



KEMENTERIAN PENDIDIKAN MALAYSIA

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

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**TAHUN 1 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 lebih memperkembang potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi, dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

### **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.

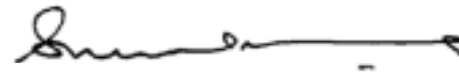
Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran 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 diperingkat 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 English language curriculum for schools is planned to help learners acquire the language so that they can use it in their everyday life, to further their studies, and for work purposes. With globalization, Malaysians will need to be proficient in the language to communicate with people from other countries. The use of English in Information Communications Technology (ICT) has also been included 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 FOR PRIMARY SCHOOL

The English language syllabus for primary school aims to equip pupils with basic skills and knowledge of the English language to enable them to communicate, both orally and in writing, in and out of school.<sup>1</sup>

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

- i) listen to and understand simple spoken English in certain given contexts;
- ii) speak and respond clearly and appropriately in familiar situations using simple language;

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<sup>1</sup> Please note that the introductory part of this 'Huraian Sukatan Pelajaran' describes the English language programme from Year 1 to Year 6 as a whole.

- iii) read and understand different kinds of texts (from print and electronic sources, if available) for enjoyment and information;
- iv) write (on paper and electronically) 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 the content to be taught from Year 1 through to Year 6. It comprises the four language skills, namely, listening, speaking, reading, and writing as well as the language contents. These 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.

## THE 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 termed '*Huraian Sukatan Pelajaran*'. Each document serves as a guide to teachers with regard to the skills that should be achieved, 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 learn the language.

This document is the Curriculum Specifications for Year 1 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 skill to be acquired in Year 1.

To help teachers further, these sub-skills 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.

### **The 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.

### **The Learning Content**

In teaching English to learners, 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 pupils 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 consonants and vowels 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 learners 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 the 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 follows 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 instructions, “It’s time to go to bed” or social expressions such as “You’re back. How was school?” These statements or questions can be later used in writing or speaking exercises when the teacher gets pupils to speak or write about life at home.

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 infused 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 skills 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 learners.

### **Evaluation**

Evaluation is an important aspect of the teaching-learning process. Continuous formative evaluation is important to gain essential feedback and to keep track of pupils' progress. Awareness of pupils' capabilities will enable teachers to plan activities for further development. In these early stages of language development especially, pupils should not be burdened with centralized, exam-type assessment.

### **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 a 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 later as well as their ability to interact with others. 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 solve simple problems, and express themselves creatively in English.

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

Learning How to Learn skills are also integrated with the learning outcomes to enable learners to take responsibility for their own learning even at an early age. These skills enable learners to remember words, recall ideas, and look up meanings of words in simple dictionaries. It is hoped that these skills set them on the path to 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 working on computers and using 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 way children interact and talk with one another (verbal intelligence), and the application of kinaesthetic intelligence as seen in role-play activities.

### **Knowledge Acquisition**

Learning outcomes make use of subject matter disciplines such as science and geography, and incorporate educational emphases such as the environment 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.. 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 1 SK**

The English Language programme for Year 1 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 1 programme is focused on providing the basis for 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 sure that their pupils listen to songs, rhymes, and stories. To show their understanding of what they hear, pupils can be asked to sing songs, chant rhymes, mime, colour, do matching exercises, draw, write, and recall ideas.

#### **Oral Work**

Pupils should be given lots of opportunities to talk in class so that they become familiar with the sounds of the English and pick up the confidence to speak in the language. Pair and group work activities allows 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 use a good reading scheme. Teachers can use the whole language approach by reading aloud stories from a book (e.g. Big Books) and allowing children to follow the words being read so that they get to know how words are pronounced. In addition, teachers must make pupils aware of the letters of the alphabet (e.g. a, b, c, d) and the sounds of these letters ('eh', /b/, /k/, /d/) so that pupils can string together these sounds and produce a word (phonics). Pupils must be provided with good models of reading so that they imitate the sounds produced. Pictures and illustrations must support reading texts as these enhance understanding. Pupils should be taught to read with understanding and enjoyment, building on what they already know. They should also be taught to use various cues for word identification, and to use their understanding of grammatical structure and the meaning of the text as a whole to make sense of the content.

## **Writing**

At this stage, pupils must master the mechanics of writing so that they form their letters well, leaving sufficient space between letters and words so that their writing is neat and legible. Pupils then learn to write at the word, phrase and sentence levels. At this stage, copy writing is an essential activity as it not only gives pupils practice in penmanship but also familiarizes with the spelling of words.

## CONTEXTS FOR TEACHING

The contexts for teaching suggested for Year 1 SK are listed below. These are broad areas from which topics are to be drawn for activities and comprehension texts so that learners can read, talk, and write. 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. These words must be used and recycled in different contexts and topics so that pupils can master these words. Where necessary, a limited number of words can be added to the key word list in order to deal with a story or subject meaningfully.

- 1. World of Family and Friends** : About oneself and family (name, age, name of school, home)
- 2. World of Stories** : Animal stories
- 3. World of Knowledge** : Animals  
Things in the classroom and home – (colours, numbers, shapes)

## **OBJECTIVES FOR YEAR 1**

**By the end of Year 1, learners should be able to:**

- Talk about themselves, their likes and dislikes and their family;
- Sing simple songs and recite nursery rhymes;
- Follow simple instructions and directions;
- Ask and answer simple questions;
- Read and understand simple stories and talk about the characters in the stories;
- Copy accurately and write simple sentences; and
- Show an awareness of moral values and love towards the nation.

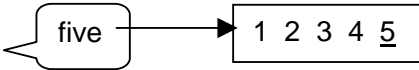
## LEARNING OUTCOMES AND SPECIFICATIONS

The Learning Outcomes have been taken from the syllabus in its original form. They cover 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 learners in Year 1.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>1.0 LISTENING</b></p> <p>By the end of their primary schooling, pupils should be able to:</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 <b>repeat</b>:</p> <p>a) vowels in the initial position b) consonants in the initial position. c) vowels in their medial position.</p> <p>(See Sound System at the back of the document).</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>1.1.2 Listen to <b>identify</b> and <b>group</b>:</p> <p>a) vowels in the initial position b) consonants in the initial position c) vowels in the medial position.</p>	<p>Activities include:</p> <ul style="list-style-type: none"> <li>• listening and imitating sounds heard e.g. a vowel or consonant sound in the initial position : e.g. “k” sound as in <u>cat</u>, <u>crab</u> “i” sound as <u>in</u>.</li> <li>• listening to words that begin with the same letter as the child’s name e.g. /h / for <i>Halim, Hassan</i></li> <li>• underlining the letter sound that the teacher reads out: e.g. <u>R</u>ob, <u>B</u>en</li> <li>• identify and group words according to: <ul style="list-style-type: none"> <li>- vowels in the initial position e.g. <u>i</u>s, <u>i</u>n, <u>i</u>t</li> <li>- consonants in the initial position e.g. <u>b</u>all, <u>b</u>ag, <u>b</u>ed</li> <li>- vowels in the medial position e.g. <u>f</u>at, <u>c</u>at, <u>r</u>at</li> </ul> </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 of 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>monosyllable words</b>.</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</b> and <b>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>	<ul style="list-style-type: none"> <li>• Use opportunities provided when teaching the <b><i>World of Stories</i></b>.</li> <li>• Example of monosyllable words: <i>bus, red, hen, ran</i></li> <li>• Activities include: <ul style="list-style-type: none"> <li>- using words and phrases such as “<i>Good morning</i>”, “<i>Good-bye!</i>” in real contexts. <i>e.g. when pupils meet each other or when they go home.</i></li> <li>- repeating nursery rhymes.</li> <li>- repeating refrains heard in stories such as <i>e.g. “Mum ran and ran and ran.”</i> <i>“Down, down, down he went.”</i> <i>“Up, up, up he went.”</i> <i>“Can I help?”</i></li> </ul> </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 and understand <b>key words</b> in stories heard.</p> <p>1.3.2 Listen to and understand the numbers <b>1-5</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.3.3 Listen to and understand <b>all the words</b> in the word list.</p> <p>1.3.4 Listen to and understand the numbers <b>6-10</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.3.5 Listen to and understand simple spoken <b>phrases</b> and <b>sentences</b>.</p>	<ul style="list-style-type: none"> <li>• Use the <b>World of Stories and the World of Knowledge</b> to teach this section.</li> <li>• Example of key words include nouns and adjectives such as <i>big cat, fat rat, little hat</i>.</li> <li>• Understanding can be demonstrated by getting pupils to point at pictures.</li> <li>• Check pupils' understanding by getting them to match the spoken numeral and the written form: e.g.  <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>• Get children to memorise words and test their spelling (not more than 5 words each time) e.g. <i>help, hen, rat, went</i>.</li> <li>• Children learn better if words are taught in context under the various topics and with accompanying pictures or actions.</li> </ul>



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 <b>learn</b> the <b>vocabulary</b> of instructions.</p> <p>1.4.2 Listen to and follow <b>one-word instructions</b>.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>1.4.3 Listen to and follow simple instructions.</p>	<ul style="list-style-type: none"> <li>• <i>E.g. Run! Sit! Stand! No! Stop!</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>E.g. Colour the ball red! Close the door.</i></li> </ul> <p><i>E.g. While playing football: Throw the ball! Kick the ball! Run! Faster!</i></p> <p><i>Note: the world of knowledge is introduced when children learn colours, objects, names of animals.</i></p> <ul style="list-style-type: none"> <li>• Some suggested activities are: <ul style="list-style-type: none"> <li>- playing games such as: <i>Simon Says; Listen; Start and Stop.</i></li> <li>- colouring, sequencing, matching, making things.</li> </ul> </li> </ul>

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>stories</b> and recall the names of people and animals.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.5.2 Listen to simple <b>descriptions</b> and answer simple 'Wh' questions on details.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.5.3 Listen to stories and answer questions on details of people/animals in stories.</p>	<p>Theme: The World of Stories</p> <ul style="list-style-type: none"> <li>• Examples of 'Wh' questions include <i>Who, What.</i></li> </ul>
<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 songs, rhymes and children's songs.</p>	<ul style="list-style-type: none"> <li>• Get children to clap their hands, move to the rhythm of the song, sing and chant along, draw and colour pictures.</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 pupil's ability.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.7.1 Listen to simple short stories, fairy tales and <b>respond</b></p> <ul style="list-style-type: none"> <li>- non-verbally</li> <li>- verbally.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of <u>non-verbal response</u> include: <ul style="list-style-type: none"> <li>- smiling, laughing, clapping hands</li> <li>- body movements</li> <li>- providing sound effects (<i>e.g. laugh, roar yell</i>)</li> <li>- drawing, circling, colouring.</li> </ul> </li> <li>• Examples of <u>verbal response</u> include: Saying whether one likes the story or not.</li> </ul>


LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2 &amp; 3</u></b></p> <p>1.7.2 Listen to simple short stories and be able to say whether they like or do not like the story.</p>	<ul style="list-style-type: none"><li>• <i>E.g. Do you like this story? Yes./ No.</i></li></ul>

## 2.0 SPEAKING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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 Pronounce <b>monosyllable</b> words correctly.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.1.2 <b>Repeat exclamations</b> with the correct stress and intonation.</p> <p>2.1.3 <b>Ask questions</b> with the correct intonation.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.1.4 Chant <b>rhymes</b> and sing <b>songs</b> pronouncing words clearly.</p>	<ul style="list-style-type: none"> <li>• Example of monosyllable words are: <i>No! Oh no! Yes!</i></li> <li>• Use the context of a story so that the exclamations sound more real. e.g. <i>"Run! Run!"</i> <i>"Get the ball!"</i> <i>"Help! Help!"</i></li> <li>• E.g. <i>What is red?                    } World of</i> <i>Is Ben in?                            } Knowledge.</i> <i>Is Ben in the tent?                }</i></li> <li>• Make pupils aware of the rising intonation in questions.</li> <li>• E.g. of song: <i>"If you are happy and you know it, clap your hands."</i></li> </ul>

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 <b>Ask simple questions</b> requiring Yes / No replies.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.2.2 Ask questions pertaining to numbers.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.2.3 Ask 'Wh' questions to <b>find out more information</b> about identity, shape and colour.</p>	<p>Theme: World of Knowledge</p> <ul style="list-style-type: none"> <li>• e.g. <i>Is the cat fat? .....Yes! Is the sea red? .....No! Is the sea blue?.... Yes!</i></li> <li>• e.g. <i>How many people are there? Show how many boys are there?</i></li> </ul> <p>e.g. <i>What is this? ..... A ball. Is the moon round? ..... Yes. Is the ball red in colour? ..... No.</i></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 Responding with <b>Yes / No replies</b>.</p> <p>2.3.2 Give <b>one-word</b> replies when identifying, naming objects, plants, animals, etc.</p> <p>2.3.3 Give replies pertaining to <b>numbers 1-5</b> (identifying, stating).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.3.4 Give <b>longer replies</b> when identifying, naming objects, plants, animals etc.</p>	<p>Theme: World of Knowledge.</p> <ul style="list-style-type: none"> <li>• <i>E.g. Did Ali kick the ball? Yes/ No.</i></li> <li>• <i>E.g. Who kicked the ball?.....Muthu What is this flower?..... A rose.</i></li> <li>• <i>E.g. How many buns are there?...5</i></li> <li>• <i>E.g. Who hit the ball? Quah Seng hit the ball.</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p>2.3.5 Give replies pertaining to <b>numbers 6-10</b> (identifying, stating).</p> <p style="text-align: center;"><b>Level 3</b></p> <p>2.3.6 <b>Refute</b> statements and give the correct name or number.</p>	<ul style="list-style-type: none"> <li>• <i>E.g. Is this number seven? Yes. It is number seven.</i></li> <li>• <i>E.g. Is it number nine? No. It isn't. / It is not. It is number ten./ It's number 10.</i></li> </ul>
<p>2.4 Tell stories based on pictures and other stimuli, and recite poems.</p>	<p style="text-align: center;"><b>Level 1</b></p> <p>2.4.1 Recite simple poems and chant nursery rhymes by <b>joining in with words and phrases</b>.</p> <p style="text-align: center;"><b>Level 2</b></p> <p>2.4.2 <b>Complete parts</b> of a story heard before.</p> <p style="text-align: center;"><b>Level 3</b></p> <p>2.4.3 Recite simple poems and chant nursery rhymes with <b>expression and gestures</b>.</p> <p>2.4.4 <b>Retell stories</b> heard before.</p>	<ul style="list-style-type: none"> <li>• <i>E.g. Jack and Jill Went up the .....</i></li> <li>• <i>E.g. Then the giant .....</i></li> </ul>
<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>Level 1</b></p> <p>2.5.1 <b>Name</b> the people and animals in the story.</p> <p style="text-align: center;"><b>Level 2</b></p> <p>2.5.2 Give <b>details</b> about the people and animals of a story heard or read.</p>	<p>Theme: World of Stories and Knowledge.</p> <ul style="list-style-type: none"> <li>• Example of details include names, number, colour and shape. e.g. Jane wore a .....</li> </ul>

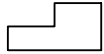
LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.5.3 Talk about the <b>actions</b> of the people and animals of a story heard or read.</p>	<ul style="list-style-type: none"> <li>• Get children to role-play actions.</li> <li>• Activities include:               <ul style="list-style-type: none"> <li>- asking children which characters they prefer;</li> <li>- role -playing certain characters.</li> </ul> </li> </ul>
<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>Levels 2 &amp; 3</u></b></p> <p>2.6.2 <b>State</b> whether one likes or does not like the story heard or read.</p>	<ul style="list-style-type: none"> <li>• <i>E.g. laughing, clapping</i></li> <li>• <i>E.g. Tick the picture that shows your feelings?</i></li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• <i>E.g. "I do not like the story."</i></li> </ul>
<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 Exchange <b>greetings</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.7.2 <b>Talk about</b> oneself (e.g. age, family members).</p>	<ul style="list-style-type: none"> <li>• Get children to role-play various situations where they might use such language.</li> <li>• <i>E.g. I am Emi. My friend is Norma.</i></li> </ul>

	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.7.3 Give simple <b>instructions</b>.</p>	<ul style="list-style-type: none"><li>• <i>E.g. Follow me. Come with me.</i></li></ul>
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### 3.0 READING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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 Master <b>letters</b> of the alphabet.</p> <p>3.1.2 Learn individual <b>letter sounds</b> of the alphabet.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.1.3 Identify <b>letter shapes</b> by their <b>sounds</b>.</p> <p>3.1.4 <b>Read aloud</b> the vowels and consonants in their initial position and say aloud their sounds.</p> <p>3.1.5 Read and group words according to <b>word families</b>: the 'all' and 'ong' families.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.1.6 Compare words for similar and different sounds.</p>	<ul style="list-style-type: none"> <li>• Various activities can be carried out to develop mastery such as:             <ul style="list-style-type: none"> <li>- differentiating letters: <i>e.g. Pick out the letter p.</i> <span style="border: 1px solid black; padding: 2px 5px;">P</span> <span style="border: 1px solid black; padding: 2px 5px;">D</span></li> <li>- arranging letters/words in alphabetical order.</li> <li>- identifying small letters and capital letters.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Amrin</u> about apple all <u>Alice</u></p> </div> <li>- naming letters aloud.</li> </li></ul> <ul style="list-style-type: none"> <li>• See the Sound System. e.g. a = 'eh' as in apple; c = /k/ as in cat (hard sound of 'c')</li> <li>• E.g. <i>Pot, dot</i> are consonants in the initial position <i>Umbrella, uncle</i> are vowels in the initial position.</li> <li>• E.g. The 'all' family (<i>e.g. tall, ball, wall</i>) The 'ong' family (<i>e.g. long, song</i>)</li> <li>• E.g. Underlining words with the same beginning sound: <i>e.g. <u>b</u>ig <u>b</u>ut <u>b</u>ed</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.2 Acquire key words at various stages of development.</p>	<p><b>Level 1</b></p> <p>3.2.1 <b>Recognise</b> complete <b>words</b>.</p> <p>3.2.2 Read and learn the <b>meaning</b> of <b>5 key words</b> for each topic/theme.</p> <p><b>Level 2</b></p> <p>3.2.3 Recognise and read aloud the numbers <b>6-10</b> in its numeral and word forms.</p> <p><b>Level 3</b></p> <p>3.2.4 Learn another <b>5 key words</b> for each topic and use these key words in sentences of their own.</p>	<p>Theme: World of Family, Friends and Neighbours.</p> <ul style="list-style-type: none"> <li>• Various activities include <ul style="list-style-type: none"> <li>- reading and matching words with configuration clues; <i>e.g. all</i> → </li> <li>words with pictures;</li> <li>written word with the spoken word;</li> <li>- reading aloud labels of things in the class, names of friends, things</li> <li>- selecting the correct label from 2 or 3 word cards.</li> </ul> </li>   <li>• Example of a topic on Family is "My Friends Next Door".</li> <li>• Get pupils to memorise these words.</li>   <li>• <i>E.g. 6 = six</i> <i>six = 6</i></li>   <li>• Example of activities are: spelling correctly, filling in blanks.</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 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> (3-5 words) by matching them to pictures.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.3.3 Read and understand a simple <b>paragraph</b> of 2-3 sentences.</p>	<p>Theme: World of Stories</p> <ul style="list-style-type: none"> <li>• <i>E.g. a red rambutan</i></li> <li>• Activities include: <ul style="list-style-type: none"> <li>- matching sentences to pictures:</li> <li>- rearranging words to form a complete sentence: <i>e.g. girl a is This</i></li> </ul> </li> <li>• Activities include: <ul style="list-style-type: none"> <li>- rearranging sentences in sequence.</li> <li>- selecting sentences to fit the picture.</li> </ul> </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 Read aloud <b>words</b> in lists and labels.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.4.2 Read aloud <b>phrases</b>.</p>	<ul style="list-style-type: none"> <li>• <i>E.g.</i> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>tree</td></tr> </table> <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr><td><u>List</u> Aminah Manoharan Cheng Kennv</td></tr> </table> </li> <li>• <i>E.g. the tree the big tree the small tree</i></li> </ul>	tree	<u>List</u> Aminah Manoharan Cheng Kennv
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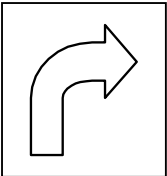

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	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.4.3 Read aloud sentences in <b>signs, notices and simple stories.</b></p>	<ul style="list-style-type: none"> <li>• <i>Example:</i> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 5px;">Stop! Look! Go!</td> <td style="padding: 5px; margin-left: 20px;">The big cat ran away. The small cat ran away. All the cats ran away.</td> </tr> </table> </li> </ul>	Stop! Look! Go!	The big cat ran away. The small cat ran away. All the cats ran away.													
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<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 picture clues.</p>	<ul style="list-style-type: none"> <li>• <i>Example:</i> <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;"><i>table</i></td> <td style="text-align: center;">→</td> </tr> <tr> <td style="padding-right: 10px;"><i>sun</i></td> <td style="text-align: center;">→</td> </tr> <tr> <td style="padding-right: 10px;"><i>bird</i></td> <td style="text-align: center;">→</td> </tr> </table> </li> </ul>	<i>table</i>	→	<i>sun</i>	→	<i>bird</i>	→									
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<i>bird</i>	→																
<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 Read and <b>recognise</b> words in word chains and other word games.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.6.2 Read and <b>group</b> words according to <b>categories.</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.6.3 <b>Make small words</b> from big words.</p>	<ul style="list-style-type: none"> <li>• Activities include setting up competitions between pairs and groups; making children create their own word chains, etc.</li> <li>• <i>Example:</i> <table style="margin-left: 20px;"> <tr> <td style="text-align: center; padding-right: 20px;">FRUITS</td> <td style="text-align: center;">COLOURS</td> </tr> <tr> <td colspan="2" style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px;"> <table style="margin: auto;"> <tr> <td style="padding: 2px 5px;">apple,</td> <td style="padding: 2px 5px;">orange</td> <td style="padding: 2px 5px;">durian</td> </tr> <tr> <td style="padding: 2px 5px;">red</td> <td style="padding: 2px 5px;">black</td> <td></td> </tr> </table> </td> </tr> </table> </li> <li>• <i>Example:</i> MANGOSTEEN <table border="1" style="margin-left: 20px; text-align: center;"> <tr> <td style="padding: 5px;">man</td> <td style="padding: 5px;">ten</td> <td style="padding: 5px;">go</td> <td style="padding: 5px;">no</td> <td style="padding: 5px;">mango</td> </tr> </table> </li> </ul>	FRUITS	COLOURS	<table style="margin: auto;"> <tr> <td style="padding: 2px 5px;">apple,</td> <td style="padding: 2px 5px;">orange</td> <td style="padding: 2px 5px;">durian</td> </tr> <tr> <td style="padding: 2px 5px;">red</td> <td style="padding: 2px 5px;">black</td> <td></td> </tr> </table>		apple,	orange	durian	red	black		man	ten	go	no	mango
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<p>3.7 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>3.7.1 Look at <b>pictures</b> of a simple factual text.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>3.7.2 Read and understand <b>simple factual texts</b> by answering simple comprehension questions.</p>	<ul style="list-style-type: none"> <li>• Examples of factual texts include “<i>Trains</i>”, “<i>Lorries</i>”.</li> <li>• Looking at a text gives the child an overview of what to expect. At the same time, certain key words can be pointed out.</li> <li>• The text can be a paragraph of 2-3 lines OR a book of one sentence a page for 3-4 pages.</li> </ul> <p>e.g.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p>This is a lorry. It has 4 wheels. It is red in colour.</p> </div> <ul style="list-style-type: none"> <li>• Example of comprehension questions are: <i>Which picture describes the lorry?</i></li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> </div>

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<p>3.8 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>3.8.1 Read simple <b>poems</b> and simple <b>stories</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.8.2 Read and <b>give details</b> about the people and animals in the story. (e.g. number, size).</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.8.3 Read and <b>talk about the actions</b> of people and animals in a story heard or read</p>	<ul style="list-style-type: none"> <li>• A simple poem may consist of just 4 lines.</li> <li>• A simple story may consist of a book of 1 sentence a page for 3-5 pages.</li> <li>• Example: <i>The Giant is a big man. He has a big bed.</i></li> <li>• <i>E.g. The red hen walked.</i> <i>E.g. What did the red hen say when she met the duck?</i></li> </ul>
<p>3.9 Read simple texts and predict outcomes.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.9.1 Read and select a picture that will show what happens next.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>3.9.2 Read and tell what will happen next in the story.</p>	<ul style="list-style-type: none"> <li>• Show pupils a set of pictures. Ask them to select a picture according to their prediction.</li> <li>• The use of Big Books help children read better. When teachers read aloud from these books they model the reading process.</li> </ul>
<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 books and children's magazines according to one's interest.</p>	<ul style="list-style-type: none"> <li>• Allow pupils to select books of their own interest. If there is a structured reading scheme, get pupils to progress level by level.</li> </ul>

#### 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 (a) Copy correctly.</p> <p>4.1 (b) Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.1.1 Write <b>letters</b> of the alphabet in clear and legible print:</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 <b>Copy</b> legibly <b>numerals 1-20</b> in both number and word forms.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.1.3 <b>Copy words</b> and phrases in clear and legible print.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.1.4 <b>Copy</b> 3-word sentences in clear and legible print.</p>	<ul style="list-style-type: none"> <li>• Provide realistic contexts for the child to write lists. e.g. <i>Mother is going shopping.</i> <i>She wants you to make a list.</i> <i>She tells you to write:</i></li> </ul> <div style="display: flex; align-items: center; margin-left: 40px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">             fish meat vegetables salt fish balls           </div> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">             Mother wants you to make your own list.           </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;">             chocolates ice cream           </div> </div> <ul style="list-style-type: none"> <li>• e.g. <i>1 = one</i> <i>2 = two</i></li> <li>• Let children share their writing by reading it aloud to others or by displaying it.</li> <li>• Teachers need to pay attention to spacing between words, formation of letters, slant of letters, etc. e.g.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.2 Match words to linear and non-linear representations:</p> <p>i. word to word;</p> <p>ii. word to phrase;</p> <p>iii. word to picture, symbol.</p>	<p><b>Level 1</b></p> <p>4.2.1 Match words to pictures.</p> <p><b>Level 2</b></p> <p>4.2.2 Match phrases to pictures.</p> <p>4.2.3 Match words to signs.</p> <p><b>Level 3</b></p> <p>4.2.4 Match words to other words (e.g. nouns and adjectives).</p>	<ul style="list-style-type: none"> <li>E.g. <i>the giant's chair</i> <i>the giant's hat</i> <i>the giant's books</i></li> </ul>  <ul style="list-style-type: none"> <li>E.g. <i>Turn right.</i> <i>Turn left.</i></li> <li>E.g. <i>a long</i>                      <i>girl</i> <i>a tall</i>                              <i>ruler</i></li> </ul>
<p>4.3 Complete texts with the missing word, phrase or sentence.</p>	<p><b>Level 1</b></p> <p>4.3.1 Complete <b>missing letters</b> in texts e.g. in shopping lists, furniture inventories.</p> <p><b>Level 2</b></p> <p>4.3.2 Complete simple instructions and directions, descriptions, rhymes with the missing <b>word(s)</b> (with guidance given in the form of words and pictures).</p> <p><b>Level 3</b></p> <p>4.3.3 Complete simple instructions and directions, descriptions, rhymes, notices, stories with the missing <b>word(s)</b> (with a little guidance in the form of a composite picture).</p>	<ul style="list-style-type: none"> <li>E.g. a <i>shopping list for the market:</i></li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px 0;"> <p>m_at; f_sh; long be_ns</p> </div> <ul style="list-style-type: none"> <li>E.g. <i>Go straight.</i> <i>Turn _____ (right, left)</i></li> </ul>  <p>E.g.  <i>This is my pet bird.</i> <i>Its name is Merak.</i> <i>It eats <u>chillies</u>.</i></p>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.4 Construct simple and compound sentences with guidance and independently.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.4.1 Form simple sentences and questions by <b>arranging words</b> (3-4 words in a sentence).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.4.2 Form simple sentences by <b>matching</b> sentence parts.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.4.3 Construct simple sentences <b>independently</b> (3-4 words in a sentence) by looking at a picture.</p>	<ul style="list-style-type: none"> <li>• E. g . <i>is Johan name His</i></li>   <li>• E.g. <i>This is chocolates.</i> <i>He is Embok.</i> <i>He likes to eat seven years old.</i></li>   <li>• E.g. <span style="border: 1px solid black; display: inline-block; width: 40px; height: 40px; vertical-align: middle;"></span> <i>This is Jane.</i> <i>She is 7 years old.</i> <i>She is pretty.</i></li> </ul>
<p>4.5 Spell correctly and take dictation.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.5.1 Spell <b>common sight</b> words.</p> <p style="text-align: center;"><b><u>Level 2 &amp; 3</u></b></p> <p>4.5.2 Spell <b>seen</b> words (words given to be memorized).</p>	<ul style="list-style-type: none"> <li>• E.g. <i>the is a an was are</i></li>   <li>• E.g. <i>man water father mother</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.6 Punctuate meaningfully.	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.6.1 Use <b>capital letters</b> for</p> <ul style="list-style-type: none"> <li>- the pronoun I</li> <li>- names of people, days of the week, months of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>E.g. rob and ben went fishing</i></li> </ul>
4.7 Give accurate information when writing messages, instructions, simple reports, and when filling in forms.	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.7.1 Write <b>lists</b> for various purposes.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.7.2 Write simple descriptions <b>with guidance</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.7.3 Write simple <b>sentences</b> based on a picture with <b>little guidance</b>.</p>	<ul style="list-style-type: none"> <li>• E.g. shopping lists, furniture inventory, objects list. Set a context – <i>e.g. The family is going on a picnic. What food should they bring along?</i></li> <li>• <i>E.g. of oneself, of one’s school, of one’s friend.</i></li> <li>• Use a picture as a stimulus.</li> </ul> <p>e.g.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin-right: 20px;"></div> <div style="border: 1px solid black; padding: 5px;"> <p>This is mother bird. She has a baby. Baby bird is happy.</p> </div> </div>

## 5. SOUND SYSTEM

The sound system forms part of the language content in the Curriculum Specifications. The vowels and the consonants to be taught are presented in orthographic form and in phonetics. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic symbols are only for teachers' reference and not to be taught to pupils. However, the sounds that are represented by the symbols should be taught.

The vowels and consonants listed below are taught in Year 1. Although each of the vowels listed has more than one sound, only one sound for each vowel has been selected to be taught. However, teachers can teach the other sounds if their pupils are able to handle them. Examples of the sound to be taught are given. Teachers are encouraged to give more examples for pupils to practise the various sounds.

### 5.1 Vowels - initial position

a / æ / - apple, ant      o / / - ox, orange  
e / e / - egg, elephant    u / ʌ / - umbrella, uncle  
i / I / - ink, igloo

### 5.2 Vowels - medial position

a / æ / - rat, mat      i / I / - sit, pit  
o / / - Rob, Bob      u / ʌ / - cup, rub  
e / e / - Ben, ten

### 5.2 Consonants - initial position

b / b / - ball, bag  
c / k / - cat, cow  
d / d / - door, desk  
f / f / - fan, fish  
g / g / - gate, goat  
h / h / - horse, hoop  
j / / - jar, jack  
k / k / - king, kite  
l / I / - line, lake  
m / m / - moon, mat  
n / n / - nose, night  
p / p / - pail, pen  
q / kw / - queen, quack  
r / r / - rat, radio  
s / s / - sun, sea  
t / t / - table, ten  
v / v / - van, vase  
w / w / - watch, window  
x / z / - xylophone  
y / j / - yellow, yolk  
z / z / - zip, zoo

## 6 (a) GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 1 SK. Two sections have been listed to assist teachers. In section 6 (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 (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 cat , two cats*
- 1.2 **Number** (singular and plural forms)  
Regular plurals (-s, )  
*e.g. cats, frogs*
- 1.3 **Proper Nouns** (names of person/places)  
*e.g. Tim, Kim, Ali*

- 1.4 **Gender** (masculine, feminine)  
masculine – he  
feminine - she

#### 2. Articles (with singular nouns)

'a' is used before consonants.  
*e.g. a cat,*

'an' is used before vowels.  
*e.g. an egg*

#### 3. Pronouns

##### 3.1 **Personal pronouns**

*e.g. I, you, he, she*

##### 3.2 **Demonstrative pronouns** (refer to a noun)

this, that  
*e.g. this house, that hut.*

##### 3.3 **Possessive adjectives**

*e.g. his bed, her tent*

##### 3.4 **Possessive pronouns**

*e.g. Ali's bag, Dad's car*

- 3.5 **Interrogative pronouns**  
**(‘Wh’ questions)**
- i. **What**  
e.g. ( for singular forms)  
*What is this? What is that?*
  - ii. **Who**  
e.g. *Who is he?* (singular)
4. **Conjunctions (and)**  
  
e.g. *Ben and Pen and Rob..*
5. **Prepositions** (of location and direction)  
e.g. in, on, up, down
6. **Subject – verb agreement**  
  
e.g. *Spot likes Rob.*  
(singular verb for singular noun)
7. **Simple Present Tense**
- (i) What is your name? ....Ben.
  - (ii) There is ..... (singular)  
e.g. *There is a bird in the house.*
8. **The Simple Past Tense**
- i. **Past tense of the verb *be* (= was)**  
e.g. *Ben was in the tent. (singular)*
9. **Positive statements.**  
e.g. *This is Ben, mother.*  
*He is my friend.*
10. **Negative statements**  
e.g. *Is it Ben in the tent?*  
*No, it is not.*
11. **Positive questions and responses**  
e.g. *Is Ben in bed?*  
*Yes, he is.*  
  
*Can I help?*  
*Yes.*
12. **Sentence types – simple sentence**  
e.g. *Ben helps Rob.*
13. **Punctuation**
- i. **Capital letters**
    - for the first word of a sentence.
    - for proper nouns: names of people, towns, days of the week
    - for the pronoun ‘I’
  - ii. **Full stop**
    - at the end of a sentence.

**iii. Question mark**

- at the end of a question  
*e.g. Is Rob in the tent?*

**iv. Exclamation mark**

*e.g. Run! Run! Faster!*

**v. Commas**

*e.g. He bought a pencil, a ruler,  
two erasers and a book.*

## 6 (b) SUGGESTED SENTENCE PATTERNS

These patterns are set out under particular functions. The words underlined may be substituted for other words.

1. To exchange greetings

A: *Good morning.*  
B: *Good morning.*

2. To thank someone

A: *Thank you.*  
B: *You're welcome.*

3. To bid farewell

A: *Goodbye.*  
B: *Goodbye.*

4. To ask for one's name

A: *What is your name?*  
B: *Saras.*

5. To state one's name

6. To state one's age

*I am seven years old.*

7. To identify members of one's family

i. *This is my father.*  
ii. *This is my mother.*

8. To answer simple questions

i. A: *Do you like this story?*  
B: *Yes. / No.*  
ii. A: *What is this/that?*  
B: *This/That is a book./ A book.*  
ii. A: *Who is she?*  
B: *My mother.*

9. To refute statements

A: *Is it number nine?*  
B: *No. It is number ten.*

## 7. WORD LIST

The word list consists of words commonly used in the English language. 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. 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.

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

cap  
cat  
chair  
classroom  
come  
day  
desk  
door  
dog  
down  
did  
dress  
ears  
evening  
ees  
face  
father  
feet  
field  
first  
for  
from  
girl  
get  
good

go  
going  
go  
green  
hair  
hands  
have  
he  
head  
help  
her  
him  
his  
house  
I  
in  
is  
it  
jump  
last  
left  
legs  
like  
live  
look



man  
many  
morning  
mother  
mouth  
much  
me  
my  
name  
next  
night  
no  
nose  
not  
now  
of  
office  
old  
on  
one  
our  
up  
pen  
pencil  
play  
red  
right  
ruler  
said  
she  
shirt  
shoe  
sister  
socks

table  
teeth  
the  
they  
this  
time  
tree  
to  
toilet  
up  
us  
want  
was  
water  
we  
went  
what  
when  
where  
who  
woman  
will  
years  
yellow  
yes  
you  
your

plus:

- days of the week
- numbers one to ten
- pupil's name and address
- name and address of school

- social expressions and greetings:  
e.g. good afternoon  
good evening  
good morning  
goodbye  
hello