

DRAF



KEMENTERIAN PELAJARAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

BAHASA INGGERIS SJK

TAHUN SATU, DUA & TIGA

2011

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

MODUL TERAS ASAS

**BAHASA INGGERIS
SJK**

TAHUN SATU, DUA & TIGA



BAHAGIAN PEMBANGUNAN KURIKULUM

Cetakan Pertama 2011

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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's 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 definitely 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 profiles so that their full potential can be realized. 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 globalization, technology is used extensively in our daily communication. As such, 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 Primary Schools 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 in terms of spelling and grammar as well as pronunciation for standardisation. This document is for use in the national type primary schools .

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, 2 and 3 in national type schools, 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 years 1 and 2, 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, 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

As English is the second language for pupils, 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 Year 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.

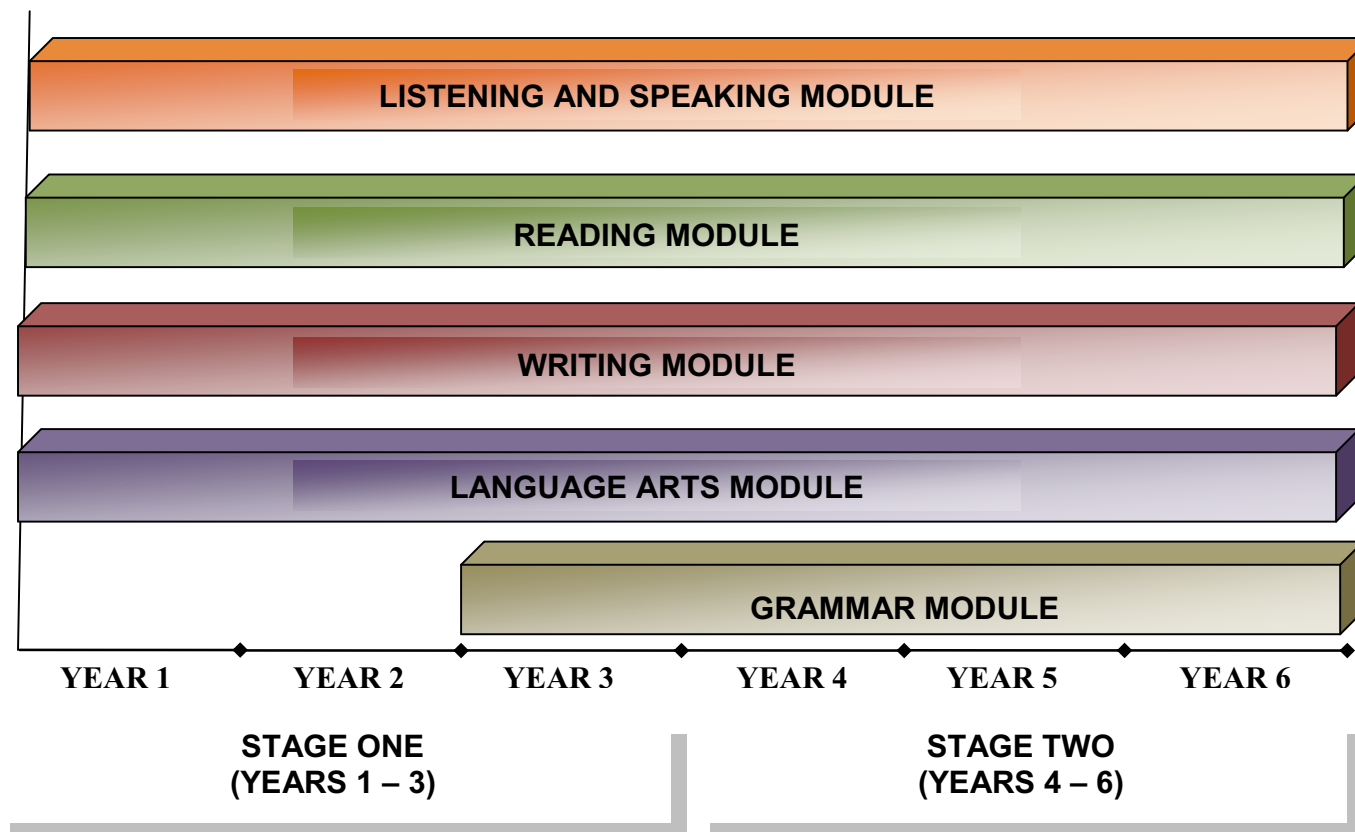
The curriculum is modular in design and this is reflected in the organization of the content and learning standards.

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 emphasizes 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 the 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 national type schools for Year 1, 2 and 3. The curriculum content is organized 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 specific detail the degree or quality of proficiency that pupils need to display in relation to the Content Standards.

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 the 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 3, 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 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. As such, 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 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.

2.0 READING

The Year 1, 2 and 3 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 recognize 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 recognize 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 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 on write words, phrases and sentences legibly. By the end of Year 3, 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, 2 and 3 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 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.

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 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 is an approach which ensures that all pupils master the learning standards stipulated in the standard document. It is important that teachers ensure that pupils master a learning standard before proceeding with the next learning standard. This approach takes into account the time taken to master a particular learning standard and requires quality teaching and learning process in the classroom.

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 learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. 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 is an approach which says that all pupils build new knowledge and concepts based on existing knowledge or schema that they already have. The teacher helps pupils learn 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 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 pupils.

Values and Citizenship

The values contained in the KSSR moral syllabus is incorporated in English language lessons. Elements of patriotism and citizenship is also emphasized 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, 2 and 3 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 Years 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, Two and Three - Listening and Speaking

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>1.1.1 Able to listen and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> (a) environmental sounds (b) instrumental sounds (c) body percussion (d) rhythm and rhyme (e) alliteration (f) voice sounds (g) oral blending and segmenting <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 with guidance.</p>	<p>1.1.1 Able to listen and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> (a) environmental sounds (b) instrumental sounds (c) body percussion (d) rhythm and rhyme (e) alliteration (f) voice sounds (g) oral blending and segmenting <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 with guidance.</p>	<p>1.1.1 Able to listen and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> (a) environmental sounds (b) instrumental sounds (c) body percussion (d) rhythm and rhyme (e) alliteration (f) voice sounds (g) oral blending and segmenting <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, tongue twisters and sing songs.</p>

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.	1.1.1 Able to talk about a stimulus with guidance.	1.1.4 Able to talk about a stimulus with guidance.	1.1.4 Able to talk about a stimulus with guidance.
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.	<p>1.2.1 Able to participate in daily conversations :</p> <p>(a) exchange greetings (b) introduce oneself (c) make polite requests (d) thank someone</p> <p>1.2.2 Able to listen to and follow:</p> <p>(a) simple instructions in the classroom. (b) simple directions to places in the school.</p>	<p>1.2.1 Able to participate in daily conversations:</p> <p>(a) express apologies (b) talk about oneself (c) introduce family members and friends.</p> <p>1.2.2 Able to listen to and follow:</p> <p>(a) simple instructions in the classroom. (b) simple directions to places in the school.</p>	<p>1.2.1 Able to participate in daily conversations:</p> <p>(a) express good wishes (b) ask for help (c) respond to someone asking for help (d) offer help</p> <p>1.2.2 Able to listen to and follow :</p> <p>(a) simple instructions. (b) simple directions.</p> <p>1.2.3 Able to give:</p> <p>(a) simple instructions in school (b) simple directions to places in school with guidance.</p>

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> (a) giving Yes/No replies (b) answering simple Wh-Questions 	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> (a) answering simple Wh-Questions (b) giving True/False replies 	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> (a) asking simple Wh-Questions (b) answering simple Wh-Questions (c) giving True/False replies

Content and Learning Standards Years One, Two and Three - Reading

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three																																																																											
<p>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.</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" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;">(a)</td> <td style="width: 15%;">/s/ (s)</td> <td style="width: 15%;">/æ/ (a)</td> <td style="width: 15%;">/t/ (t)</td> <td style="width: 15%;">/p/ (p)</td> </tr> <tr> <td>(b)</td> <td>/ɪ/ (i)</td> <td>/n/ (n)</td> <td>/m/ (m)</td> <td>/d/ (d)</td> </tr> <tr> <td>(c)</td> <td>/g/ (g)</td> <td>/ɒ/ (o)</td> <td>/k/ (c)</td> <td>/k/ (k)</td> </tr> <tr> <td>(d)</td> <td>/k/ (ck)</td> <td>/e/ (e)</td> <td>/ʌ/ (u)</td> <td>/r/ (r)</td> </tr> </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)	<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" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;">(a)</td> <td style="width: 15%;">/tʃ/ (ch)</td> <td style="width: 15%;">/ʃ/ (sh)</td> <td style="width: 15%;">/θ/ /ð/ (th)</td> <td style="width: 15%;">/ŋ/ (ng)</td> </tr> <tr> <td>(b)</td> <td>/eɪ/ (ai)</td> <td>/i:/ (ee)</td> <td>/aɪ/ (igh)</td> <td>/əʊ/ (oa)</td> </tr> <tr> <td></td> <td>/ʊ/ /u:/ (oo)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(c)</td> <td>/ɑ:/ (ar)</td> <td>/ɔ:/ (or)</td> <td>/ɜ:/ (ur)</td> <td>/əʊ/ (ow)</td> </tr> <tr> <td></td> <td>/ɔɪ/ (oi)</td> <td></td> <td></td> <td></td> </tr> </table>	(a)	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)	(b)	/eɪ/ (ai)	/i:/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)		/ʊ/ /u:/ (oo)				(c)	/ɑ:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)		/ɔɪ/ (oi)				<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" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;">(a)</td> <td style="width: 15%;">/eɪ/ (ay)</td> <td style="width: 15%;">/aʊ/ (ou)</td> <td style="width: 15%;">/aɪ/ (ie)</td> <td style="width: 15%;">/i:/ (ea)</td> </tr> <tr> <td>(b)</td> <td>/ɔɪ/ (oy)</td> <td>/ɜ:/ (ir)</td> <td>/u:/ (ue)</td> <td>/ɔ:/ (aw)</td> </tr> <tr> <td>(c)</td> <td>/w/ (wh)</td> <td>/f/ (ph)</td> <td>/ju:/ (ew)</td> <td>/əʊ/ (oe)</td> </tr> <tr> <td></td> <td>/ɔ:/ (au)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(d)</td> <td>/eɪ/ (a-e)</td> <td>/i:/ (e-e)</td> <td>/aɪ/ (i-e)</td> <td>/əʊ/ (o-e)</td> </tr> <tr> <td></td> <td>/u:/ (u-e)</td> <td></td> <td></td> <td></td> </tr> </table>	(a)	/eɪ/ (ay)	/aʊ/ (ou)	/aɪ/ (ie)	/i:/ (ea)	(b)	/ɔɪ/ (oy)	/ɜ:/ (ir)	/u:/ (ue)	/ɔ:/ (aw)	(c)	/w/ (wh)	/f/ (ph)	/ju:/ (ew)	/əʊ/ (oe)		/ɔ:/ (au)				(d)	/eɪ/ (a-e)	/i:/ (e-e)	/aɪ/ (i-e)	/əʊ/ (o-e)		/u:/ (u-e)			
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(a)	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)																																																																										
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	/ʊ/ /u:/ (oo)																																																																													
(c)	/ɑ:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)																																																																										
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(d)	/eɪ/ (a-e)	/i:/ (e-e)	/aɪ/ (i-e)	/əʊ/ (o-e)																																																																										
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CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three																									
	<table border="1" data-bbox="719 464 1111 919"> <tr> <td data-bbox="719 464 779 555">(e)</td> <td data-bbox="779 464 846 555">/h/ (h)</td> <td data-bbox="846 464 965 555">/b/ (b)</td> <td data-bbox="965 464 1039 555">/f/ (f,ff)</td> <td data-bbox="1039 464 1111 555">/l/ (l,ll)</td> </tr> <tr> <td data-bbox="719 555 779 646"></td> <td data-bbox="779 555 846 646">/s/ (ss)</td> <td data-bbox="846 555 965 646"></td> <td data-bbox="965 555 1039 646"></td> <td data-bbox="1039 555 1111 646"></td> </tr> <tr> <td data-bbox="719 646 779 828">(f)</td> <td data-bbox="779 646 846 828">/dʒ/ (j)</td> <td data-bbox="846 646 965 828">/v/ (v)</td> <td data-bbox="965 646 1039 828">/w/ (w)</td> <td data-bbox="1039 646 1111 828">/ks/ /gz/ (x)</td> </tr> <tr> <td data-bbox="719 828 779 919">(g)</td> <td data-bbox="779 828 846 919">/j/ (y)</td> <td data-bbox="846 828 965 919">/z/ (z,zz)</td> <td data-bbox="965 828 1039 919">/kw/ (qu)</td> <td data-bbox="1039 828 1111 919"></td> </tr> </table> <p data-bbox="719 991 1111 1074">2.1.3 Able to blend two to four phonemes into recognizable words and read them aloud.</p> <p data-bbox="719 1110 1111 1166">2.1.4 Able to segment words into phonemes to spell.</p>	(e)	/h/ (h)	/b/ (b)	/f/ (f,ff)	/l/ (l,ll)		/s/ (ss)				(f)	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)	(g)	/j/ (y)	/z/ (z,zz)	/kw/ (qu)		<table border="1" data-bbox="1142 464 1516 576"> <tr> <td data-bbox="1142 464 1202 576">(d)</td> <td data-bbox="1202 464 1283 576">/Iə/ (ear)</td> <td data-bbox="1283 464 1364 576">/eə/ (air)</td> <td data-bbox="1364 464 1444 576">/ʊə/ (ure)</td> <td data-bbox="1444 464 1516 576">/ɜː/ (er)</td> </tr> </table> <p data-bbox="1142 616 1532 703">2.1.2 Able to blend two to four phonemes into recognizable words and read them aloud.</p> <p data-bbox="1142 735 1532 791">2.1.3 Able to segment words into phonemes to spell.</p>	(d)	/Iə/ (ear)	/eə/ (air)	/ʊə/ (ure)	/ɜː/ (er)	<p data-bbox="1532 472 1928 555">2.1.2 Able to blend phonemes into recognisable words and read them aloud.</p> <p data-bbox="1532 592 1928 647">2.1.3 Able to segment words into phonemes to spell.</p>
(e)	/h/ (h)	/b/ (b)	/f/ (f,ff)	/l/ (l,ll)																								
	/s/ (ss)																											
(f)	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)																								
(g)	/j/ (y)	/z/ (z,zz)	/kw/ (qu)																									
(d)	/Iə/ (ear)	/eə/ (air)	/ʊə/ (ure)	/ɜː/ (er)																								

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>2.2.1 Able to read and apply word recognition and word attack skills by matching words with: (a) graphics (b) spoken words</p> <p>2.2.2 Able to read and understand phrases in linear and non-linear texts with guidance.</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 with guidance.</p>	<p>2.2.1 Able to read and apply word recognition and word attack skills by: (a) matching words with spoken words. (b) grouping words according to word families.</p> <p>2.2.2 Able to read and understand phrases in linear and non-linear texts with guidance.</p> <p>2.2.3 Able to read and understand simple sentences in linear and non-linear texts with guidance.</p> <p>2.2.4 Able to read and understand a paragraph of 3-5 simple sentences with guidance.</p> <p>2.2.5 Able to apply basic dictionary skills using picture dictionaries.</p>	<p>2.2.1 Able to apply word attack skills by: (a) reading and grouping words according to categories. (b) words similar in meaning (c) words opposite in meaning</p> <p>2.2.2. Able to read and understand phrases and sentences in linear and non-linear texts.</p> <p>2.2.3 Able to read and understand simple and compound sentences with guidance.</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	LEARNING STANDARDS Year Three
2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.	2.3.1 Able to read simple texts with guidance: (a) fiction (b) non fiction	2.3.1 Able to read simple texts with guidance: (a) fiction (b) non fiction	2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non- fiction

Content and Learning Standards Years One, Two and Three - Writing

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

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>3.2.1 Able to complete with guidance: (a) forms with personal details</p> <p>3.2.2 Able to write 3-5 word sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly: (a) capital letters (b) full stop (c) question mark</p> <p>3.2.4 Able to spell common sight words.</p>	<p>3.2.1 Able to complete with guidance: (a) lists</p> <p>3.2.2 Able to write simple sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly: (a) capital letters (b) full stop (c) question mark</p> <p>3.2.4 Able to spell common sight words.</p>	<p>3.2.1 Able to complete with guidance: (a) simple messages (b) posters</p> <p>3.2.2 Able to write with guidance: (a) simple sentences (b) questions</p> <p>3.2.3 Able to punctuate correctly: (a) exclamation mark (b) comma</p> <p>3.2.4 Able to spell common sight words.</p>

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>3.3.1 Able to create simple non-linear texts using a variety of media with guidance :</p> <p>(a) greeting cards</p>	<p>3.3.1 Able to create simple non-linear texts using a variety of media with guidance :</p> <p>(a) lists</p>	<p>3.3.1 Able to create simple texts using a variety of media with guidance :</p> <p>(a) simple messages (b) posters</p>

Content and Learning Standards Years One, Two and Three - Language Arts

CONTENT STANDARD	LEARNING STANDARDS Year One	LEARNING STANDARDS Year Two	LEARNING STANDARDS Year Three
<p>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.</p>	<p>4.1.1 Able to enjoy nursery rhymes and action songs through non-verbal response.</p> <p>4.1.2 Able to recite nursery rhymes 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>4.1.1 Able to enjoy jazz chants and poems through non-verbal response.</p> <p>4.1.2 Able to recite jazz chants and poems with correct pronunciation, rhythm and intonation.</p>
<p>4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts.</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>	<p>4.2.1 Able to respond to:</p> <p>(a) characters (b) place</p> <p>with guidance.</p>

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

6.0 WORD LIST

The word list forms part of the language contents in the curriculum. The words in the list 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					

Terbitan:



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