



KEMENTERIAN PENDIDIKAN MALAYSIA

**HURAIAN SUKATAN PELAJARAN**  
**KURIKULUM BERSEPADU SEKOLAH RENDAH**  
CURRICULUM SPECIFICATIONS FOR ENGLISH

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**TAHUN 4 SK**  
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## **RUKUN NEGARA**

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

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

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

## **FALSAFAH PENDIDIKAN KEBANGSAAN**

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

### **Kata Pengantar**

Huraian Sukatan Pelajaran ialah dokumen yang memperincikan Sukatan Pelajaran yang bertujuan untuk memenuhi cita-cita murni dan semangat Falsafah Pendidikan Kebangsaan, dan menyediakan murid menghadapi arus globalisasi serta ekonomi berasaskan pengetahuan pada abad ke-21.

Dokumen ini menyarankan strategi pengajaran dan pembelajaran yang merangkumi pelbagai aktiviti dan penggunaan sumber. Guru digalakkan menggunakan kreativiti untuk memilih, menyusun dan mengolah aktiviti mengikut kesesuaian murid. Huraian ini diharapkan dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran secara berkesan.

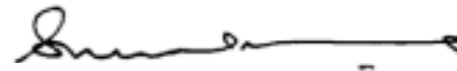
Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran konstruktivisme. Di samping itu, nilai murni dan semangat patriotik dan kewarganegaraan tetap diutamakan. Semua elemen ini diharapkan dapat memberikan keyakinan kepada murid dan boleh diaplikasikan dalam kehidupan harian dan dunia pekerjaan.

Huraian Sukatan Pelajaran ini menjelaskan hasil pembelajaran yang perlu dikuasai oleh murid berasaskan pendekatan mastery. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkatkan kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tahun Satu menggariskan hasil pembelajaran yang perlu dikuasai oleh murid. Pernyataan dalam Huraian Hasil Pembelajaran memberikan cabaran yang sesuai dengan murid pada tahap tertinggi dalam pendidikan sekolah rendah. Huraian ini seharusnya dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran yang berkesan.

Dalam menyediakan Huraian Sukatan Pelajaran yang disemak semula ini banyak pihak yang terlibat terutama guru, pensyarah maktab dan universiti, pegawai Kementerian Pendidikan, dan individu yang mewakili badan-badan tertentu.

Kepada semua pihak yang telah memberikan sumbangan kepakaran, masa, dan tenaga sehingga terhasilnya Huraian Sukatan Pelajaran ini, Kementerian Pendidikan merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih.



**(Dr. SHARIFAH MAIMUNAH BT. SYED ZIN)**

Pengarah  
Pusat Perkembangan Kurikulum  
Kementerian Pendidikan Malaysia.

## INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools in the country.

The terminal goal of the English language curriculum for schools is to help learners acquire the language so that they can use it in their everyday life, to further their studies, and for work purposes. English is important, as with globalization, Malaysians will need to be proficient in the language and to communicate with people in other countries. The use of English in Information and Communications Technology (ICT) has also been incorporated into the curriculum to enable learners to access knowledge on the Internet and to network with people both locally and overseas.

## AIMS AND OBJECTIVES OF THE ENGLISH LANGUAGE SYLLABUS IN PRIMARY SCHOOL

The English language syllabus for primary school aims to equip pupils with skills and provide a basic understanding of the English language so that they are able to communicate, both orally and in writing, in and out of school.<sup>1</sup>

By the end of primary school, learners should be able to:

- i) listen to and understand simple spoken English to be able to function in common everyday situations;

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<sup>1</sup> Please note that the introductory part of this Curriculum Specifications document for Year 4 SK describes the English language programme from Year 1 SK to Year 6 SK as a whole.

- ii) speak and respond clearly and appropriately in common everyday situations using simple language;
- iii) to read and understand different kinds of texts (from print and electronic sources) for enjoyment and information;
- iv) write (including e-mail) for different purposes using simple language; and
- v) show an awareness and appreciation of moral values and love towards the nation.

## SYLLABUS

The English language syllabus at the primary school level specifies what is to be taught from Year 1 SK through to Year 6 SK. It comprises the four language skills of listening, speaking, reading, and writing as well as the language contents. The language contents are the sound system, grammar and vocabulary.

Several teaching contexts have been suggested through which the language skills and language content are to be taught.

## CURRICULUM SPECIFICATIONS

Curriculum specifications for the English language syllabus have been prepared as separate documents for each year of the primary school and these are known as '*Huraian Sukatan Pelajaran*'. Each document serves as a guide to teachers with regard to the skills to be acquired by learners, the content or topic that is to be dealt with, and the vocabulary and grammar items that pupils must know in order for them to use the language.

This document is the Curriculum Specifications for Year 4 in SK. It covers language skills, the sound system, grammar and word list. The contents of the Curriculum Specifications are set out in three columns.

- 3 The first column is the LEARNING OUTCOMES column. These are skills and attitudes to be acquired by pupils and are drawn from the syllabus.
- 3 The second column is the SPECIFICATIONS column. Here, the larger Learning Outcomes are broken down into manageable skills and sub-skills for teaching and learning. These specifications represent important aspects of the learning outcomes to be acquired in Year 4 SK.

To help teachers further, these specifications have been categorized into 3 levels ranging from the more basic to the more advanced. Level 1 outlines the basic skills to be achieved by all learners. On completing their tasks successfully, learners then progress to Level 2, and then to Level 3.

- 3 The third column is entitled EXAMPLES / ACTIVITIES / NOTES. These notes are directed at teachers and they include explanations, teaching points and examples of activities to help pupils achieve the skill specifications.

### **Language Skills**

A close link with the skills of listening, speaking, reading and writing is maintained. Vocabulary and sentence patterns introduced in the oral component also need to be taught and used by pupils in reading and writing. Grammar items taught and learnt must be applied both to oral work and writing exercises.

### **Learning Content**

In teaching English to pupils, specified contexts are used to make lessons meaningful. Some themes have been identified to help teachers decide upon their own topics that are suitable for their class.

When planning lessons, topics for teaching are initially based on the immediate learning environment of the child. Later on, these are expanded to town, country and more distant foreign locations.

### **The Spoken Language**

In teaching children the sounds of English, the aim is for them to be understood by others. As such, teachers should ensure that learners produce the sounds of English well and pronounce words clearly with the correct stress and intonation so as to enable the listener to understand what is being said.

To this end, specific sounds such as blends and diphthongs have been identified for teaching. These sounds can be found in the section entitled *Sound System*. The objective of this exercise is to aim for clear speech and intelligibility.

### **Grammar**

Grammar items and sentence patterns have been selected from the list provided in the English Language syllabus to help pupils master the structures of English. Teachers are advised to limit the number of structures used in any one lesson to ensure that learners master the structures well. Teaching too many structures may not be advisable for weak learners as these may only serve to confuse them.

### **Word List**

The list of words selected for teaching is based on a sample of the more common words and high frequency words and can be used and recycled in different contexts and topics. The suggested word list can be widened if pupils demonstrate that they are capable of receiving more.

### **IMPORTANT CONSIDERATIONS FOR TEACHING**

The following considerations should be taken into account in teaching the curriculum specifications.

#### **Planning and Organisation of Lessons**

Keeping in mind the time allocated for teaching the English language in SK schools, these specifications must be reorganised in a manageable form for teaching. Whatever context is used, the skills of listening, speaking, reading and writing have to be integrated in a natural manner.

### **Learner-Centredness**

The learner is at the centre of the learning process. Teaching approaches, lessons and curriculum materials for learning must be adjusted to 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.

### **Integration**

The curriculum adopts an integrated approach. For example, a particular lesson may begin with a story about the daily happenings around a family. The teacher can take off from the reading to teach social expressions as found in these stories. Teachers can also use everyday situations to teach expressions such as “It’s so hot in here. Can you please switch on the fan.” These statements and questions can be used later in writing or speaking exercises when the teacher gets pupils to speak or write about life at home or about their friends.

In addition, moral values should also be infused in lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, study of the local environment and health education should also be integrated in lessons.

### **Repetition, Reinforcement and Consolidation**

Language skills, vocabulary, grammar items and the sound system must be repeated often and used constantly to maximise learning. Teachers should set a variety of tasks that will enable pupils to use



the specific skills often so that they gradually develop the ability, knowledge and confidence to use the language effectively.

### **Teaching-Learning Activities**

In order to help pupils learn the language, pupils must be given every opportunity to take part in activities that require them to use the language taught. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of their pupils.

### **Evaluation**

Evaluation is part and parcel of the teaching-learning process. Continuous formative evaluation provides important feedback of learners' progress. This will enable teachers to plan activities for further development or remedial work.

### **Other considerations**

As far as possible, teachers should use the Malaysian setting when planning lessons. Teachers should also use materials that emphasize the principles of good citizenship, moral values, and the Malaysian way of life.

The Curriculum Specifications makes only a few suggestions as to the number of activities required for the attainment of language skills. Teachers need to use their initiative, imagination and creativity to extend the experiences of their pupils.

## **EDUCATIONAL EMPHASES**

Educational emphases given below outline current developments in education that will help learners prepare for the world of work eventually as well as social life. In this respect, the incorporation of moral education, citizenship education, patriotism and thinking skills in the specifications will contribute towards the building of a modern and progressive Malaysian society.

### **Thinking Skills**

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to understand information, make decisions, solve problems, and express themselves accurately and creatively in the target language.

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

Learning How to Learn skills are also integrated with the learning outcomes and aim to enable learners to take responsibility for their own learning. These skills incorporate information skills, library skills and study skills to enable learners to access sources of information more efficiently and help them become independent life-long learners.

### **Information and Communications Technology (ICT) Skills**

In line with globalization and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills have been added to cater for schools that have ICT facilities. Schools that do not have ICT facilities are not obliged to teach these skills. These skills include the use of multimedia resources such as TV

documentaries and Internet resources as well as the utilization of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

### **Values and Citizenship**

The values contained in the secondary Moral Education syllabus have been incorporated in the learning outcomes and include patriotism and good citizenship.

### **Multiple Intelligences**

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the use of interpersonal skills in social interaction, the application of kinaesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps.

### **Knowledge Acquisition**

Learning outcomes utilise subject matter disciplines such as science and geography, and incorporate educational emphases such as environmental studies and consumerism to provide contexts for language use.

### **Preparation for the Real World**

The learning outcomes prepare learners to meet the challenges of the real world by focusing on language use in society. To some extent this is achieved through structuring the curriculum in terms of the Interpersonal, Informational and Aesthetic uses of language. It is also achieved by making use of real-life issues for classroom

activities and project work. Whenever the opportunity presents itself, learners are encouraged to meet with people outside of the classroom so that they learn to operate in real-life situations.

## **TEACHING-LEARNING STRATEGIES FOR YEAR 4 SK**

The English Language programme for Year 4 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 4 SK programme focuses on improving literacy in the English language. Also important is vocabulary control and simple functional uses of language in everyday life.

### **Listening**

Listening is an important skill as what learners hear often becomes one of the main sources of the target language to be learnt.

In order to develop pupils' listening skill, teachers should make pupils listen to songs, rhymes, and stories. To show their understanding of what they have heard, pupils can be asked to answer questions that require them to recall ideas, give details and even talk about the ideas heard.

### **Oral Work**

Pupils should be given lots of opportunities to talk in class so that they gain confidence to speak in the language. Opportunities should be given to pupils to role-play, participate in drama activities that make them use the language suitable for the role or situation. In this respect, pair and group work activities allow for all pupils to engage in speaking activities at the same time. Pupils should also be

encouraged to talk in English to other pupils and teachers in the school.

### **Reading**

Schools are encouraged to stock a range of reading material suitable for all levels of learners. At this stage, pupils should be reading fiction as well as non-fiction written for children. Pupils should be taught to read with understanding and enjoyment, building on what they already know. They should also be taught to get the meaning of the whole text as well as learn to use various clues, including an understanding of grammatical structure, to get the meaning of words and phrases.

### **Writing**

At this stage, pupils should be writing simple paragraphs of several sentences each. To make writing enjoyable, pupils should be given opportunities to write in response to a variety of stimuli including stories, classroom activities and personal experiences. At this stage, pupils should be encouraged to write independently but when this is not possible, teachers need to set guided writing exercises relaxing the amount of control gradually as pupils show greater confidence.

## CONTEXTS FOR TEACHING

The suggested contexts for teaching in Year 4 are listed below. These are broad areas from which topics can be drawn for activities and comprehension texts so that learners can read, talk, and write. When explaining these contexts in greater detail, teachers should have in mind the language level and ability of their learners. In addition, moral values and socio-cultural rules also form an important part of the content for classroom activities.

A word list of the more common words in the English language has been provided and teachers are to use the words from this list to teach the topics. These words can be recycled and used in different contexts and topics. Where necessary, a limited number of words can be added in order to deal with the context or topic meaningfully.

- 1. World of Personal Relationships** : About taking care of oneself.  
About likes and dislikes with regard to everyday matters and activities.
- 2. World of Stories** : Stories about neighbours and people in the place one lives.  
Well-known children's stories.
- 3. World of Knowledge** : Buses, cars, lorries, motorcycles and ships.  
Keeping the body healthy.  
Nature: wind and rain.

## **OBJECTIVES FOR YEAR 4 SK**

**By the end of Year 4 SK, learners should be able to:**

- ⚡ Talk a little about their likes and dislikes in relation to everyday matters, and on personal hygiene;
- ⚡ Sing songs, recite simple poems and tell simple stories;
- ⚡ Follow simple instructions and directions;
- ⚡ Ask and answer simple questions;
- ⚡ Read and understand simple texts;
- ⚡ Read and understand simple stories and talk about the people and events in these stories;
- ⚡ Write short paragraphs; and
- ⚡ Show an awareness of moral values and love towards the nation.

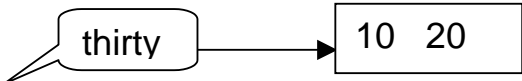
## LEARNING OUTCOMES AND SPECIFICATIONS

The Learning Outcomes have been taken from the syllabus in its original form. They are the skills to be achieved by the end of Year 6. Teachers, however, should be guided by the second

column (called *Specifications*) when planning lessons for the year. In this column, the learning outcomes are broken down into smaller skills to be achieved by pupils in Year 4 SK.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.0 <u>The Skill of LISTENING</u></p> <p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>1.1 Listen to and discriminate similar and different sounds of the English language.</p>	<p style="text-align: center;"><b>Level 1</b></p> <p>1.1.1 Listen to and <b>repeat</b>:</p> <ul style="list-style-type: none"> <li>i. initial vowels</li> <li>ii. final consonants</li> <li>iii. initial digraphs</li> <li>iv. medial digraphs</li> <li>v. final digraphs</li> <li>vi. double consonants</li> <li>vii. initial blends</li> <li>viii. final blends</li> <li>ix. diphthongs</li> <li>x. silent letters</li> <li>xi. word contractions</li> <li>xii. word endings</li> </ul> <p>(See Sound System at the back of the document).</p>	<p>Activities include:</p> <p>≠ listening and imitating the sound heard <i>e.g. the initial vowel 'a' as in about, away, asleep</i></p> <p>≠ listening to words that end with the same sound as the earlier word and putting up their hands if the sound is the same. <i>e.g. final consonant 'p' as in cap, trap, troop, soup.</i></p> <p>≠ underlining the letter sound heard <i>e.g. the sound / f / as in <u>ph</u>oto, <u>eleph</u>ant</i></p> <p>≠ listening to words and underlining the silent letters <i>e.g. <u>l</u>isten, <u>o</u>ften, <u>wh</u>istle, <u>w</u>rite, <u>w</u>rong</i></p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.1.2 Listen to and <b>identify</b> different types of letter sounds.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.1.3 Listen to and <b>group</b> words according to the same sounds.</p>	
<p>1.2 Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress in phrases, expressions, and sentences.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.2.1 Listen to and <b>repeat</b> the pronunciation of <b>3-syllable</b> words.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.2.2 Listen to and <b>repeat</b> correctly <b>phrases and expressions.</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.2.3 Listen to and <b>repeat</b> simple <b>rhymes</b> and <b>songs</b> paying attention to pronunciation, stress and intonation correctly.</p>	<p>☞ Examples of 3-syllable words: <i>ci/ne/ma, De/cem/ber, to/mo/rrow</i></p> <p>Note the stress is usually on the 2nd syllable.</p> <p>☞ Activities include:</p> <ul style="list-style-type: none"> <li>- repeating words, phrases and sentences spoken aloud by the teacher e.g. <i>Please tell.....</i></li> <li>- role-playing</li> <li>- repeating rhymes, jazz chants and singing songs</li> <li>- repeating formulaic expressions (greetings, requests, apology, etc) used in language games such as Happy Families: e.g. <i>"Knock! Knock!"</i> <i>"Who's there?"</i> <i>"It's Mrs. Baker. Is Mr. Postman in?"</i> <i>"I'm sorry, he's not in."</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.3 Acquire vocabulary and understand the meaning of words and phrases in context.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.3.1 Listen to <b>key words in stories and texts heard</b> and demonstrate understanding by pointing to pictures.</p> <p>1.3.2 Listen to and understand cardinal numbers. Scope: <b>30-40</b></p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.3.3 Listen to <b>all the words</b> in the word list and demonstrate understanding of their meaning by matching them to pictures and the spoken word.</p> <p>1.3.4 Listen to and understand information based on cardinal numbers: Scope: <b>40-50</b> - numbers <b>in tens: 50 - 70</b> - when the numbers are added, subtracted and refuted.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.3.5 Listen to and understand ordinal numbers: Scope: <b>10th – 15th</b></p>	<p>⚡ Example of key words include nouns and adjectives such as <i>arm, leg, body, small, big, lorries, wheels, carry, sand, danger.</i></p> <p>⚡ Numbers are best taught in contexts. <i>e.g. number of passengers allowed in a bus = 30.</i></p> <p>⚡ To check pupils' understanding, get them to match the spoken numeral and the written form:</p> <div style="text-align: center;">  </div> <p>⚡ Get pupils to memorise words and their meaning. Give them spelling tests as well as spelling bee exercises.</p> <p>⚡ Teaching numbers in context: <i>e.g. Cars cannot go faster than 50 kph in town.</i></p> <p>⚡ To teach the ordinals such as 10th, 11th, 12<sup>th</sup>, use dates <i>e.g. "The School Open Day is on 10<sup>th</sup> August."</i></p>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.4 Listen to and follow simple instructions and directions accurately.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.4.1 Listen to and understand simple <b>instructions</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.4.2 Listen to and <b>follow</b> simple <b>instructions</b> in preparing food.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.4.3 Listen to and <b>follow simple directions</b> to places in the neighbourhood.</p>	<p>☞ E.g. instructions about personal safety going to and from school.</p> <p>☞ E.g. making egg sandwiches – provide diagrams as support.</p> <p>☞ Teach short forms: e.g. 'no.' for number; 'Rd.' for road, etc. Pupils should also know the words for buildings and places.</p> <p>☞ Activities include: - listening to directions to the police station and tracing the route on a simple map.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>First, go along Jalan Batu. Then turn right. The bus-stop is in front of the post office.</p> </div> <p>- listening to directions and labelling places on a simple map.</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.5 Obtain information from texts listened to in relation to main ideas, specific details, and sequence.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.5.1 Listen to simple <b>announcements</b> and understand the message.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.5.2 Listen to simple <b>texts</b> and recall <b>details</b> by answering simple 'Wh' questions.</p> <p>1.5.3 Listen to simple texts and <b>tell what the text is about.</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.5.4 Listen to simple recounts of what one did and tell the <b>sequence</b> of events.</p>	<p>€# E.g. “<i>Attention everybody. A nurse is coming to give a talk today on how to keep the body clean. All the girls please meet in the hall at 3 o'clock.</i>”</p> <p>€# Example of texts include:</p> <ul style="list-style-type: none"> <li>- a nurse talking about personal hygiene to a group of girls</li> <li>- a friend talking about his pet fish</li> <li>- a group of friends talking about their likes and dislikes in relation to their pop/ movie idols.</li> </ul> <p>€# E.g. A friend talking about what she did over the weekend.</p>
<p>1.6 Listen to and enjoy the rhyme, rhythm, and sounds of poems, jazz chants and songs.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>1.6.1 Listen to and enjoy children’s songs, rhymes, and poems.</p>	<p>€# Get children to:</p> <ul style="list-style-type: none"> <li>- clap their hands</li> <li>- move to the rhythm of a song</li> <li>- sing / chant along.</li> </ul>


LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.7 Listen to and enjoy stories, fables and other tales of imagination and fantasy and predict outcomes, and draw conclusions at a level suited to the pupil's ability.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.7.1 Listen to simple <b>stories</b> and recall the names of people and animals.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.7.2 Listen to simple stories and recall the <b>story-line</b> by answering simple 'Wh' questions.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.7.3 Listen to simple short stories and fairy tales and <b>share feelings</b> about the story.</p>	<p>∅# Teacher tells or reads a story to pupils. e.g. " Hardworking Ants".</p> <p>∅# Example of 'Wh' questions include <i>Who, What, When, Where.</i> e.g. "Why did the ants work very hard?" ..... <i>"Then what happened?"</i></p> <p>∅#E.g. <i>Do you like this story?</i> Yes. <i>Why?</i> <i>Because the ants have a lot of food at the end.</i></p>

## 2.0 SPEAKING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>2.1 Speak clearly by pronouncing words accurately.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.1.1 Repeat the following sounds in words correctly:</p> <ul style="list-style-type: none"> <li>i. initial vowels</li> <li>ii. final consonants</li> <li>iii. initial digraphs</li> <li>iv. medial digraphs</li> <li>v. final digraphs</li> <li>vi. double consonants</li> <li>vii. initial blends</li> <li>viii. final blends</li> <li>ix. diphthongs</li> <li>x. silent letters</li> <li>xi. word contractions</li> <li>xii. word endings</li> </ul> <p>(See the Sound System at the back of this document).</p> <p>2.1.2 Pronounce <b>3-syllable words</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.1.3 Say aloud <b>phrases, expressions, and exclamations</b> with the correct stress and intonation.</p> <p>2.1.4 Ask <b>questions</b> with the correct intonation.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.1.5 Chant rhymes, jazz chants and sing songs pronouncing words clearly.</p>	<p>≠# Get pupils to repeat tongue twisters:</p> <p><i>Examples:</i></p> <p><i>How much wood Would a woodchuck chuck If a woodchuck could chuck wood.</i></p> <p><i>Betty Botter bought a pat of butter But the pat of butter was bitter. So Betty bought another pat of butter. And that pat of butter was not bitter.</i></p> <p>≠# Example of 3-syllable words are <i>De/<u>cem</u>/ber, to/<u>mo</u>/rrow, de/<u>li</u>/cious.</i></p> <p>≠# Give the context of a story when doing this exercise: E.g. <i>shone brightly. The sun shone brightly. take off your coat The man took off his coat.</i></p> <p>≠# Make learners aware of rising intonation at the end of questions.</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.2 Ask questions politely to obtain information and clarification.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.2.1 Ask <b>'Wh' questions</b> to seek information.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.2.2 Ask other forms of questions to seek information.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.2.3 Ask questions to seek clarification on how to make things, on places, directions, and on amounts and quantities</p>	<p>##E.g. What... Where... Who... . When... Why....</p> <p>##E.g. Are you...? Is there.....? Do you.....? Did they.....?</p> <p>## E.g. set up pair and group work to make things. e.g. "How do I join the library?" "How do I get to the library?" "Can you draw me a map?" "I eat 6 sweets a day." "Is that too much?"</p>
<p>2.3 Give relevant information politely in response to enquiries made.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.3.1 <b>Name or identify</b> objects, parts of the body, etc.</p> <p>2.3.2 Understand numbers in stories and situations: <b>30-40</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.3.3 Talk about personal experiences.</p>	<p>##Example: <i>This is your shoulder.</i></p> <p>##Example: "How much does the ice-cream cost?" "30 sen."</p> <p>##Relate to the topics e.g. good health. E.g. <i>I had high fever. My mother made me drink lots of water. Then I got better.</i></p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p>2.3.4 Understand numbers:  - <b>40-50</b>  - numbers <b>in tens up to 70</b>.  - adding, subtracting and refuting numbers.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.3.5 Give replies pertaining to ordinal numbers: <b>10<sup>th</sup>- 15<sup>th</sup></b> .</p>	<p>## Set realistic situations and use stories to make pupils understand numbers.</p> <p>## These ordinal numbers are taught best in the context of dates.  <i>e.g. "Circle the 15<sup>th</sup> on your calendar."</i>  <i>"Find out your friend's birthday."</i></p>
<p>2.4 Tell stories based on pictures and other stimuli, and recite poems.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.4.1 <b>Recite</b> simple poems and jazz chants by completing phrases.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.4.2 <b>Recite</b> simple poems and jazz chants by completing whole lines.</p> <p>2.4.3 <b>Complete parts of a story</b> heard before.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.4.4 <b>Recite</b> simple poems and jazz chants <b>with expression</b> and appropriate <b>gestures</b>.</p> <p>2.4.5 Retell stories heard before with expression.</p>	<p>## Activities include:  - choral speaking activities  - sequencing lines and then reciting them  - developing their own chants for poems.</p> <p>## Encourage pupils to use facial expressions and gestures when reciting a poem.</p> <p>## Ensure children have heard these stories before.</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.5 Talk about the people, places and moral values of the stories heard, read and viewed in simple language.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.5.1 Give <b>details</b> about the people and animals of a story heard or read.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.5.2 Talk about the actions of people and animals in a story heard or read.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.5.3 <b>Name</b> the good and bad characters and <b>talk a little</b> about them.</p>	<p>##E.g. of details include names, number, colour, shape, size. <i>E.g. The man wore a red coat.</i></p> <p>##E.g. “What did the man do when the sun shone brighter?” “He took off his coat.”</p> <p>## Get children to role-play the story.</p> <p>##Activities include asking children which characters they like and role-playing these characters.</p>
<p>2.6 Express thoughts and feelings and give opinions on things read, seen, heard and viewed in simple language.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.6.1 Give <b>non-verbal response</b> to the story heard or read.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.6.2 <b>State</b> whether one likes or does not like the story heard or read.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.6.3 <b>Give reasons</b> why one likes or does not like the story.</p>	<p>##E.g. <i>Tick the picture that shows your feeling?</i></p> <div style="text-align: center;">  </div> <p>##E.g. “I like the story.” “Why?” “Because Mary helped her friend. She helped her friend win.”</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.7 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.7.1 <b>Talk about</b> oneself to neighbours and friends.</p>	<p>##E.g. age, family members, likes and dislikes concerning food, television programmes, etc.</p> <p>##Get pupils to role-play various situations where they might use such language.</p> <p>##E.g. <i>I am Bill.</i> <i>I hate rainy days</i> <i>because I can't play football.</i></p>
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.7.2 <b>To request</b> for specific objects in school when carrying out a task.</p>	<p>##E.g. when making something e.g. greeting cards, posters. <i>"Pass me the bottle of gum, please."</i></p>
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.7.3 <b>To ask for help</b> from neighbours and friends.</p>	<p>##E.g. A: <i>"Please help me carry this table."</i></p>
	<p>2.7.4 <b>To respond</b> to someone asking for help.</p>	<p style="text-align: center;">or</p> <p>A: <i>"Can you help me, please."</i> B: <i>"Sure."</i> or <i>"Okay."</i></p>



### 3.0 READING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>3.1 Acquire word recognition and word attack skills to recognise words on sight.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.1.1 Look at letters and say aloud the following sounds:</p> <ul style="list-style-type: none"> <li>i. initial vowels</li> <li>ii. final consonants</li> <li>iii. initial digraphs</li> <li>iv. medial digraphs</li> <li>v. final digraphs</li> <li>vi. double consonants</li> <li>vii. initial blends</li> <li>viii. final blends</li> <li>ix. diphthongs</li> <li>x. silent letters</li> <li>xi. word contractions</li> <li>xii. word endings</li> </ul> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.1.2 Identify letter shapes by their sounds.</p> <p>3.1.2 Read aloud <b>words</b> with the letters listed in 3.1.1 above.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.1.3 Compare words for similar and different sounds.</p>	<p>## See Sound System at the back of this document for examples of words.</p> <p>##E.g. <i>ph = / f / as in tele<u>ph</u>one, ele<u>ph</u>ant. Silent ' t ' = as in listen, often.</i></p> <p>##E.g. Underlining the words with the same beginning sound. - <u>ch</u>air, choral, <u>ch</u>ain, <u>ch</u>urch, cholera, Christmas</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.2 Acquire key words at various stages of development.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.2.1 Recognise <b>complete</b> words in texts.</p> <p>3.2.2 Read and learn the meaning of <b>5 key words</b> for each topic taught.</p> <p>3.2.3 Recognise and read aloud cardinal numbers <b>30 - 40</b> in numeral and word forms.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.2.4 Recognise and read aloud:  - the numbers <b>40 - 50</b>  - numbers <b>in tens: 50 - 70</b>  in its numeral and word forms.</p>	<p>##Various activities include:  - reading and matching words with pictures  - matching the written word with the spoken word  - selecting the correct label from 2 or 3 word cards. Use the same words as used in the word attack skill.  <i>e.g. elephant, telephone.</i></p> <p>##Get pupils to memorise these words.</p> <p>##Get learners to match the word and the picture. This shows understanding of meaning.  <i>e.g. Weather chart – raining, cloudy, windy, sunny.</i></p> <p>##Teach numbers in realistic contexts.  E.g. “I have 30 marks for my essay.”  “Who has 40 sen?”</p> <p>##Example of an activity to show mastery involves matching the numeral form to the word form  (e.g. 42 = forty two; seventy = 70).</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.2.5 Learn another <b>5 key words</b> for each topic and use these key words in sentences of one's own.</p> <p>3.2.6 Read and learn ordinal numbers: <b>10th – 15th.</b></p>	<p>##Example of activities include: <i>spelling correctly, filling in blanks.</i></p> <p>##E.g. <i>dates of the month - birthdays, Sports Day, Speech Day, etc.</i></p>
<p>3.3 Read and understand phrases, sentences, paragraphs, and whole texts.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.3.1 Read and understand <b>phrases</b> by matching simple phrases to pictures.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.3.2 Read and understand simple <b>sentences.</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.3.3 Read and understand simple <b>paragraphs.</b></p>	<p>##E.g. <i>a timber lorry</i> <i>a big yellow lorry</i> <i>an old dirty lorry</i></p> <p>##Activities include: - matching sentences to pictures - rearranging words to form a complete sentence: <i>e.g. your brush teeth minutes for 3</i></p> <p>##Activities include: - arranging sentences in sequence. - selecting sentences to fit the picture.</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.4 Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.4.1 Read aloud words and phrases, pronouncing them correctly.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.4.2 Read aloud sentences in simple texts observing correct stress and intonation.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.4.3 Read aloud poems and simple stories clearly and expressively.</p>	<p>## Set pair work and get pupils to read aloud to each other from a story book. e.g. <i>reading a story to a friend.</i></p> <p>## Teacher needs to model good oral reading.</p> <p>## Get pupils to read together. It helps to build the confidence of weaker pupils.</p>
<p>3.5. Read and understand the meanings of words by guessing their meaning through the use of contextual clues.</p>	<p style="text-align: center;"><b><u>Levels 1, 2 &amp; 3</u></b></p> <p>3.5.1 Understand the meaning of words by looking at the words before and after.</p>	<p>## Get pupils to look at the words around the difficult word. e.g. <i>There was a lot to do. We <u>washed</u> the curtains and the floor. Then we <u>cleaned</u> the windows and the doors, We were <u>busy</u> for 2 days.</i></p>
<p>3.6 Acquire a wide range of vocabulary.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.6.1 Recognise and make small words from big words.</p>	<p>## Activities include setting up competitions among pairs and groups; making children create their own word chains, etc. e.g. <i>FESTIVALS: all, as, it, test, sat, sit.</i></p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES														
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.6.2 Give words according to word categories.</p> <p>3.6.3 Understand words similar in meaning.</p> <p>3.6.4 Understand words opposite in meaning.</p> <p>3.6.5 Combine base words to form new words.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.6.6 Distinguish words that show action (verbs) and things, people, animals, etc. (nouns).</p>	<p>≠# Example of a word game.</p> <table border="1" data-bbox="1283 411 2027 507"> <tr> <td></td> <td>Things</td> <td>Buildings</td> <td>Towns</td> <td>Names</td> <td>Animals</td> <td>Fruit</td> </tr> <tr> <td>b</td> <td>bag</td> <td>bank</td> <td>Baling</td> <td>Beng</td> <td>bear</td> <td>banana</td> </tr> </table> <p>≠# <i>E.g. big – large      small – tiny pretty – beautiful.</i></p> <p>≠# <i>E.g. big – small      fast – slow pretty – ugly</i></p> <p>≠# <i>E.g. foot + ball      sun + flower cup + board      (noun + noun)</i></p> <p>≠# <i>E.g. Pick out all the words that show action.</i></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 20px;"> <p>I swept the floor. Big brother cleaned the drains. Younger brother cleaned the windows. Father washed the floor. And Mother washed the curtains.</p> </div>		Things	Buildings	Towns	Names	Animals	Fruit	b	bag	bank	Baling	Beng	bear	banana
	Things	Buildings	Towns	Names	Animals	Fruit										
b	bag	bank	Baling	Beng	bear	banana										

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p>3.6.7 Distinguish words that show comparison: -er; -est; -er + than.</p> <p>3.6.8 Read and distinguish homographs and homophones.</p>	<p>≠# <i>E.g. This fruit is small. That one is smaller. And that one over there is the smallest</i></p> <p>≠# Example of homographs: <i>wind, watch</i> Example of homophones: <i>see, sea</i></p>
<p>3.7 Use the dictionary.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.7.1 Read and group words according to alphabetical order (second and third letters).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.7.2 Understand the function of guide words.</p> <p>3.7.3 Understand parts of an entry.</p>	<p>≠# Example of <i>second</i> letter: <i>g<u>a</u>p    g<u>e</u>l    g<u>r</u>ab</i></p> <p>≠# Example of <i>third</i> letter: <i>g<u>r</u>ab    g<u>r</u>eat    g<u>r</u>ub</i></p> <p>≠# The first guide word is the first word on the page. The second guide word is the last entry word.</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.7.4 Read and select the definition suited to the meaning of the word in context.</p> <p>3.7.5 Read and locate the required words in the dictionary.</p>	<p>≠# An entry is the word that is looked up and includes everything written about that word.</p> <p>- An entry may have many definitions.</p>
<p>3.8 Read and understand simple factual texts for main ideas, supporting details, sequence, and cause and effect</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.8.1 Read and understand instructions, directions, notices, labels, messages, letters, recipes, passages, descriptions.</p> <p>3.8.2 Scan for specific information in texts: letters, words, numbers.</p> <p>3.8.3 Read and obtain meaning by making reference to words within the text.</p>	<p>≠# E.g. by paying attention to pronouns:  <i>The boys were walking home.</i>  <i>Suddenly <u>they</u> .....</i>            (Who does <i>they</i> refer to?)</p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.8.4 Read and understand simple <b>factual texts</b> by answering comprehension questions in relation to:  - main ideas  - details.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.8.5 Read and understand cause and effect relationships.</p>	<p>≠# The word 'factual' here refers to non-fiction material. For example, passages on Insects, Mammals.</p> <p>≠# Note the use of 'because', 'so'.  e.g. <i>My neighbour is Mr. Tan.  He is rich <u>because</u> he works very hard.</i></p> <p><i>She fed the fish too much yesterday.  <u>So</u> one died today.</i></p>
<p>3.9 Read and enjoy simple poems and stories and respond to them by talking about the people, and moral values in the story/poem; and relate it to one's life.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.9.1 Read simple <b>poems</b> and simple <b>stories</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.9.2 Read and <b>give details</b> about the people and animals in the story.</p>	<p>≠# Use children's stories.</p> <p>≠# E.g. number, size, other features.</p>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.9.3 Read and <b>talk about the actions</b> of people and animals in a story heard or read.</p> <p>3.9.4 <b>Tell why</b> a person or animal in a story is good or bad.</p>	<p>€# E.g. what the person or animal did.</p> <p>€# Get pupils to pick out a character they do not like and ask them why they do not like the character.</p>
<p>3.10 Read widely and independently.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>3.10.1 Read according to one's interest.</p>	<p>€# Allow pupils to select books of their own interest. If there is a structured reading scheme, get pupils to progress level by level.</p>

#### 4.0 WRITING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>4.1 Copy correctly.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.1.1 Copy <b>letters</b> of the alphabet in clear and legible <b>cursive writing</b>:</p> <ul style="list-style-type: none"> <li>- small letters</li> <li>- capital letters</li> <li>- combination of small and capital letters.</li> </ul> <p>4.1.2 Copy <b>words, phrases and sentences</b> in clear, legible <b>cursive</b> writing.</p> <p>4.1.3 Copy words in clear neat legible print for captions, labels, etc.</p>	<p>€# Check pupils' handwriting for</p> <ul style="list-style-type: none"> <li>-ascenders &amp; descenders</li> <li>- entry</li> <li>- exit</li> <li>- arches</li> <li>- crossbar</li> <li>- slant</li> </ul> <p>€# E.g.</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin-left: auto; margin-right: auto;"></div>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.2 Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</p>	<p>4.2.1 <b>Write</b> clearly and legibly <b>numerals 30-50</b> in both number and word forms using cursive writing for word forms.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>4.2.2 <b>Write words and phrases</b> in clear and legible cursive writing.</p> <p style="text-align: center;"><u><b>Level 3</b></u></p> <p>4.2.3 <b>Write sentences</b> in clear and legible cursive writing.</p>	<p>€#E.g. 31 = thirty one 50 = fifty</p> <p>€#Let pupils share their writing by reading it aloud to others or by displaying it.</p>
<p>4.3 Match words to linear and non-linear representations:</p> <p>i. word to word; ii. word to phrase; iii. word to picture, symbol.</p>	<p style="text-align: center;"><u><b>Level 1</b></u></p> <p>4.3.1 Match phrases to pictures.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>4.3.2 Match words to signs.</p> <p style="text-align: center;"><u><b>Level 3</b></u></p> <p>4.3.3 Match words to other words.</p>	<p>€#E.g. <i>fork and spoon</i> → <input type="text"/></p> <p><i>furniture</i> → <input type="text"/></p> <p>€#E.g. <i>No smoking.</i> <i>No food allowed.</i> <input type="text"/></p> <p>€#E.g. Use picture clues to guide pupils. <i>black ball</i> <i>foot flower</i> <i>sun bird</i></p>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.4 Complete texts with the missing word, phrase or sentence.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.4.1 Provide <b>missing letters in words</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.4.2 Complete simple instructions, recipes, descriptions, rhymes with the missing <b>word(s)</b> (with guidance given in the form of words and pictures).</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.4.3 Complete simple instructions, texts, rhymes, notices, recipes, stories with the missing <b>word(s)</b> (with a little guidance in the form of a composite picture).</p>	<p>##E.g. In a message to a friend.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>De_r Julia, Please co_e to my ho_se at 11 o'cloc_ in the morning.... Bye! Maria</p> </div> <p>##E.g. <i>First, cut the onions. Then, fry them in oil. Next, add the vegetables. Stir quickly.</i></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px 0;"></div> <p>##E.g. <i>Do not <u>talk</u> to strangers. Do not accept <u>lifts</u> from people you do not know. Do not walk in <u>lonely</u> places.</i></p>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.6.3 Take dictation of paragraphs given to be learnt.</p>	<p>##E.g. Give pupils sentences to memorise.</p>
<p>4.7 Punctuate meaningfully.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.7.1 Use <b>full stop</b> for initials and abbreviations.</p>	<p>##E.g. <i>H. S. Smith Mr. Mrs.</i></p>
<p>4.8 Give accurate information when writing messages, instructions, simple reports, and when filling out forms.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.8.1 Write a message for a purpose.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.8.2 Write <b>simple sentences</b> with word and picture cues.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.8.3 Write <b>simple descriptions</b> with picture cues.</p>	<p>##E.g. writing a message to a friend telling her that the teacher wants the class to do all the sums on page 24.</p> <p>##E.g. writing a story.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 5px;"></div> </div> <p>Children playing - fell into river - bigger boy pulled child out - safe.</p> <p>##E.g. Use pictures only as stimulus.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 70px; height: 70px; margin: 5px;"></div> <div style="border: 1px solid black; width: 70px; height: 70px; margin: 5px;"></div> <div style="border: 1px solid black; width: 70px; height: 70px; margin: 5px;"></div> </div>

## 5. Sound System

The sound system forms part of the language contents in the Year 4 Curriculum Specifications. The items listed below are to be taught in Year 4. The letters to be taught are presented in the orthographic form and in phonetic. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic

symbols are only for teacher's use and not to be taught to pupils. However, the sounds represented by the symbols should be taught. In each item, there are examples of the sounds to be taught and more examples should be given.

### 1. Initial Vowels

<b>1.1</b>	<b>a / /</b>	<b>1.2</b>	<b>e / /</b>	<b>1.3</b>	<b>e / /</b>	<b>1.4</b>	<b>o / /</b>	<b>1.5</b>	<b>a / /</b>
	among		effect		eat		orchid		all
	away		elastic		easy		order		awful
	address		electric		equal		organ		audience
	asleep				evil		orchard		auction

### 2. Final Consonants

<b>2.1</b>	<b>l / l /</b>	<b>2.2</b>	<b>p / p /</b>	<b>2.3</b>	<b>b / b /</b>	<b>2.4</b>	<b>t / t /</b>	<b>2.5</b>	<b>d / d /</b>
	girl		cap		cab		pat		bad
	boil		lap		lab		cat		lad
	mail		trap		grab		hurt		card
	rail		soup		grub		put		afraid

### 3. Initial Digraphs

<b>3.1</b>	<b>ph / f /</b> photo phase phrase	<b>3.2</b>	<b>ch / k /</b> chemical chemistry chorus Christmas	<b>3.3</b>	<b>wh / w /</b> which white while when	<b>3.4</b>	<b>wh / h /</b> who whole
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### 4. Medial Digraphs

<b>4.1</b>	<b>ph / f /</b> elephant telephone alphabet	<b>4.2</b>	<b>ch / k /</b> school echo anchor	<b>4.3</b>	<b>ir/ /</b> girl bird skirt
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### 5. Final Digraphs

<b>5.1</b>	<b>ph / f /</b> photograph telegraph graph	<b>5.2</b>	<b>ch / k /</b> stomach headache ache
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**6. Double Consonants**

<b>6.1</b>	<b>ll / l /</b>	<b>6.2</b>	<b>pp / p /</b>	<b>6.3</b>	<b>rr / r /</b>	35	<b>tt / t /</b>	<b>6.5</b>	<b>dd / d /</b>
	fill		tapper		terrible		butter		odd
	till		pepper		parrot		fatter		daddy
	drill		supper		horror		bottle		ladder
	pill		ripple		arrange		letter		address

**7. Initial Blends**

<b>7.1</b>	<b>tw / tw /</b>	<b>7.2</b>	<b>sk / sk /</b>	<b>7.3</b>	<b>sw / sw /</b>
			/		
	twins		sky		sweet
	twice		ski		switch
	twist		skill		swim
	twenty		skate		swell

**8. Final Blends**

<b>8.1</b>	<b>nk / /</b>	<b>8.2</b>	<b>lt / lt /</b>	<b>8.3</b>	<b>mp / mp /</b>	<b>8.4</b>	<b>ft / ft /</b>	<b>8.5</b>	<b>nd / nd /</b>
	think		belt		camp		left		bend
	drink		felt		damp		soft		bend
	sink		melt		lamp		gift		friend

**9. Diphthongs (vowel digraphs)**

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<b>9.1</b>	<b>ei / /</b>	<b>9.2</b>	<b>ey / /</b>	<b>9.3</b>	<b>oa / /</b>	<b>9.4</b>	<b>ow / /</b>	<b>9.5</b>	<b>ie / /</b>
	neigh		key		boat		row		pie
	weigh		honey		coat		flow		tie
	sleigh		donkey		load		follow		lie
	beige		monkey		road		yellow		die

**10. Silent Letters**

<b>10.1</b>	<b>Silent 'l'</b>	<b>10.2</b>	<b>Silent 'w'</b>	<b>10.3</b>	<b>Silent 'h'</b>
	listen		wrap		hour
	often		write		honest
	whistle		wrong		heir
			two		honour

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## 11. Word Contractions

<b>11.1</b>	<b>'ll</b>	<b>11.2</b>	<b>'re</b>	<b>11.3</b>	<b>n't</b>
	I'll		we're		don't
	we'll		you're		isn't
	he'll				aren't

## 12.

<b>12.1</b>	<b>-est</b>	<b>12.2</b>	<b>-er</b>	<b>12.3</b>	<b>-ed</b>	<b>12.4</b>	<b>-tion</b>
	smallest		smaller		parted		station
	biggest		teacher		gifted		fiction
	eldest		bigger		folded		section
	oldest		older		fitted		examination

## 13. STRESS

### i. Stress in compound words

Compound words are usually formed by combining 2 nouns (e.g. foot + ball ----football).

Sometimes a noun and an adjective are also combined: e.g. black+ bird ----- blackbird.

In these cases, the stress is usually on the first element.

Example: police/man    door/bell    book/store    news/paper    blue/berry

ii. **Stress in 3-syllable and 4-syllable words** 38

Words ending in **-tion**, **-sion**, and **ic** usually have the stress on the second last element.

Example: re/la/tion    te / le / vi / sion    com / pre / hen / sion    lo / gic    do / mes / tic

Words ending in **-cy**, **-gy**, **-ty'** **-al'** and **-phy** have the stress on the 3<sup>rd</sup> last element.

Example: po / li / cy    tech / no / lo / gy    e / lec / tri / cal    ge l o / gra / phy    uni / ver / si / ty

iii. **Stress in Questions**

This depends on the function or the intended meaning of the question.

Example: Are they LEAVING? (leaving or staying on?)

Are THEY leaving? - (those particular people)

iv. **Stress in Statements**

When speaking the English language, usually the content words are stressed.

However, there is no hard and fast rule.

Example: The TIME now is 2 O'CLOCK.

## 6. GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 4 SK. Two sections have been listed to assist teachers. In section 6.0 (a), grammar items to be taught have been specified under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught examples are given. Words underlined highlight significant points of grammar.

In section 6.0 (b), suggested sentence patterns for teaching are given. These sentence patterns are set out under some functions and / or areas of interest. In teaching these patterns, it is important that teachers teach them in context and in a meaningful way.

### 6.0 (a) Grammar items and some examples

#### 1. Nouns

- 1.1 Countable Nouns (things that can be counted).  
*e.g. one table, two chairs*
- 1.2 \*Uncountable nouns ( things that cannot be counted)  
*e.g. sand, rice, money, water*  
  
\*The use of **some** with uncountable nouns  
*e.g. some water, some rice, some money*
- 1.3 Number (singular and plural forms)  
Regular plurals (-s, -es)  
*e.g. cars, tables; classes, dresses.*

- 1.4 Common Nouns  
*e.g. boy, girl, man, woman.*
  - 1.5 Proper Nouns (names of person/places)  
*e.g. Ali, Siva, Cheng;*  
*Ipoh, Subang Jaya, Sabah*
  - 1.6 Gender (masculine, feminine)  
masculine – boy, man  
feminine - girl, woman
- ## 2. Articles (with singular nouns)
- 2.1 'a' is used before consonants.  
*e.g. a book, a pencil.*
  - 2.2 'an' is used before vowels.  
*e.g. an egg, an umbrella.*
  - 2.3 'the' is used when we are clear about the person or thing that we are talking about.  
*e.g. Pass me the bottle of gum, please.*
- ## 3. Pronouns
- 3.1 Personal pronouns  
*e.g. I, you, he, she, we, they*
  - 3.2 Demonstrative pronouns (refer to a noun)  
this, that; these, those  
*e.g. this comb; these combs*

3.3 Possessive adjectives  
e.g. *my book, his shoes*

e.g. *John's bag, Maria's car*

3.4 Interrogative pronouns ('Wh' questions)

i. **What**

e.g. (for singular forms)

*What is this? What is that?*

e.g. *What are these? What are those?*

(for plural forms)

ii. **Who**

e.g. *Who is he?* (singular)

*Who are they?* (plural)

iii. **Where**

e.g. *Where is the boy?*

*Where are the boys?*

iv. **When** – used to ask about time.

e.g. *When is Sheila coming?*

*When are the girls coming?*

v. **Which**

e.g. *Which pencil do you want?*

vi. **\* Why**

e.g. *Why are you crying?*

4. **Conjunctions: and, or, but,**  
**\*because, \* so**

e.g. *He bought two pencils and an eraser.*

*Would you like an apple or a banana?*

*He had to go home quickly because*

*his mother was not well.*

*He was hungry. So he ate 2 plates of*

*rice.*

5. **Prepositions** (of location and direction)

e.g. in out on under at to up down

\*across \*along \*against

\*among \*next to \*at the back of

6. **Adjectives of colour, shape and size**

e.g. *a blue sky, a round table, a big boy*

6.1 Comparative form

≠# 'er' – e.g. *tall - taller*

≠# 'er' + than - e.g. *taller than*

6.2 **\* Superlative form**

≠# 'est' – e.g. *tallest*

(Note: 'the' is used with the superlative form.)

e.g. *The Petronas Twin Towers are the tallest buildings in the world.)*

**7. Adverbs**

Adverb of manner **-ly**  
To show how a person does something  
e.g. *She walks quickly to school.*

**8. Modals - \*must, \*have to**

To show it is necessary to do something.  
e.g. *I must read this book tonight.*  
*They have to cut their hair this weekend.*

**9. Subject – Verb agreement**

e.g. *This is my pet rabbit.*  
(singular verb for singular noun)

*These are my pet rabbits.*  
(plural verb for plural noun)

*\*Dev and Ambun are playing football.*  
(2 singular nouns connected by 'and')

**10. Simple Present Tense**

**(i) For habitual actions**

e.g. *Where do you live?*  
*I live in Subang Jaya.*  
*Where does he / she live?*  
*He/She lives at No. 23, Jalan Bukit.*

There is .....

e.g. *There is a bird in the house.*

There are .....(plural)  
e.g. *There are bees in the garden.*

(ii) For imperatives  
e.g. *Listen. Come here.*  
*Bring me the book.*

**11. The Simple Past Tense**

Past tense of the verb *be* (= was)  
e.g. *He was at home. (singular)*

Plural form of the verb *be*(=*were*)  
e.g. *They were at the cinema.*

Past simple with -ed  
e.g. *He played with his friends.*

**12. Positive statements**

e.g. *My name is Jamil.*  
*I am a boy.*  
*I like to eat durians.*

**13. Negative statements**

e.g. *I am not Tong Seng.*  
*This is not a pen.*  
*No, it is not a pen.*  
*He does not live in Bangi.*

**14. Questions and responses**

e.g. *Is it a pencil?*

*Yes, it is./ Yes.*

*No, it isn't./ No.*

*Are they bananas?*

*Yes, they are./ Yes.*

*No, they aren't./ No.*

**15. Sentence types**

≠ Simple sentence

e.g. *It is a monster.*

*They are good children.*

≠ Compound sentence

e.g. *It rained hard and the roads were flooded .*

**16. Punctuation**

**i. Capital letters**

- for the first word of a sentence.

- for proper nouns: names of people, places, days of the week

- for the pronoun 'I'

**ii. Full stop**

- at the end of a sentence.

- after initials e.g. *P. H. Henry*

- \* for abbreviations:

≠ months of the year – e.g. Jan. Feb.

≠ days of the week – e.g. Mon. Tues.

≠ time – mins. hrs.

**iii. Question Mark**

- for questions

**iv. Comma**

- to separate a list of things

e.g. *He bought a pen, pencils, erasers and a bag.*

**v. Exclamation mark**

e.g. *Help! Help!*

**\* vi. Apostrophe**

- to show possession

e.g. *sister's bag, the man's hat.*



### 6.0 (B) Suggested Sentence Patterns

These patterns are set out under different functions.  
The words underlined may be substituted with other words.

#### 1. **To request for specific objects and to respond**

A: Can I have the bottle of gum, please.  
B: Sure. Here you are.

#### 2. **To ask for help and to respond accordingly**

A: Please help me carry this table.  
B: Yes, of course.

#### 3. **To talk about oneself**

A: Hello. I am .....  
I like to play football.  
I play football every day.  
I want to play in the school football team.

#### 4. **To ask questions and to give information**

(i) **What** do you like to do?  
I like to .....

(ii) **What** are you doing?  
I am .....

(iii) **Where** are you going?  
I am going to .....

(iv) **Who** is that?  
She is my ..... (to state)

(v) **When** are you coming to my house?  
On Friday at 3 o' clock.

#### 5. **To refute statements**

(i) It is **not** black  
(ii) **No**, it is **not** black.  
(iii) Is this his?.....No.

## 7. Word List

The word list consists of words that need to be taught in context. Words to be taught in Year 3 SK and Year 4 SK are marked with an asterisk(\*). Also given is the word list for Year 1 SK and Year 2 SK. These are high frequency words which learners will need even when reading simple texts. Teachers should teach learners to recognize these words in context when reading and also

understand them in the context of what they read. These are also the words that learners will use when going about their writing task. These words must be used and recycled in various contexts so that pupils can pick up the words. Teachers are encouraged to add to this list according to the maturity level and ability of their learners as well as when teaching a particular topic.

\*above  
\*across  
\*almost  
\*along  
\*also  
\*always  
\*animals  
\*any  
\*around  
\*asked  
\*baby  
\*balloon  
\*before  
\*began  
\*below  
\*better  
\*between  
\*birthday  
\*both  
\*brother  
\*can't  
\*change  
\*children

\*clothes  
\*coming  
\*didn't  
\*does  
\*don't  
\*during  
\*earth  
\*every  
\*eyes  
\*father  
\*first  
\*follow(ing)  
\*found  
\*friends  
\*garden  
\*goes  
\*gone  
\*great  
\*half  
\*happy  
\*head  
\*heard  
\*high

\*I'm  
\*inside  
\*jumped  
\*knew  
\*know  
\*lady  
\*leave  
\*light  
\*might  
\*money  
\*morning  
\*mother  
\*much  
\*near  
\*never  
\*number  
\*only  
\*opened  
\*other  
\*outside  
\*own  
\*paper  
\*place

\*right  
\*round  
\*second  
\*show  
\*sister  
\*small  
\*sound  
\*start  
\*still  
\*stopped  
\*suddenly  
\*sure  
\*swimming  
\*think  
\*those  
\*through  
\*today  
\*together  
\*told  
\*tries  
\*turn(ed)  
\*under  
\*until  
\*upon  
\*used  
\*walk(ed)(ing)  
\*watch  
\*where  
\*while  
\*white  
\*why

\*window  
\*with  
\*woke(n)  
\*word  
\*work  
\*world  
\*write  
\*year  
\*young

**Word list for Year 1 SK and Year 2 SK**

a  
about  
afternoon  
am  
an  
and  
all  
are  
at  
away  
back  
bag  
ball  
bed  
belt  
big  
blue  
book  
boy  
brother  
by

came  
can  
cat  
chair  
come  
day  
desk  
door  
dog  
down  
did  
father  
for  
girl  
get  
good  
go  
going  
green  
has  
have  
he  
help  
her  
him  
his  
house  
how  
line  
is  
it  
jump

let  
like  
live  
look  
man  
morning  
mother  
me  
my  
name  
night  
no  
not  
now  
of  
old  
on  
one  
our  
out  
up  
pen  
pencil  
play  
put  
red  
right  
ruler  
said  
see  
she  
shoe

sister  
table  
the  
they  
their  
this  
tree  
to  
up  
us  
want  
was  
we  
went  
what  
when  
where  
who  
woman  
years  
yellow  
yes  
you  
your  
plus:  
# days of the week  
# numbers one to ten  
# numbers eleven to twenty  
# pupil's name and address  
# name of school  
# social expressions and greetings:  
e.g. good morning

good afternoon  
good evening  
good night  
goodbye  
hello  
thank you

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