



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION OF MALAYSIA

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

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**SEKOLAH KEBANGSAAN**  
**TAHUN 6**  
YEAR 6

2004

## CONTENTS

	PAGE
RUKUN NEGARA	v.
FALSAFAH PENDIDIKAN NEGARA	vii.
KATA PENGANTAR	ix.
INTRODUCTION	1
OBJECTIVES	7
THEMES AND TOPICS	8
LEARNING OUTCOMES AND SPECIFICATIONS	
1.0 Skill of Listening	9
2.0 Skill of Speaking	15
3.0 Skill of Reading	20
4.0 Skill of Writing	26
5.0 SOUND SYSTEM	31
6.0 (a) Grammar	34
6.0 (b) Sentence patterns	40
7.0 WORD LIST	42

## **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 masteri. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkat kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tahun Enam 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;

---

<sup>1</sup> Please note that the introductory part of this Curriculum Specifications document for Year 5 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.

## THE 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 6 SK. It covers language skills, the sound system, grammar and word list. The contents of the Curriculum Specifications are set out in three columns.

- ❖ The first column is the LEARNING OUTCOMES column. These are skills and attitudes to be acquired by pupils and are drawn from the syllabus.
- ❖ 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 6 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.

- ❖ 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 Organization of Lessons**

Keeping in mind the time allocated for teaching the English language in SK schools, these specifications must be reorganized 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 “Please come in I’ll get my mother.” These statements 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 maximize 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 6 SK**

The English Language programme for Year 6 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 6 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.

This document only lists a number of essential activities for the attainment of the English language. Teachers need to use their initiative, imagination and creativity to extend their experiences of the learners, to reinforce what has been learnt to create challenging language tasks for their learners.

## **OBJECTIVES FOR YEAR 6 SK**

**By the end of Year 6 SK, learners should be able to:**

- talk a little about their friends and family confidently and express concerns about growing up;
- sing songs, recite simple poems and tell simple stories;
- give directions and instructions as well as follow directions and instructions;
- ask questions for information and answer questions relevantly;
- read and understand simple texts;
- read and understand simple stories and give an opinion on the story;
- write simple messages, letters, descriptions, stories, and
- show an awareness of moral values and love towards the nation.

## TEACHING CONTEXT

The suggested contexts for teaching in Year 6 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 Self, Family and Friends** :
  - feeling proud of oneself, one's family and one's friends. (feelings of self-esteem)
  - problems of growing up – e.g. sibling rivalry, peer influence, time management
- 2. World of Stories** :
  - life stories about people (e.g. famous people, well-known people in the village)
  - stories about dreams that come true
- 3. World of Knowledge** :
  - nature: animals, plants (e.g. life-cycle, saving the plants and animals)
  - historical places and/or landmarks in the country

## 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

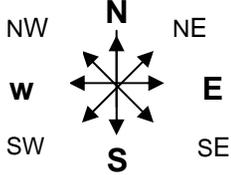
column (called *Specifications*) when planning lessons for the year. In this column, the learning outcomes are broken down into smaller skills to be achieved by pupils in Year 6 SK.

### 1.0 LISTENING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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><u>Level 1</u></b></p> <p>1.1.1 Listen to and repeat words that contain the following sounds:</p> <ul style="list-style-type: none"> <li>i. short and long vowel sounds</li> <li>ii. double consonants</li> <li>iii. diphthongs</li> <li>iv. silent letters</li> <li>v. initial blends</li> <li>vi. final blends</li> <li>vii. voiced and voiceless 'th'</li> </ul>	<ul style="list-style-type: none"> <li>• See Sound System at the back of the document.</li> <li>• Activities include: <ul style="list-style-type: none"> <li>- listening to the teacher and repeating the sounds.</li> <li>- listening to and repeating correctly words that contain a particular sound <i>e.g. <u>torn</u>, <u>born</u>, <u>fawn</u></i></li> <li>- listening to and repeating jazz chants and tongue twisters that contain words with these sounds. <i>e.g. 'th' as in 'thing', 'th' as in 'the'.</i></li> </ul> </li> </ul>
	<p style="text-align: center;"><b><u>Levels 2 and 3</u></b></p> <p>1.1.2 Listen to and <b>group</b> words according to the same beginning, middle or ending <b>sounds</b>.</p>	<ul style="list-style-type: none"> <li>• Activities include underlining beginning, middle or ending sounds that have the same sound and spelt the same. <i>e.g. <u>sh</u>rine, <u>sh</u>rew, <u>th</u>rew</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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>compound words</b> correctly.</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 chants, poems, rhymes and songs</b> paying attention to pronunciation, stress and intonation correctly.</p>	<ul style="list-style-type: none"> <li>• Activities include: <ul style="list-style-type: none"> <li>- repeating the pronunciation of compound words.</li> <li>* <i>Note the schwa.</i></li> <li style="padding-left: 20px;">e.g. <i>fireman</i> (pronounced as 'firemun' and not fire man)</li> <li style="padding-left: 20px;"><i>strawberry</i> (pronounced as 'strawbuhry' and not straw berry)</li> </ul> </li> <li>• For example, repeating formulaic expressions.</li> <li>e.g. "Hello. Who do you want to speak to?"</li> <li style="padding-left: 40px;">.....</li> <li style="padding-left: 40px;">"Please hold on."</li> <li>• For example, pronouncing words with correct stress and intonation while chanting jazz chants.</li> </ul>
<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 and phrases</b> in stories, recounts, and descriptions heard.</p> <p>1.3.2 Listen to and understand <b>cardinal numbers</b>. Scope: <b>50 – 70</b></p>	<ul style="list-style-type: none"> <li>• Activities include: <ul style="list-style-type: none"> <li>- listening to key words and phrases and matching them to pictures</li> <li>e.g. <i>people singing</i></li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>• Activities include identifying numbers used in a context</li> <li>e.g. <i>the marks obtained in a test.</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.3.3 Listen to and understand <b>phrases</b> in stories, recounts and descriptions heard.</p> <p>1.3.4 Listen to and understand information based on cardinal numbers: Scope: <b>71 - 100</b> - numbers <b>in tens up to 1000</b> - when the numbers are added, subtracted, multiplied, divided 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: first – thirty-first (<b>1st – 31st</b>)</p>	<ul style="list-style-type: none"> <li>• Activities include matching phrases to pictures in order to demonstrate understanding of meaning. <i>e.g. the squirrel stood still</i></li> <li>• Activities include carrying out mathematical tasks in a game. <i>e.g. checking the addition in a receipt especially a handwritten one as received in a wet market.</i></li> <li>• For numbers in tens, get pupils to state for example from 800 to 1000. It's also good practice for them to state in hundreds up to 1000.</li> <li>• This is a revision of ordinal numbers learnt. Use dates and positions in a race to teach ordinals.</li> </ul> 
<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 follow simple <b>instructions</b> on how to complete a given task.</p>	<ul style="list-style-type: none"> <li>• Activities include following instructions on how to keep a vocabulary book, a diary, clean an ornament, open a packet carefully without spilling the contents inside.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>1.4.2 Listen to and <b>follow simple directions</b> to places in the country.</p>	<ul style="list-style-type: none"> <li>Activities include: <ul style="list-style-type: none"> <li>- learning the compass points: North, South, East, West; and *North-west, *North-east, *South-west, *South-east</li> </ul> </li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- marking / tracing a route on a simple map in order to get to a particular historical building or a landmark in a place where there are many historical buildings; or to find hidden treasure.</li> </ul>
<p>1.5 Obtain information from texts listened to in relation to main ideas, specific details, sequence, and cause-effect relationships.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.5.1 Listen to simple <b>messages and announcements</b> and <b>give the information</b> required.</p>	<ul style="list-style-type: none"> <li>Examples of messages include listening to simple telephone messages and passing on the information / message.</li> <li>Example of announcements include listening to school announcements on safety measures: e.g. cautioning pupils to stay in the school compound if their school bus or parents are late.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.5.2 Listen to simple <b>descriptions, recounts, news reports</b> and <b>factual texts</b> and give the <b>main ideas</b> and <b>supporting details</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.5.3 Listen to simple <b>messages, announcements, news reports, recounts</b> and <b>talk</b> about them.</p>	<ul style="list-style-type: none"> <li>• Activities include: <ul style="list-style-type: none"> <li>- answering questions</li> <li>- marking a checklist</li> <li>- labeling a diagram</li> </ul> </li> </ul> <p><i>e.g. Pupil: Teacher, why must we wait in the school grounds? Why can't we wait outside the gate?</i></p> <p><i>Teacher: Because there are many bad people around. They will ....</i></p>
<p>1.6 Listen to and enjoy the rhyme, rhythm, and sounds of poetry, 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 <b>children's songs, rhymes, poems</b> and <b>jazz chants</b>.</p>	<ul style="list-style-type: none"> <li>• Listening to a variety of songs, rhymes, poems and jazz chants for enjoyment. Choose according to topics listed.</li> </ul>
<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 stories, fables and legends and <b>give the names of people, animals and places</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.7.2 Listen to stories, fables and legends and <b>give details</b>.</p>	<ul style="list-style-type: none"> <li>• Activities include recalling the name of people and animals <i>e.g. Name the people in the story?</i></li> <li>• Activities include <ul style="list-style-type: none"> <li>- asking and responding to questions</li> <li>- filling in a table.</li> </ul> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p>1.7.3 Listen to stories, fables and legends and <b>give the sequence of events</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.7.4 Listen to stories, fables and legends and <b>predict outcomes</b>.</p> <p>1.7.5 Listen to stories, fables and legends and <b>talk about the moral of the story</b> or fable and of lessons learnt.</p> <p>1.7.6 Listen to stories, fables and legends and <b>share feelings</b> about the stories, fables and legends heard.</p>	<ul style="list-style-type: none"> <li>• Activities include               <ul style="list-style-type: none"> <li>- asking and responding to questions</li> <li>- marking events on a time-line.</li> </ul> </li> <li>• Activities include telling a story up to an interesting point and then getting pupils to tell what happens next.</li> <li>• Fables have an obvious moral, which is often stated, at the end of the text. For other stories, teachers can ask questions such as  <i>“ What did the princess learn at the end of the story? “</i> </li> <li>• Pupils can talk as to why they like or dislike the story, or talk about a certain character.</li> </ul>

<b>2.0 SPEAKING</b>		
<b>LEARNING OUTCOMES</b>	<b>SPECIFICATIONS</b>	<b>EXAMPLES/ACTIVITIES/ NOTES</b>
<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 and speaking with the correct stress and intonation and sentence rhythm.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.1.1 Repeat words that contain the following sounds.</p> <p style="margin-left: 40px;">i. short and long vowel sounds ii. double consonants iii. diphthongs iv. silent letters v. initial blends vi. final blends vii. voiced and voiceless ‘th’</p> <p>2.1.2 Pronounce <b>3- and 4-syllable words correctly.</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>	<ul style="list-style-type: none"> <li>• See the Sound System at the back of this document.</li> <li>• Example of initial blend ‘thr’ as in through, threw, throw.</li> <li>• Example of final blend ‘mp’ as in stamp, lamp. ramp.</li> <li>•</li> <li>• Activities include: repeating after the teacher the pronunciation of 3- and 4-syllable words. <i>e.g. pa/tient/ly, his/to/ri/cal</i> * <i>Note the stress.</i></li> <li>• Repeating formulaic expressions <i>e.g. “Please hold on.”</i> <i>“You are welcome.”</i></li> <li>• Make pupils aware of rising intonation at the end of questions.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.2 Ask questions politely to obtain information and clarification.</p>	<p><b>Level 1</b> 2.2.1 Ask ‘<b>Wh</b>’ <b>questions</b> to seek information.</p> <p><b>Level 2</b> 2.2.2 Ask <b>questions</b> to seek information and clarification.</p> <p><b>Level 3</b> 2.2.3 Ask questions with <b>question tags</b>.</p> <p>2.2.4 <b>Responding</b> to such questions.</p>	<ul style="list-style-type: none"> <li>• Activities include: - playing the game ‘Asking 20 Questions’</li> <li>• e.g. <i>Are there... Is there...? Is it...? Does it ...? Do they ...? Do you? Are you sure?</i></li> <li>• e.g. <i>A: You understand the story, don't you? B: No, I don't, teacher.</i></li> </ul>
<p>2.3 Give relevant information politely in response to enquiries made: to identify, to refute, to make comparisons, to state.</p>	<p><b>Level 1</b> 2.3.1 <b>Name</b> or identify things, persons, buildings, etc.</p> <p>2.3.2 To <b>refute statements</b>.</p> <p>2.3.3 Understand cardinal numbers: <b>50 – 70</b>.</p> <p><b>Level 2</b> 2.3.4 To <b>make comparisons</b>.</p> <p>2.3.5 Understand cardinal numbers: - <b>71 – 100</b> - numbers <b>in tens up to 1000</b>.</p>	<ul style="list-style-type: none"> <li>• e.g. <i>That's the Petronas Twin Towers.</i></li> <li>• e.g. <i>“That building is not no. 70!”</i></li> <li>• e.g. <i>using building numbers</i></li> <li>• e.g. <i>“That building looks better.”</i></li> <li>• e.g. pupils should be able to recite numbers when they are added, subtracted, multiplied, divided and refuted.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.3.6 Understand ordinal numbers: Scope: first – thirty-first (<b>1st – 31st</b>).</p>	<ul style="list-style-type: none"> <li>• This is a revision of ordinal numbers learnt. Use dates, positions in a race, location of buildings to teach ordinals.</li> </ul>
<p>2.4 Make and receive telephone calls politely.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.4.1 To make a telephone call for a purpose.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>2.4.2 To receive a call by understanding what is said and giving the relevant information.</p>	<ul style="list-style-type: none"> <li>• Teach the polite forms.</li> <li>• Pose various situations, for example getting the father to fetch them from school, telling a friend that one is waiting, etc.</li> <li>• Role-play situations. Teach expressions such as “Please hold on”, “I’m sorry he’s not in. Can I take a message?”, etc.</li> </ul>
<p>2.5 Convey a simple message accurately.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>2.5.1 To take and give short messages to friends and family members.</p>	<ul style="list-style-type: none"> <li>• Activities include role-playing telephone conversations. Teach simple indirect speech. e.g. “Mother said to wait for her.”</li> </ul>
<p>2.6 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>2.6.1 <b>Recite simple poems and jazz chants with expression and appropriate gestures.</b></p>	<ul style="list-style-type: none"> <li>• Activities include getting pupils to recite in loud and soft tones with facial expression.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.6.2 <b>Continuing a story</b> being told.</p> <p>2.6.3 <b>Tell</b> what happens next.</p> <p>2.6.4 <b>Give suitable endings</b> to a story or fable.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.6.5 <b>Retell stories</b> by changing voice to indicate narrator and character.</p> <p>2.6.6 <b>Tell</b> simple stories.</p>	<ul style="list-style-type: none"> <li>• Pupils can sit in groups and take turns to continue telling a story.</li> <li>• Pupils predict what happens next.</li> <li>• Pupils give their own ending to the story.</li> <li>• Encourage pupils to use their imagination.</li> <li>• Pupils can tell stories based on pictures.</li> </ul>
<p>2.7 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>2.7.1 <b>Name the good and bad characters</b> and <b>tell why</b> they are good or bad.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.7.2 Talk about the <b>place</b> in a story.</p> <p>2.7.3 Talk about the <b>events</b> in a story.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.7.4 Talk about the <b>values</b> explored in the stories.</p>	<ul style="list-style-type: none"> <li>• Encourage pupils to give reasons and talk a little about the characters.</li> <li>• Encourage pupils to pick out words showing the place or location of the story. Also use illustrations as an aid.</li> <li>• Get pupils to mark the events on a time line and then talk about the events.</li> <li>• e.g. “Do you think that what he did was right or wrong?”</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.8 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>2.8.1 <b>State</b> whether one likes or does not like the story and give reasons.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>2.8.2 <b>Relate</b> the story <b>to one's life</b></p>	<ul style="list-style-type: none"> <li>• Encourage opinions.</li> <li>• Get pupils to discuss if the story reminds them of anyone – their neighbours? their friends?</li> </ul>
<p>2.9 Perform a variety of functions in a social context.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.9.1 To volunteer.</p> <p>2.9.2 To show appreciation.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.9.3 To express pleasure / happiness.</p> <p>2.9.4 To encourage.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.9.5 To show concern.</p>	<ul style="list-style-type: none"> <li>• e.g. "Teacher, I can do it."</li> <li>• e.g. "Thank you, Maria."</li> <li>• e.g. " I'm so happy."</li> <li>• e.g. "Try again, James. You can do it."</li> <li>• e.g. " Are you all right, I zam?"</li> </ul>

<b>3.0 READING</b>		
<b>LEARNING OUTCOMES</b>	<b>SPECIFICATIONS</b>	<b>EXAMPLES/ACTIVITIES/ NOTES</b>
<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. short and long vowel sounds</li> <li>ii. double consonants</li> <li>iii. diphthongs</li> <li>iv. silent letters</li> <li>v. initial blends</li> <li>vi. final blends</li> <li>vii. voiced and voiceless 'th'</li> </ul>	<ul style="list-style-type: none"> <li>• See Sound System at the back of the document.</li> </ul>
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.1.2 <b>Read aloud words</b> with the letters listed in 3.1.1 above.</p>	<ul style="list-style-type: none"> <li>• Get pupils to read aloud nonsense sentences and rhymes that contain the specific sounds.</li> </ul>
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.1.3 Read and <b>group words</b> according to beginning, medial or final sounds.</p>	<ul style="list-style-type: none"> <li>• Get pupils to pronounce the words rather than just looking at the spelling. Pupils must be able to distinguish the sounds.</li> </ul>

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 and read aloud <b>words with prefixes and suffixes.</b></p> <p>3.2.2 Read and learn the meaning of <b>key words</b> for each topic taught.</p> <p>3.2.3 Recognise and read aloud cardinal numbers <b>50 – 70</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>71 - 100.</b> - numbers <b>in tens up to 1000</b> in its numeral and word forms.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.2.5 Recognise and read and learn ordinal numbers: <b>1st – 31st.</b></p>	<ul style="list-style-type: none"> <li>• e.g. <i>dislike</i>, <i>unkind</i>, <i>rewrite</i>; <i>waiter</i>, <i>careless</i>, <i>softly</i></li> <li>• Key words can be nouns, verbs, adjectives, and even adverbs.</li> <li>• Teach these numbers in context and get pupils to list all the numbers.</li> <li>• Get pupils to read these numbers in a text. Draw attention to the numbers that end in '<u>st</u>', '<u>rd</u>', '<u>th</u>'.</li> <li>• Pupils should be able to write out the ordinal numbers in numeral and word form. For example, <i>19th</i> and <i>nineteenth</i>.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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 phrases to pictures.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.3.2 Read and understand simple and compound <b>sentences</b> by interpreting <b>pronoun forms</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.3.3 Read and understand <b>simple paragraphs</b> by:            - answering comprehension questions            - completing info transfer diagrams.</p>	<ul style="list-style-type: none"> <li>• e.g. <i>the tall healthy plant</i> <i>the short yellow plant</i> Note the double adjectives used.</li> <li>• e.g. <i>The tiger.... He .... The creature.....</i></li> <li>• Guide pupils where necessary.</li> </ul>
<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 <b>Read aloud phrases and sentences, pronouncing</b> them correctly.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.4.2 <b>Read aloud sentences</b> in texts observing correct <b>stress</b> and <b>intonation</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.4.3 <b>Read aloud poems and stories</b> clearly and expressively.</p>	<ul style="list-style-type: none"> <li>• Activities include:            - reading aloud chants, rhymes and focusing on correct pronunciation of words.</li> <li>- observing correct pronunciation, pause and emphasis in sentences.</li> <li>- reading poems and stories clearly by pronouncing words accurately and using expressions.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.5 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.	<p style="text-align: center;"><b><u>Levels 1, 2 &amp; 3</u></b></p> 3.5.1 Understand the <b>meaning of words</b> by looking at the context.	<ul style="list-style-type: none"> <li>• Teach children to look forward into the text or to look back in the text.</li> </ul>
3.6 Acquire a wide range of vocabulary.	<p style="text-align: center;"><b><u>Level 1</u></b></p> 3.6.1 Give words <b>opposite</b> in meaning. 3.6.2 Give words <b>similar</b> in meaning. 3.6.3 Read and distinguish <b>homographs</b> . 3.6.4 Read and distinguish <b>homophones</b> . <p style="text-align: center;"><b><u>Level 2</u></b></p> 3.6.5 Combine words to form <b>compound words</b> . 3.6.6 Use words to show <b>comparison</b> . 3.6.7 State <b>collective nouns</b> . 3.6.8 <b>Build new words</b> from a given word. <p style="text-align: center;"><b><u>Level 3</u></b></p> 3.6.9 Understand <b>simple similes and proverbs</b> .	<ul style="list-style-type: none"> <li>• e.g. <i>careful - careless</i></li> <li>• e.g. <i>saw - looked</i></li> <li>• e.g. <i>saw – He saw a ... He cut the tree with a saw.</i></li> <li>• e.g. <i>see ... sea</i></li> <li>• e.g. <i>fire + man (noun + noun) black + bird (adjective + noun)</i></li> <li>• e.g. <i>happier...happiest ... most ....</i></li> <li>• e.g. <i>flock of birds</i></li> <li>• e.g. <i>building = build, bud, bid, lid</i></li> <li>• e.g. <i>proud as a peacock, Honesty is the best policy. See vocabulary section for more examples.</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.7 Use the dictionary to get the appropriate meaning of the word.</p>	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.7.1 Read and <b>locate</b> the required word in the dictionary.</p> <p>3.7.2 Read and <b>select</b> the <b>definition</b> suited to the meaning of the word in context.</p>	<ul style="list-style-type: none"> <li>• Find the meaning of a word using the dictionary.</li> <li>• Getting meaning from context: <i>e.g. minute - of time</i> <i>- very, very tiny</i></li> </ul>
<p>3.8 Read and understand simple factual texts for main ideas, supporting details, sequence, and cause and effect relationships.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.8.1 Read and understand <b>different texts</b> such as instructions, directions, notices, labels, messages, letters, passages, recounts, descriptions.</p> <p>3.8.2 <b>Scan</b> for <b>specific information</b> in texts</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.8.3 Read and understand simple factual texts by answering comprehension questions in relation to: - <b>main ideas</b> - <b>details.</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.8.4 Read and understand <b>cause and effect</b> relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss the content of these texts.</li> <li>• Looking over the text quickly to locate the name of place, or for the number of people.</li> <li>• <i>e.g. What was the invention called? Who discovered it?</i></li> <li>• <i>e.g. The girl felt sad. Her friends did not want to talk to her.</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.9 Read simple texts and predict outcomes.</p>	<p><b>Level 1</b></p> <p>3.9.1 Read and <b>give details</b> about the <b>place</b> in the story.</p> <p>3.9.2 Read and <b>give details</b> about the <b>people and animals</b> in the story.</p> <p><b>Level 2</b></p> <p>3.9.3 Read and <b>talk</b> about the <b>actions</b> of people and animals in a story read.</p> <p>3.9.4 Read and tell and write why a person or animal in a story is <b>good</b> or <b>bad</b>.</p> <p><b>Level 3</b></p> <p>3.9.5 Read and <b>predict outcomes</b>.</p> <p>3.9.6 <b>Relate</b> the people and events in the <b>story to one's life</b>.</p>	<ul style="list-style-type: none"> <li>• Use fables, legends, tales.</li> <li>• e.g. how the animals and people look like, how many there were, their names, etc.</li> <li>• e.g. State what the characters did, How they did it, When ..., etc..</li> <li>• Choose a character and talk about him/her/it.</li> <li>• Get pupils to tell what happens next or to give the ending of the story.</li> <li>• Get pupils to give examples from their own life.</li> </ul>
<p>3.10 Read simple texts and make inferences and draw obvious conclusions.</p>	<p><b>All Levels</b></p> <p>3.10 Read and <b>tell what one has learnt from the story</b>.</p>	<ul style="list-style-type: none"> <li>• Encourage pupils to tell what moral lesson they have learnt from the story.</li> </ul>
<p>3.11 Read widely and independently.</p>	<p><b>All levels</b></p> <p>3.11 Read according to one's interest and keep a <b>reading record</b>.</p>	<ul style="list-style-type: none"> <li>• e.g. Keeping a Reading Record</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Name: _____</p> <p>Title of Book: _____</p> <p>Date borrowed : _____</p> <p>Date returned : _____</p> <p>What the book is about : This book tells us about buildings. ....</p> </div>

#### 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 Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.1.1 <b>Write</b> words, phrases and sentences in clear, legible <b>cursive writing</b>.</p> <p>4.1.2 <b>Write</b> clearly and legibly in print, for captions, labels, maps, diagrams, etc. and towns in maps and pictures.</p> <p>4.1.3 <b>Write</b> clearly and legibly numerals <b>50 – 70</b> in both number, and word forms using cursive writing.</p>	<ul style="list-style-type: none"> <li>• e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;"><b>TANJUNG KARANG</b></td></tr></table></li> <li>• e.g. <i>70 = seventy.</i></li> </ul>	<b>TANJUNG KARANG</b>
<b>TANJUNG KARANG</b>			
<p>4.2 Complete texts with the missing word, phrase or sentence.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.2.1 <b>Complete</b> simple instructions, recipes, descriptions, rhymes <b>with</b> the missing <b>words</b> and simple <b>phrases</b>, with guidance.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.2.2 Complete the above texts with the <b>missing word(s)</b>, without any guidance.</p> <p>4.2.3 Complete <b>mind-maps, diagrams</b> with information from the texts.</p>	<ul style="list-style-type: none"> <li>• Give words in a box from which pupil can choose the word.</li> <li>• Completing texts with pupils' own words. No guidance is given.</li> <li>• This is an info-transfer exercise.</li> </ul>	

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.3 Construct simple and compound sentences with guidance and independently.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.3.1 Form sentences and questions by: - matching <b>sentence halves</b>, and - expanding on words given.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.3.2 <b>Construct simple sentences and compound sentences</b> based on: - words and phrases given, and - on a picture stimulus.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.3.3 <b>Write paragraphs</b> based on - <b>words and phrases</b>, - on a picture stimulus.</p>	<ul style="list-style-type: none"> <li>• Activities include: writing short paragraphs by matching sentence halves and expanding on notes.</li>   <li>• Encourage the use of 'and', 'but', 'because' in the construction of compound sentences.</li>   <li>• e.g. Provide a set of pictures or a composite picture and ask pupils to construct their own sentences. (Teachers should provide the scaffolding of structure of the intended piece of writing).</li>   <li>• Emphasise to pupils that paragraphs contain a main idea and supporting detail. Emphasize too, that for a new idea, pupils must begin a new paragraph.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.4 Write simple informal letters to friends, parents, other family members, and pen-pals in a social context.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.4.1 Write <b>simple guided letters</b> to friends and /or family members.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.4.2 Write simple <b>letters</b> to pen-pals (<b>less guidance</b>).</p>	<ul style="list-style-type: none"> <li>• These guided letters can take the form of fill in the blanks. However, ensure pupils know the correct format of the letter.</li> <li>• Pupils can write for example about themselves, and the country or village they stay in. pupils can use pen and paper or the internet (e-mail).</li> </ul>
<p>4.5 Write simple formal letters to the teacher and other people in authority for a particular purpose.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.5.1 Write a simple guided <b>letter to the class teacher</b> explaining, for example, why one was absent from school.</p>	<ul style="list-style-type: none"> <li>• Other reasons would include why one was absent from sports practice or choir practice, or the English society meeting. Ensure reasons are given in the letter.</li> </ul>
<p>4.6 Write simple factual descriptions of things, events, scenes and what one saw and did.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.6.1 Write simple <b>guided descriptions</b>.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.6.2 Write simple <b>descriptions with little or no guidance</b>.</p>	<ul style="list-style-type: none"> <li>• Relate to themes and topics.</li> <li>• For example, descriptions of a historical building, a landmark in the town or of what they saw and did during the holidays (a recount).</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.7 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>4.7.1 <b>Write</b> simple <b>directions</b> and <b>messages</b> with guidance.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.7.2 <b>Write</b> simple directions and messages with little or no guidance.</p>	<ul style="list-style-type: none"> <li>• Get pupils to fill in a message form when relaying a message .</li> <li>• Pupils can write short messages on pieces of paper to relay information.</li> </ul>
<p>4.8 Write to express oneself creatively such as when composing simple poems and stories, creating greeting cards, posters, etc.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.8.1 <b>Compose</b> stories and poems <b>with guidance</b>.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.8.2 <b>Compose</b> stories and poems <b>with little or no guidance</b>.</p> <p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.8.3 Create greeting cards and posters.</p>	<ul style="list-style-type: none"> <li>• At this level, a lot of guidance must be given. For example, pupils can be asked to complete a poem by filling in rhyming words. Story writing can take the form of rebus writing.</li> <li>• Encourage pupils to proofread their own work especially spelling and punctuation. Also encourage them to carry out peer editing.</li> <li>• Encourage pupils to create greeting cards for real occasions. For example, such as GOOD LUCK and BEST WISHES cards for the exam, farewell cards, Happy Mother's Day card, etc.</li> <li>• Posters can be created for a campaign such as a reading campaign; for an exhibition, etc.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.9 Spell correctly and take dictation.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.9.1 Spell words that are given to be memorized.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.9.2 Take dictation of paragraphs given to be learnt.</p>	<ul style="list-style-type: none"> <li>• Activities include spelling a list of key words taught for a particular topic.</li> </ul>
<p>4.10 Punctuate meaningfully.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.10.1 Use capital letters, comma, full stop, apostrophe, and exclamation marks when writing.</p>	

## 6.0 GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 6 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. Items asterisked are to be emphasized and this year only question tags are new. Generally, the focus in Year 6 is to consolidate and reinforce the teaching and learning 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  
scissors, trousers, spectacles*

The use of **some** with uncountable nouns

*e.g. some water, some rice, some money*

1.3 Collective nouns (things, people, animals)  
*e.g. herd of cows, packet of sweets,  
group\_of singers.*

##### Number (singular and plural forms)

1.4 Regular plurals

*e.g. cars, tables; classes, dresses.*

*e.g. mouse - mice, tooth - teeth, foot - feet.*

##### Common Nouns

1.5 *e.g. boy, girl, man, woman.*

##### Proper Nouns (names of person/places)

1.6 *e.g. Ali, Siva, Cheng;*

*Ipoh, Subang Jaya, Sabah*

*e.g. K.C. Tan, J.W.W. Birch, M. Ravi*

##### Gender (masculine, feminine)

masculine – *e.g. boy, man, men*

feminine – *e.g. girl, woman, women*

#### 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.*

2.4 'some' is used to talk about quantity or number without being precise.

e.g. *Can I have some sugar?*

### 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*

e.g. *our books, their books*

#### 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. **How**

e.g. *How much is this?*

### 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

in front of behind through

### 6. ADJECTIVES (of colour, shape and size)

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

e.g. *a short fat boy, big round table*

(double adjectives)

#### 6.1 Comparative form

• 'er' – e.g. *tall - taller*

• 'er' + than - e.g. *taller than*

• 'more' – *more beautiful than*

#### 6.2 Superlative form

• 'est' – e.g. *tallest*

• 'most' – e.g. *most beautiful*

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

e.g. *This is the most beautiful house.*

**7. ADVERBS**

Adverb of manner **-ly**

To show how a person does something

e.g. *She walks quickly to school.*

*They happily walked back home.*

**8. MODALS - must, have to, could, should**

To show it is necessary to do something.

e.g. *I must read this book tonight.*

*They have to cut their hair this weekend.*

*You should not throw rubbish into the drain.*

*Could I borrow your atlas.*

**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')

*\*Kim, Tan and Devi are going camping tomorrow.*

(3 singular nouns connected by 'and')

**10. SIMPLE PRESENT TENSE**

**(i) For habitual actions**

e.g. *Every day I go to school by bus.*

**(ii) For imperatives**

e.g. *Listen. Come here.*

*Bring me the book.*

**(iii) For actions (verb + ing)**

e.g. *They are running around the field.*

**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.*

\*Irregular verbs (keep – kept)

e.g. *He kept the box in the cupboard.*

\*Using words that signal the past tense

e.g. *yesterday, last week*

**12. POSITIVE STATEMENTS**

e.g. *My name is Jamil.*  
*I am a boy.*  
*I like to eat durians.*  
\*e.g. *We are eating durians.*  
\*e.g. *They are eating 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.*  
*We/They do 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.*

QUESTION TAGS:

\* *You understand the story, don't you?*  
\**It is raining, isn't it?*

**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.*

**\*vii. Indent**

- for paragraphs

*e.g. They went to the zoo.*

*First, they went to the bird park.*

*Then, they went to the crocodile  
farm.*

## 6.0 (b) SUGGESTED SENTENCE PATTERNS

These patterns are set out under different functions.  
The words underlined may be substituted with other words.  
The asterisked items are new for the year.

1. **To request for specific objects and to respond**  
A: Can I have the bottle of glue, 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 .....
5. **To refute statements**
  - i. It is **not** black
  - ii. **No**, it is **not** black.
  - iii. Is this his?.....No.
6. **To accept and decline an invitation**  
A : Can you come to my party?  
B : Yes, of course.  
B : I'm sorry I can't.  
I have to complete my Science Project.
7. **To make suggestions and responding to them.**  
A: Let's go to the playground.  
B: Yes / Okay. OR  
B: No, I can't. No one is at home.
- vi. **Who** is that?  
She is my ..... (to state)
- v. **When** are you coming to my house?  
On Friday at 3 o' clock.
- vi. **How** much is that book?  
It is RM 7.50

**8. \*To volunteer**

“Teacher, I can do it.”

**9. \*To show appreciation.**

“Thank you very much.”

**10. \*To express pleasure / happiness.**

“I’m so happy!”

**11. \*To encourage.**

“ Try again, James. You can do it.”

**12. \*To show concern**

“Are you all right, Soon Eng?”

## Sound System

The sound system forms part of the language contents in the Year 6 Curriculum Specifications. The items listed below are to be taught in Year 6. 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. Short and Long Vowel Sounds

<b>a.</b>	/ʌ/	<b>b.</b>	/æ/	<b>c.</b>	/ɒ/	<b>d.</b>	/ɔ:/
	cup		cap		lock		torn
	pup		lab		frock		born
	rub		blab		tock		corn

### 2. Double Consonants

<b>a.</b>	ss /s/	<b>b.</b>	zz /z/	<b>c.</b>	rr /r/
	hissing		puzzle		terrible
	missing		muzzle		parrot
	fuss		fuzzy		horror
					arrange

**3 Dipthongs (vowel digraphs)**

31

<b>a.</b>	/ /	<b>b.</b>	/ /
	fair		house
	pair		louse
	air		mouse
	beige		blouse

**4. Silent Letters**

<b>a.</b>	<b>Silent 'b'</b>	<b>b.</b>	<b>Silent 'g'</b>
	comb		reign
	bomb		feign
			foreigner

**5. Initial Blends**

<b>a.</b>	<b>thr / /</b>	<b>b.</b>	<b>shr / /</b>	<b>c.</b>	<b>st /st /</b>
	through		shrew		stay
	threw		shrine		stick
	thrill		shriek		stem

**6. Final Blends**

- |           |                  |           |                  |
|-----------|------------------|-----------|------------------|
| <b>a.</b> | <b>mp / mp /</b> | <b>b.</b> | <b>dg / dg /</b> |
|           | lamp             |           | badge            |
|           | stamp            |           | lodge            |
|           | ramp             |           | dodge            |

**7. Voiced and Voiceless 'th'**

- |           |               |           |               |
|-----------|---------------|-----------|---------------|
| <b>a.</b> | <b>th / /</b> | <b>b.</b> | <b>th / /</b> |
|           | the           |           | thing         |
|           | thee          |           | thank         |
|           | there         |           | think         |

## 8. 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

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 / 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.

## WORD LIST

The word list consists of words commonly used in the English language. These are high frequency words which pupils will need even when reading simple texts. These words have been taught from Year 4 and pupils should be able to understand them and use them in speech and in writing. New items have

been asterisked and need to be taught. **Teachers are encouraged to add to this list according to the maturity level and ability of their pupils as well as when teaching a particular topic.**

above	change	garden
across	chick	goat
almost	children	goes
along	cinema	gone
also	clothes	great
always	coming	half
animals	cow	happy
any	croak	head
around	didn't	heard
asked	does	hen
baby	dog	high
balloon	don't	I'm
before	duck	inside
began	duckling	jumped
below	during	kid
better	earth	kitten
between	egg	knew
birthday	every	know
both	eyes	lady
brother	father	leave
building(s)	farm (crocodile farm)	light
butterfly	first	meow
cat	follow(ing)	might
caterpillar	found	money
can't	friends	moo
calf	frog	morning

mother  
much  
museum  
near  
never  
number  
only  
opened  
other  
outside  
own  
paper  
park (bird park)  
place  
puppy  
right  
round  
second  
show  
sister  
small  
sound  
start  
still  
stopped  
suddenly  
sure  
swimming  
tadpole  
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  
zoo

#### COMPOUND WORDS

basketball  
bathroom  
bedroom  
blackboard  
boatman  
bus-stop  
classroom  
football  
grandchild

granddaughter  
grandfather  
grandmother  
grandson

#### HOMOPHONES

hear here  
see sea  
son sun

#### HOMOGRAPHS

bow  
watch  
wind

#### COLLECTIVE NOUNS/ PHRASAL QUANTIFIERS

a herd of elephants  
a packet of sweets  
a group of singers  
a tin of milk

#### \*PREFIXES

dis- un- re-

#### \*SUFFIXES

-er -less -ly

Numbers: \*sixty – one hundred  
\*numbers in hundreds up to one  
one thousand

\*SIMILES

cool as a cucumber  
as white as snow  
as quick as lightning  
as busy as a bee  
as light as a feather  
as sweet as honey  
as green as grass

\*PROVERBS

A friend in need is a friend indeed  
A stitch in time saves nine  
Honesty is the best policy  
Look before you leap  
One good turn deserves another

**Pusat Perkembangan Kurikulum  
Kementerian Pendidikan Malaysia**

***Curriculum Development Centre  
Ministry of Education Malaysia***

