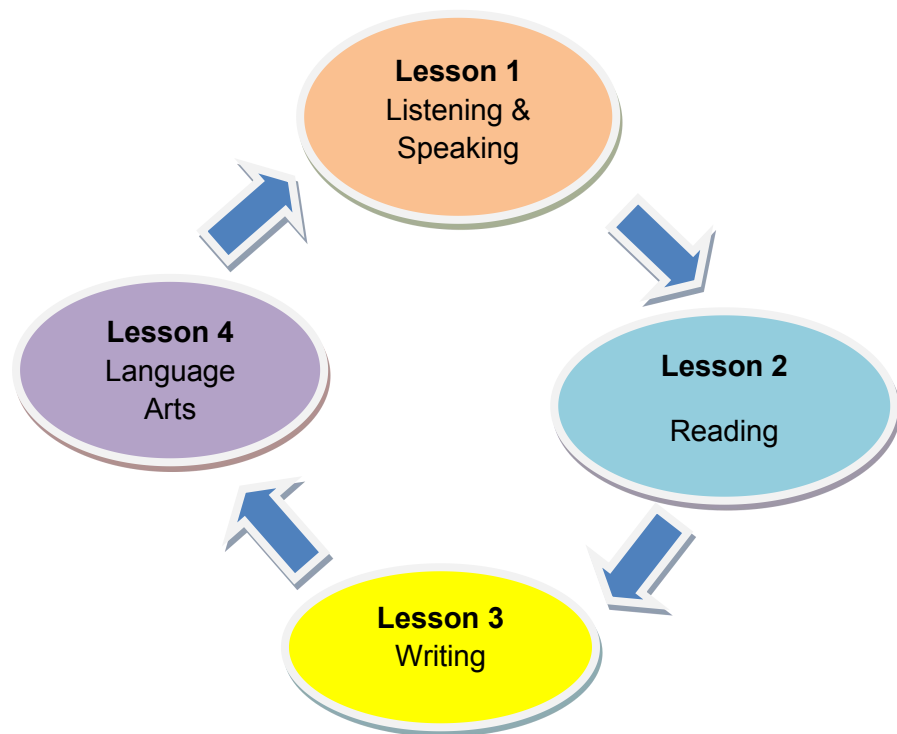


Figure 7: Lesson Organisation

### 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 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (1 hour)	Lesson 1 (1 hour)
Listening & Speaking	Reading	Writing	Language Arts	Listening & Speaking

Figure 8: Suggested Time Allocation

## CURRICULUM CONTENT

This document outlines the English language curriculum for Year 1. The curriculum content is organised according to Content Standards, Learning Standards and Performance 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.

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 and demonstrate understanding of texts read, sing songs, recite rhymes and poems as well as produce creative works for enjoyment.



## 1.0 LISTENING AND SPEAKING

By the end of Year 1, 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 text, talk about stories heard; and listen and follow simple instructions. The learning standards for listening and speaking range from 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 followed by sharing thoughts, ideas and feelings.

It is hoped by the end of primary school, pupils should 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.

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.

## **2.0 READING**

The Year 1 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.

## **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 learning standards for language arts in Year 1 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 a rich and invaluable experience 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 for pupils to develop an 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.

Content Standard	Learning Standard	Performance Standard
<p><b>Content Standard</b> specifies the essential knowledge and skills pupils need to acquire by the end of Year 6.</p>	<p><b>Learning Standard</b> details the relevant knowledge and language skills that pupils need to acquire in a particular year in relation to the Content Standards.</p>	<p><b>Performance Standard</b> serves as a tool to monitor pupils' developmental progress for each Learning Standard.</p>

## **1.0 Content and Learning Standards for Listening and Speaking Skills**

The aim of these learning standards is for pupils to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

**By the end of the 6-year primary schooling, pupils will be able to:**

- 1.1 listen to, articulate sounds and pronounce words correctly;**
- 1.2 listen to and respond appropriately in formal and informal situations for a variety of purposes;**
- 1.3 understand and respond to oral texts in a variety of contexts;**

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>1.1 Pupils will be able to listen to, articulate sounds and pronounce words correctly.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>1.1.1</b> listen and respond to stimulus given</p> <ul style="list-style-type: none"> <li>(i) environmental sounds</li> <li>(ii) instrumental sounds</li> <li>(iii) body percussion</li> <li>(iv) rhythm and rhyme</li> <li>(v) voice sounds</li> </ul>	<p>It is <b>vital</b> that pupils are able to discriminate sounds before proceeding to the next learning standards in listening and speaking.</p> <p><b>Suggested activity :</b></p> <p>Pupils listen attentively to the sounds around them. Examples of sounds:</p> <ul style="list-style-type: none"> <li>– birds chirping, cars honking</li> <li>– guitar strumming, tapping on the glass</li> <li>– clapping, stamping feet</li> <li>– one <u>two</u> buckle my <u>shoe</u>, three <u>four</u> shut the <u>door</u></li> <li>– shouting, whispering</li> </ul> <p>Cultivate pupils' thinking skills by asking HOTS questions such as:</p> <ul style="list-style-type: none"> <li>- What if .....?</li> <li>- How .....?</li> <li>- Why .....?</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES																																																												
	<p><b>1.1.2</b> listen and name the 26 letters in the alphabet</p> <p><b>1.1.3</b> listen, articulate and identify the phonemes</p> <table border="1" data-bbox="745 531 1424 1289"> <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/ (s)</td> </tr> <tr> <td>f.</td> <td>/dʒ/ (j)</td> <td>/v/ (v)</td> <td>/w/ (w)</td> <td>/ks/ /gz/ (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/ /ð/ (th)</td> <td>/ŋ/ (ng)</td> <td></td> </tr> <tr> <td>i.</td> <td>/eɪ/ (ai)</td> <td>/iː/ (ee)</td> <td>/aɪ/ (igh)</td> <td>/əʊ/ (oa)</td> <td>/ʊ/ (oo)</td> </tr> <tr> <td>j.</td> <td>/ɑː/ (ar)</td> <td>/ɔː/ (or)</td> <td>/ɜː/ (ur)</td> <td>/əʊ/ (ow)</td> <td>/ɔɪ/ (oi)</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/ (s)	f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)		g.	/j/ (y)	/z/ (z,zz)	/kw/ (qu)			h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)		i.	/eɪ/ (ai)	/iː/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/ (oo)	j.	/ɑː/ (ar)	/ɔː/ (or)	/ɜː/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) phonics actions (relate sounds to actions)</li> <li>(b) blending and segmenting</li> <li>(c) onset and rime</li> <li>(d) matching picture cards to phonemes and vice versa</li> <li>(e) using phonics wheel containing pictures and phonemes</li> <li>(f) sound slide</li> </ul>
a.	/s/ (s)	/æ/ (a)	/t/ (t)	/p/ (p)																																																										
b.	/ɪ/ (i)	/n/ (n)	/m/ (m)	/d/ (d)																																																										
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j.	/ɑː/ (ar)	/ɔː/ (or)	/ɜː/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)																																																									

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>1.1.4</b> listen to and say aloud</p> <p>(i) cardinal numbers [1- 20]</p> <p>(ii) ordinal numbers [1st – 10th]</p> <p><b>1.1.5</b> listen to and recite rhymes, sing songs and chant with correct pronunciation, word stress and intonation</p>	<p><b>Suggested activities:</b></p> <p>(a) action songs pertaining to numbers</p> <p>(b) language games pertaining to numbers</p> <p>(c) jazz chant</p> <p><b>Suggested activities:</b></p> <p>(a) rhyme recitation</p> <p>(b) songs</p> <p>(c) chants</p> <p>(d) choral speaking</p>



CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>1.2 Pupils will be able to listen to and respond appropriately in formal and informal situations for a variety of purposes.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>1.2.1</b> listen to, respond to and talk about related topics with correct pronunciation, word stress and intonation at</p> <ul style="list-style-type: none"> <li>(i) word level</li> <li>(ii) phrase level</li> <li>(iii) sentence level</li> </ul> <p><b>1.2.2</b> participate in daily conversations to</p> <ul style="list-style-type: none"> <li>(i) introduce oneself</li> <li>(ii) thank someone</li> <li>(iii) exchange greetings</li> <li>(iv) express apologies</li> </ul>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) show and tell</li> <li>(b) role play</li> <li>(c) retelling</li> <li>(d) talk about a stimulus</li> <li>(e) charades</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) show and tell</li> <li>(b) role play</li> <li>(c) language games</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>1.2.3</b></p> <p>(i) listen to and follow simple instructions</p> <p>(ii) listen to and follow simple directions</p>	<p><b>Areas to be covered:</b> In the classroom and in the school</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) recipes</li> <li>(b) crafts</li> <li>(c) origami</li> </ul> <p><b>Areas to be covered:</b> Around the school</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) show and tell</li> <li>(b) role play</li> <li>(c) language games</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>1.2.4</b></p> <p>(i) give simple instructions</p> <p>(ii) give simple directions</p> <p><i>(This learning standard is <b>NOT</b> covered in Year 1)</i></p>	
<p><b>1.3 Pupils will be able to listen to, understand and respond in a variety of contexts.</b></p>	<p><b>1.3.1</b> listen to and demonstrate understanding of narrative and descriptive audio texts by</p> <p>(i) giving Yes/No replies</p> <p>(ii) giving True/False replies</p> <p>(iii) responding to Wh-questions</p> <p><b>1.3.2</b> talk about a stimulus by</p> <p>(i) responding to Wh-questions</p>	<p>Audio refers to recorded listening materials.</p> <p>Cultivate pupils' thinking skills by asking HOTS questions such as:</p> <ul style="list-style-type: none"> <li>- What if .....?</li> <li>- How .....?</li> <li>- Why .....?</li> </ul> <p><b>Suggested activities:</b></p> <p>(a) role play</p> <p>(b) language games</p> <p>(c) solving riddles</p>

### Performance Standards for Listening and Speaking Skills

Level	Descriptor
<p style="text-align: center;"><b>1</b> <b>Very Limited</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus with a lot of guidance</li> <li>• Can listen to and name the 26 letters in the alphabet with a lot of guidance</li> <li>• Can listen to, articulate and identify minimal phonemes with a lot of guidance</li> <li>• Can listen to and say aloud cardinal and ordinal numbers with a lot of guidance</li> <li>• Can listen to and recite rhymes, sing songs and chant with a lot of guidance</li> <li>• Can listen and respond to related topics with a lot of guidance</li> <li>• Can take part in daily conversations with a lot of guidance</li> <li>• Can listen to and follow simple instructions and directions with a lot of guidance</li> <li>• Can listen and respond to audio texts with a lot of guidance</li> </ul>
<p style="text-align: center;"><b>2</b> <b>Limited</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus with some guidance</li> <li>• Can listen to and name the 26 letters in the alphabet with some guidance</li> <li>• Can listen to, articulate and identify minimal phonemes with some guidance</li> <li>• Can listen to and say aloud cardinal and ordinal numbers with some guidance</li> <li>• Can listen to and recite rhymes, sing songs and chant with some guidance</li> <li>• Can listen and respond to related topics with some guidance</li> <li>• Can take part in daily conversations with some guidance</li> <li>• Can listen to and follow simple instructions and directions with some guidance</li> <li>• Can listen and respond to audio texts with some guidance</li> </ul>

Level	Descriptor
<p style="text-align: center;"><b>3</b></p> <p><b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus with minimal guidance</li> <li>• Can listen to and name the 26 letters in the alphabet with minimal guidance</li> <li>• Can listen to, articulate and identify most phonemes with minimal guidance</li> <li>• Can listen to and say aloud cardinal and ordinal numbers with minimal guidance</li> <li>• Can listen to and recite rhymes, sing songs and chant with minimal guidance</li> <li>• Can listen and respond to related topics with minimal guidance</li> <li>• Can take part in daily conversations with minimal guidance</li> <li>• Can listen to and follow simple instructions and directions with minimal guidance</li> <li>• Can listen and respond to audio texts with minimal guidance</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b>Good</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus with correct stress, rhythm and intonation</li> <li>• Can listen to and identify the 26 letters in the alphabet</li> <li>• Can listen to, articulate and identify all the phonemes</li> <li>• Can listen to, recognise and say aloud cardinal and ordinal numbers with correct stress</li> <li>• Can listen to and recite rhymes, sing songs and chant with correct use of stress, rhythm and intonation</li> <li>• Can listen and respond to related topics with correct stress and intonation</li> <li>• Can take part in daily conversations</li> <li>• Can listen to and follow simple instructions and directions</li> <li>• Can listen and respond to audio texts</li> </ul>

Level	Descriptor
<p style="text-align: center;"><b>5</b> <b>Very Good</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus using correct stress, rhythm and intonation with some confidence</li> <li>• Can listen to and identify the 26 letters in the alphabet with some confidence</li> <li>• Can listen to, articulate and identify all the phonemes accurately with some confidence</li> <li>• Can listen to, recognise and say aloud cardinal and ordinal numbers with correct stress and with some confidence</li> <li>• Can listen to and recite rhymes, sing songs and chant with correct stress, rhythm and intonation with some confidence</li> <li>• Can listen and respond to related topics with correct stress and intonation with some confidence</li> <li>• Can take part in daily conversations with some confidence</li> <li>• Can listen to and follow simple instructions and directions accurately</li> <li>• Can listen and respond to audio texts with some confidence</li> </ul>
<p style="text-align: center;"><b>6</b> <b>Excellent</b></p>	<ul style="list-style-type: none"> <li>• Can listen and respond to a given stimulus with correct stress, rhythm and intonation confidently</li> <li>• Can listen to and identify the 26 letters in the alphabet accurately and confidently</li> <li>• Can listen, articulate and identify all the phonemes accurately and confidently</li> <li>• Can listen to, recognise and say aloud cardinal and ordinal numbers with correct stress accurately and confidently</li> <li>• Can listen to and recite rhymes, sing songs and chant with correct stress, rhythm and intonation independently</li> <li>• Can listen and respond to related topics with correct stress and intonation confidently</li> <li>• Can take part in daily conversations fluently and confidently</li> <li>• Can listen to and follow simple instructions and directions accurately and confidently</li> <li>• Can listen and respond to audio texts confidently</li> </ul>

## **2.0 Content and Learning Standards for Reading Skills**

**By the end of the 6-year primary schooling, pupils will be able to:**

- 2.1 apply knowledge of sounds of letters to recognise words in linear and non-linear texts;**
- 2.2 demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning;**
- 2.3 read independently for information and enjoyment.**

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>2.1 Pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>2.1.1</b> identify and distinguish the letters in the alphabet</p>	<p><b>Areas to be covered:</b></p> <ul style="list-style-type: none"> <li>(a) Lower-and upper case letters</li> <li>(b) Letter sound</li> <li>(c) Letter name</li> <li>(d) Shape of the letters (e.g. <i>Pupil's first name in print</i>)</li> </ul> <p>*Pupils must produce pure sounds (without schwa /ə/).</p>



CONTENT STANDARD	LEARNING STANDARD	NOTES																																																												
	<p><b>2.1.2</b> recognise and articulate initial, medial and final sounds in single syllable words.</p> <table border="1" data-bbox="745 504 1424 1262"> <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/ (s)</td> </tr> <tr> <td>f.</td> <td>/dʒ/ (j)</td> <td>/v/ (v)</td> <td>/w/ (w)</td> <td>/ks/ /gz/ (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/ /ð/ (th)</td> <td>/ŋ/ (ng)</td> <td></td> </tr> <tr> <td>i.</td> <td>/eɪ/ (ai)</td> <td>/iː/ (ee)</td> <td>/aɪ/ (igh)</td> <td>/əʊ/ (oa)</td> <td>/ʊ/ (oo)</td> </tr> <tr> <td>j.</td> <td>/ɑː/ (ar)</td> <td>/ɔː/ (or)</td> <td>/ɜː/ (ur)</td> <td>/əʊ/ (ow)</td> <td>/ɔɪ/ (oi)</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/ (s)	f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)		g.	/j/ (y)	/z/ (z,zz)	/kw/ (qu)			h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)		i.	/eɪ/ (ai)	/iː/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/ (oo)	j.	/ɑː/ (ar)	/ɔː/ (or)	/ɜː/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)	<p><b>Areas to be covered:</b></p> <p>(a) Use actions to support learning</p>
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/ (s)																																																									
f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)																																																										
g.	/j/ (y)	/z/ (z,zz)	/kw/ (qu)																																																											
h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)																																																										
i.	/eɪ/ (ai)	/iː/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/ (oo)																																																									
j.	/ɑː/ (ar)	/ɔː/ (or)	/ɜː/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)																																																									

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>2.1.3</b> blend two to four phonemes into recognisable words and read aloud.</p>	<p><b>Blending</b> – the process of combining phonemes together to pronounce a word.</p> <p><b>Areas to be covered:</b></p> <p>(a) Use onset and rime technique</p> <p>(b) Single syllable words- CVC (c-a-t), CCVC (f-l-a-g)</p> <p>(c) Blend onset and rime to make a single-syllable word into its onset and rime e.g. <u>c</u>at – ‘<u>c</u>’ (onset: always a consonant or a consonant cluster) <u>ca</u>t – ‘<u>at</u>’ (rime: starts with vowel sound)</p> <p>(d) Identify rhyming words (rime)</p> <p>(e) Relate phonemes (sounds) to graphemes [e.g. ‘m’ , ‘oo’ , ‘n’ – consonant ‘m’ , long vowel sound /u:/ and consonant ‘n’]</p>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>2.1.4</b> segment words into phonemes to spell.</p>	<p><b>Segmentation</b> – hearing and identifying the individual phonemes within a word; for instance the word ‘crash’ comprises four phonemes - /c/r/a/sh/. In order to spell, a pupil must segment a word into its component phonemes and choose a letter or letter combination (for example, ‘sh’) to represent one phoneme.</p> <p><b>Areas to be covered:</b></p> <p>Segment a single-syllable word into its component phonemes [identify the number of phonemes in the word e.g. good – 3 phonemes, 3 graphemes</p>



CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>2.2.3</b> apply basic dictionary skills using picture dictionaries</p> <p><b>2.2.4</b> identify and understand numbers in numeral and word forms in the context provided            (i) cardinal numbers (1-20)            (ii) ordinal numbers (1<sup>st</sup> – 10<sup>th</sup> )</p> <p><b>2.2.5</b> read and understand with guidance:            (i) simple instructions            (ii) simple directions</p>	<p><b>Areas to be covered:</b></p> <p>(a) List words related to the topic with understanding            (b) Categorise words with the help of a graphic organizer</p> <p><b>Areas to be covered:</b></p> <p>(a) Numeral and word forms</p> <p><b>Areas to be covered:</b>            Directions e.g. turn left/right, go/walk straight along Jalan..., move back two steps</p> <p><b>Suggested activities:</b></p> <p>(a) Dialogues            (b) Simple recipes            (c) Daily routines</p>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>2.2.6</b> read and demonstrate understanding of:</p> <p>(i) linear texts</p> <ul style="list-style-type: none"> <li>- descriptions</li> <li>- rhymes</li> </ul> <p>(ii) non-linear texts</p> <ul style="list-style-type: none"> <li>- forms</li> <li>- lists</li> </ul>	<p><b>Linear texts:</b></p> <p>Texts consisting of words only (passages, articles, reports, etc)</p> <p><b>Non- linear texts:</b></p> <p>Texts consisting of words and graphics (graphs, time table, posters, advertisements, etc)</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>(a) Descriptions- identify main ideas, sequence of ideas, transfer of information by labelling (connect to prior experiences)</li> <li>(b) Rhymes- identify rhyming words</li> <li>(c) Forms- scan information from a form</li> <li>(d) Lists- identify items from a list</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>2.3 Pupils will be able to read independently for information and enjoyment.</b></p>	<p><b>2.3.1</b> read and demonstrate understanding of fiction and non-fiction texts.</p> <p>(i) Narrative</p> <p>(ii) Descriptive</p>	<p><b>Areas to be covered:</b></p> <p>Conventions about books and print: Introduce the concept of a book e.g. Big Book:</p> <p>(a) Front cover (b) Back cover (c) Title (d) First page of the text</p> <p><b>Conventions of print:</b></p> <p>(a) Print carries message (b) Beginning of text (c) Left to right (d) Top to bottom</p>

CONTENT STANDARD	LEARNING STANDARD	NOTES
		<p><b>Steps in early reading:</b></p> <ul style="list-style-type: none"><li>(a) Modelled reading (by teacher)</li><li>(b) Echo reading/choral reading</li><li>(c) Shared reading</li><li>(d) Guided reading</li><li>(e) Independent reading</li></ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"><li>(a) read and draw</li><li>(b) read and complete the text</li><li>(c) read and categorise</li><li>(d) read and predict</li><li>(e) read and infer</li></ul>



## Performance Standards for Reading Skills

Level	Descriptor
<p style="text-align: center;"><b>1</b></p> <p><b>Very Limited</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet with a lot of guidance.</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words with a lot of guidance.</li> <li>• Can blend and segment phonemes with a lot of guidance.</li> <li>• Can apply word recognition skills with a lot of guidance.</li> <li>• Can apply basic dictionary skills using picture dictionaries with a lot of guidance.</li> <li>• Can identify and understand numbers in numeral and word forms in the context provided with a lot of guidance.</li> <li>• Can read and understand simple instructions and simple directions to complete a task with a lot of guidance.</li> <li>• Can read and demonstrate very limited understanding of texts and completing very limited tasks with a lot of guidance.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with very limited understanding of the content with a lot of guidance.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p><b>Limited</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet with some guidance.</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words with some guidance.</li> <li>• Can blend and segment phonemes with some guidance.</li> <li>• Can apply word recognition skills with some guidance.</li> <li>• Can apply basic dictionary skills using picture dictionaries to understand meaning of words with some guidance.</li> <li>• Can identify and understand numbers in numeral and word forms in the context with some guidance.</li> <li>• Can read and understand simple instructions and simple directions to complete a task with a lot of guidance.</li> <li>• Can read and demonstrate limited understanding of texts and completing limited tasks with some guidance.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with limited understanding of the content with some guidance.</li> </ul>

Level	Descriptor
<p style="text-align: center;"><b>3</b></p> <p><b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet with minimal guidance</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words with minimal guidance.</li> <li>• Can blend and segment phonemes with minimal guidance.</li> <li>• Can apply word recognition skills with minimal guidance.</li> <li>• Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context with minimal guidance.</li> <li>• Can identify and understand numbers in numeral and word forms in the context provided with minimal guidance.</li> <li>• Can read and understand simple instructions and simple directions to complete a task with minimal guidance.</li> <li>• Can read and demonstrate understanding of texts and completing tasks correctly with minimal guidance.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with some understanding of the content with minimal guidance.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b>Good</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet correctly.</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words correctly.</li> <li>• Can blend and segment phonemes correctly.</li> <li>• Can apply word recognition skills.</li> <li>• Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context correctly.</li> <li>• Can identify and understand numbers in numeral and word forms in the context provided correctly.</li> <li>• Can read and understand simple instructions and simple directions to complete a task correctly.</li> <li>• Can read and demonstrate understanding of texts and completing tasks correctly.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with understanding of the content correctly.</li> </ul>

Level	Descriptor
<p style="text-align: center;"><b>5</b> <b>Very Good</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet correctly and almost automatically.</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words correctly and almost automatically.</li> <li>• Can blend and segment phonemes correctly and accurately.</li> <li>• Can apply word recognition skills correctly and independently.</li> <li>• Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context correctly and independently.</li> <li>• Can identify and understand numbers in numeral and word forms in the context provided correctly and independently.</li> <li>• Can read and understand simple instructions and simple directions to complete a task correctly and independently.</li> <li>• Can read and demonstrate understanding of texts and completing tasks correctly and independently.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with understanding of the content independently with appropriate expression.</li> </ul>
<p style="text-align: center;"><b>6</b> <b>Excellent</b></p>	<ul style="list-style-type: none"> <li>• Can identify and distinguish the letters in the alphabet correctly and automatically.</li> <li>• Can recognise and articulate initial, medial and final sounds in single syllable words correctly and automatically.</li> <li>• Can blend and segment phonemes correctly, accurately and effortlessly.</li> <li>• Can apply word recognition skills independently and effortlessly.</li> <li>• Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context independently and effortlessly.</li> <li>• Can identify and understand numbers in numeral and word forms in the context provided independently and effortlessly.</li> <li>• Can read and understand simple instructions and simple directions to complete a task correctly, independently and effortlessly.</li> <li>• Can read and demonstrate understanding of texts and completing tasks correctly, independently and effortlessly.</li> <li>• Can read and demonstrate understanding of fiction and non-fiction texts with thorough understanding of the content independently and effortlessly with appropriate expression.</li> </ul>

### **3.0 Content and Learning Standards for Writing Skills**

**By the end of the 6 year primary schooling, pupils will be able to:**

- 3.1 form letters and words in neat legible print including cursive writing**
- 3.2 write using appropriate language, form and style for a range of purposes**
- 3.3 create and present ideas through a variety of media for different purposes using appropriate language, form and style**

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>3.1 Pupils will be able to form letters and words in neat legible print including cursive writing.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>3.1.1</b> demonstrate psychomotor skills:</p> <ul style="list-style-type: none"> <li>(i) fine motor control of hands and fingers</li> <li>(ii) shape discrimination to distinguish letters</li> </ul> <p><b>3.1.2</b> copy in neat legible print with correct spelling:</p> <ul style="list-style-type: none"> <li>(i) words</li> <li>(ii) phrases</li> <li>(iii) sentences</li> </ul>	<p><b>Areas to be covered:</b></p> <ul style="list-style-type: none"> <li>(a) handle objects and manipulate them</li> <li>(b) move hands and fingers using writing apparatus</li> <li>(c) use correct posture and pen hold grip</li> <li>(d) scribble in clockwise movement</li> <li>(e) scribble in anti-clockwise movement</li> <li>(f) draw simple strokes up and down</li> <li>(g) draw patterns</li> <li>(h) entry point of writing a letter</li> </ul> <p><b>Areas to be covered:</b></p> <ul style="list-style-type: none"> <li>(a) leave spaces between letters and words</li> <li>(b) write on the line</li> <li>(c) consistent size of letters</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>3.1.3</b> write in neat legible print with correct spelling</p> <ul style="list-style-type: none"> <li>(i) words</li> <li>(ii) phrases</li> <li>(iii) simple sentences</li> </ul> <p><b>3.1.4</b> write numbers in numeral and word forms :</p> <ul style="list-style-type: none"> <li>(i) cardinal numbers (1 - 20)</li> <li>(ii) ordinal numbers (1<sup>st</sup> – 10<sup>th</sup>)</li> </ul>	<p><b>Areas to be covered:</b></p> <ul style="list-style-type: none"> <li>(a) neatness and legibility</li> <li>(b) accuracy in spelling</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) identify and correct spelling errors in writing</li> <li>(b) use a variety of resources, such as picture dictionaries and word wall to obtain accurate spelling</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) match and write numbers in word form.</li> <li>(b) spell numbers correctly.</li> <li>(c) rebus writing</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>3.1.5</b> spell words by applying spelling rules (<i>This learning standard is <b>NOT</b> covered in Year 1</i>)</p> <p><b>3.1.6</b> write in neat cursive writing with correct spelling: (<i>This learning standard is <b>NOT</b> covered in Year 1</i>)</p>	
<p><b>3.2 Pupils will be able to write using appropriate language, form and style for a range of purposes.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>3.2.1</b> punctuate correctly: (i) capital letters (ii) full stop (iii) question mark</p> <p><b>3.2.2</b> complete :</p> <p>(i) linear texts - descriptions - rhymes</p> <p>(ii) non-linear texts - forms - lists</p>	<p><b>Suggested activity:</b> Use coloured markers to punctuate and rewrite the sentences correctly</p> <p><b>Suggested activities:</b> (a) gap filling (b) sentence completion</p>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>3.2.3</b> write with guidance:</p> <ul style="list-style-type: none"> <li>(i) linear - descriptions</li> <li>(ii) non-linear - lists</li> </ul> <p><b>3.2.4</b> write and justify decisions with guidance <i>(This learning standard is <b>NOT</b> covered in Year 1)</i></p>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) parallel writing</li> <li>(b) listing</li> </ul>
<p><b>3.3 Pupils will be able to create and present ideas through a variety of media for different purposes using appropriate language, form and style.</b></p>	<p><b>3.3.1</b> create simple non-linear and linear texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> <li>(i) descriptions</li> <li>(ii) lists</li> </ul>	<p><b>Suggested activities:</b></p> <p>Create:</p> <ul style="list-style-type: none"> <li>(a) posters with information</li> <li>(b) lists</li> <li>(c) bubble map and write a simple descriptions of the topic learnt</li> </ul>



### Performance Standards for Writing Skills

Level	Descriptor
<p style="text-align: center;"><b>1</b> <b>Very Limited</b></p>	<ul style="list-style-type: none"> <li>• Can hold writing apparatus and form letters with a lot of guidance</li> <li>• Can copy in legible print with correct spelling with a lot of guidance</li> <li>• Can write in numerals and word forms and with a lot of guidance</li> <li>• Can write in legible print with correct spelling and punctuation with a lot of guidance</li> <li>• Can complete linear and non-linear texts 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> <li>• Can create linear and non-linear texts with a lot of guidance</li> </ul>
<p style="text-align: center;"><b>2</b> <b>Limited</b></p>	<ul style="list-style-type: none"> <li>• Can hold writing apparatus and form letters with some guidance</li> <li>• Can copy in legible print with correct spelling with some guidance</li> <li>• Can write numbers in numerals and word forms with some guidance</li> <li>• Can write in legible print with correct spelling and punctuation with some guidance</li> <li>• Can complete linear and non-linear texts with some guidance</li> <li>• Can write texts for a range of purposes using appropriate language conventions with some guidance</li> <li>• Can create linear and non-linear texts with some guidance</li> </ul>

Level	Descriptor
<p style="text-align: center;"><b>3</b></p> <p><b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Can hold writing apparatus and form letters with minimal guidance</li> <li>• Can copy in legible print with correct spelling with minimal guidance</li> <li>• Can write numbers in numerals and word forms with minimal guidance</li> <li>• Can write in legible print with correct spelling and punctuation with minimal guidance</li> <li>• Can complete linear and non-linear texts with minimal guidance</li> <li>• Can write texts for a range of purposes using appropriate language conventions with minimal guidance</li> <li>• Can create linear and non-linear texts with minimal guidance</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b>Good</b></p>	<ul style="list-style-type: none"> <li>• Can hold writing apparatus and form letters fairly accurately</li> <li>• Can copy in legible print with correct spelling fairly accurately</li> <li>• Can write numbers in numerals and word forms fairly accurately</li> <li>• Can write in legible print with correct spelling and punctuation with fairly accurately</li> <li>• Can complete linear and non-linear texts fairly accurately</li> <li>• Can write texts for a range of purposes using appropriate language conventions fairly accurately</li> <li>• Can create linear and non-linear texts fairly accurately</li> </ul>

Level	Descriptor
<b>5</b> <b>Very Good</b>	<ul style="list-style-type: none"><li>• Can hold writing apparatus and form letters accurately</li><li>• Can copy in legible print with correct spelling accurately</li><li>• Can write numbers in numerals and word forms accurately</li><li>• Can write in legible print with correct spelling and punctuation accurately</li><li>• Can complete linear and non-linear texts accurately</li><li>• Can write text for a range of purposes using appropriate language conventions accurately</li><li>• Can create linear and non-linear texts accurately</li></ul>
<b>6</b> <b>Excellent</b>	<ul style="list-style-type: none"><li>• Can hold writing apparatus and form letters accurately and independently</li><li>• Can copy in legible print with correct spelling accurately and independently</li><li>• Can write numbers in numerals and word forms accurately and independently</li><li>• Can write in legible print with correct spelling and punctuation accurately and independently</li><li>• Can complete linear and non-linear texts accurately and independently</li><li>• Can write texts for a range of purposes using appropriate language conventions accurately and independently</li><li>• Can create linear and non-linear texts accurately and independently</li></ul>

#### **4.0 Content and Learning Standards for Language Arts**

**By the end of the 6-year primary schooling, pupils will be able to:**

- 4.1 enjoy and appreciate rhymes, poems and songs**
- 4.2 demonstrate book handling skills**
- 4.3 express personal response to literary works**
- 4.4 plan, organise and produce creative works for enjoyment**

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>4.1 Pupils will be able to enjoy and appreciate rhymes, poems and songs.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>4.1.1</b> enjoy and appreciate rhymes, poems and songs through non-verbal response:</p> <ul style="list-style-type: none"> <li>(i) jazz chants</li> <li>(ii) rhymes</li> <li>(iii) action songs</li> </ul> <p><b>4.1.2</b> recite rhymes or poems, and sing with correct pronunciation, rhythm and intonation:</p> <ul style="list-style-type: none"> <li>(i) jazz chants</li> <li>(ii) rhymes</li> <li>(iii) action songs</li> </ul>	<p>Relevant materials - rhymes, poems and songs <b>with actions</b>.</p> <p><b>Pronunciation</b> – the way a word or a language is spoken, or the manner in which someone utters a word.</p> <p><b>Rhythm</b> – a strong, regular, repeated pattern of sound</p> <p><b>Intonation</b> – the variation of pitch used</p>

CONTENT STANDARD	LEARNING STANDARD	NOTES
<p><b>4.2 Pupils will be able to demonstrate book handling skills.</b></p>	<p><b>Pupils are able to :</b></p> <p><b>4.2.1</b> understand the concept about print</p> <p><i>(This learning standard is <b>NOT</b> covered in Year 1)</i></p>	
<p><b>4.3 Pupils will be able to express personal response to literary works.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>4.3.1</b> respond to elements in literary works with guidance.</p> <p><i>(This learning standard is <b>NOT</b> covered in Year 1)</i></p>	
<p><b>4.4 Pupils will be able to plan, organise and produce creative works for enjoyment.</b></p>	<p><b>Pupils are able to:</b></p> <p><b>4.4.1</b> plan, produce and <i>present</i> creative works:</p> <ul style="list-style-type: none"> <li>(i) jazz chants</li> <li>(ii) rhymes</li> <li>(iii) action songs</li> </ul> <p>with guidance</p>	<p>Present creative works with focus on language use.</p> <p><b>Suggested activities:</b></p> <p>Prepare pupils for presentation during:</p> <ul style="list-style-type: none"> <li>(i) English Week</li> <li>(ii) Assembly</li> </ul>

CONTENT STANDARD	LEARNING STANDARD	NOTES
	<p><b>4.4.2</b> plan, organise and participate in performances with guidance</p> <p><i>(This learning standard is <b>NOT</b> covered in Year 1)</i></p>	

## Performance Standards for Language Arts

Level	Descriptor
<p style="text-align: center;"><b>1</b> <b>Very Limited</b></p>	<ul style="list-style-type: none"> <li>• Can display non-verbal responses to literary texts with a lot of guidance</li> <li>• Can recite literary texts with correct pronunciation, rhythm and intonation with a lot of guidance</li> <li>• Can plan, produce and present creative works with a lot of guidance</li> </ul>
<p style="text-align: center;"><b>2</b> <b>Limited</b></p>	<ul style="list-style-type: none"> <li>• Can display non-verbal responses to literary texts with some guidance</li> <li>• Can recite literary texts with correct pronunciation, rhythm and intonation with some guidance</li> <li>• Can plan, produce and present creative works with some guidance</li> </ul>
<p style="text-align: center;"><b>3</b> <b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Can display non-verbal responses to literary texts with minimal guidance</li> <li>• Can recite literary texts with correct pronunciation, rhythm and intonation with minimal guidance</li> <li>• Can plan, produce and present creative works with minimal guidance</li> </ul>



Level	Descriptor
<b>4</b> <b>Good</b>	<ul style="list-style-type: none"><li>• Can display non-verbal responses to literary texts</li><li>•—Can recite literary texts with correct pronunciation, rhythm and intonation</li><li>•—Can plan, produce and present creative works</li></ul>
<b>5</b> <b>Very Good</b>	<ul style="list-style-type: none"><li>• Can display non-verbal responses to literary texts with some confidence</li><li>• Can recite literary texts with correct pronunciation, rhythm and intonation with some confidence</li><li>• Can plan, produce and present creative works with some confidence</li></ul>
<b>6</b> <b>Excellent</b>	<ul style="list-style-type: none"><li>• Can display non-verbal responses to literary texts creatively and confidently</li><li>• Can recite literary texts with correct pronunciation, rhythm and intonation creatively and confidently</li><li>• Can plan, produce and present creative works creatively and confidently</li></ul>

**WORD LIST (YEAR 1)**

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 upon 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						



## PANELISTS

1. Hjh. Chettrilah binti Othman  
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