



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION OF MALAYSIA

**HURAIAN SUKATAN PELAJARAN  
KURIKULUM BERSEPADU SEKOLAH RENDAH**

*CURRICULUM SPECIFICATIONS*

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**SEKOLAH KEBANGSAAN  
TAHUN 3**

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## **RUKUN NEGARA**

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

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

**KEPERCAYAAN KEPADA TUHAN**

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

## **FALSAFAH PENDIDIKAN KEBANGSAAN**

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

## Kata Pengantar

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

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

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

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

Kandungan Huraian Sukatan Pelajaran Tahun Tiga 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;
- ii) speak and respond clearly and appropriately in common everyday situations using simple language;

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<sup>1</sup> Please note that the introductory part of this Curriculum Specifications document for Year 3 SK describes the English language programme from Year 1 SK to Year 6 SK as a whole.

- 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 3 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 3 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 Organisation of Lessons**

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

## **Learner-Centredness**

The learner is at the centre of the learning process. Teaching approaches, lessons and curriculum materials for learning must be adjusted to suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning profiles so that their full potential can be realized.

## **Integration**

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

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

## **Repetition, Reinforcement and Consolidation**

Language skills, vocabulary, grammar items and the sound system must be repeated often and used constantly to maximise learning. Teachers should set a variety of tasks that will enable pupils to use the specific skills often so that they gradually develop the ability, knowledge and confidence to use the language effectively.

## Teaching-Learning Activities

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

## Evaluation

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

## Other considerations

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

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

## EDUCATIONAL EMPHASES

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

### **Thinking Skills**

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

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

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

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

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

computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

### *Values and Citizenship*

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

### **Multiple Intelligences**

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

### **Knowledge Acquisition**

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

### *Preparation for the Real World*

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

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

## **TEACHING-LEARNING STRATEGIES FOR 3 SK**

The English Language programme for Year 3 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 3 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.

## 2. TEACHING CONTEXTS

The suggested contexts for teaching in Year 3 are listed below. These are broad areas from which topics can be drawn for activities and comprehension texts so that learners can read, write and talk. 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.

- |   |   |   |
|---|---|---|
| <b>1. World of Self, Family and Friends</b> | : | Information about one's hobbies<br>e.g. collecting stamps, keeping pets   |
| <b>2. World of Stories</b>                  | : | Stories of people<br>Pastimes and simple adventures<br>Fables   |
| <b>3. World of Knowledge</b>                | : | Nature (e.g. plants, trees)<br>Places in the home (e.g. kitchen, bedroom)<br>Places outside the home (e.g. market, field) |

3. OBJECTIVES FOR YEAR 3

**By the end of Year 3, learners should be able to:**

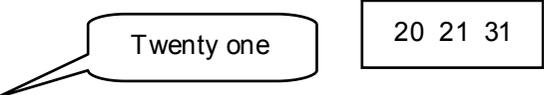
- Talk about their hobbies;
- Sing songs, recite poems and rhymes;
- Follow simple instructions and directions;
- Ask and answer simple questions;
- Read and understand simple information on plants, trees and buildings around the home.
- Read and understand simple stories and talk about the people and animals in these stories;
- Write simple sentences; and
- Show an awareness of moral values and love towards the nation.

#### 4. 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 3 SK.

| LEARNING OUTCOMES   | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES   |
|---|---|--|
| <p><b>1.0 LISTENING SKILL</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> <ul style="list-style-type: none"> <li>a) short and long vowels</li> <li>b) diphthongs</li> <li>c) initial blends</li> <li>d) final blends</li> <li>e) initial digraphs</li> <li>f) final digraphs</li> <li>g) silent letters</li> </ul> <p>(See Sound System at the back of the document).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.1.2 Listen to and <b>identify</b> different types of letter sounds.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.1.3 Listen to and <b>group</b> words according to the same sounds.</p> | <ul style="list-style-type: none"> <li>• Activities include: <ul style="list-style-type: none"> <li>- listening and imitating sounds heard<br/><i>e.g. initial blend 'tr' – as in <u>train</u>, <u>tree</u>.</i></li> <li>- listening to words that end with the same sound as the earlier word and putting up one's hand if the sound is the same.<br/><i>e.g. final blends 'st' and 'sk' as in <u>nest</u> and <u>desk</u>.</i></li> <li>- supplying missing words in rhymes and stories.</li> <li>- underlining the ending sound heard<br/><i>e.g. <u>fish</u>, <u>dish</u>; <u>ditch</u>, <u>church</u></i></li> <li>- grouping words that begin with the silent letter 'k'.<br/><i>e.g. <u>knee</u>, <u>kitten</u>, <u>knit</u>.</i></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>1.2.1 Listen to and <b>repeat</b> the pronunciation of <b>2-syllable words</b>.</p> <p style="text-align: center;"><b>Level 2</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>Level 3</b></p> <p>1.2.3 Listen to and <b>repeat</b> simple <b>rhymes</b>, <b>songs</b> and <b>tongue-twisters</b> paying attention to pronunciation, stress and intonation correctly.</p> | <ul style="list-style-type: none"> <li>• Examples of 2-syllable words are:<br/><i>plas/tic, pa/per, sto/ry.</i></li> <li>• Activities include: <ul style="list-style-type: none"> <li>- repeating phrases and expressions spoken aloud by the teacher.<br/><i>(e.g. Thank you .... You're welcome).</i></li> <li>- repeating formulaic expressions heard in stories such as <i>"Who's at the door?"</i></li> <li>- repeating rhymes and singing songs.</li> <li>- saying tongue twisters and nonsense rhymes such as<br/><i>" Neat nest, neat nest,<br/>Neat little bird's nest."</i></li> </ul> </li> </ul> |
| <p>1.3 Acquire vocabulary and understand the meaning of words and phrases in context.</p>   | <p style="text-align: center;"><b>Level 1</b></p> <p>1.3.1 Listen to and understand <b>key words in stories heard</b>.</p> <p>1.3.2 Listen to and understand cardinal numbers. Scope: <b>21 - 25</b></p>  | <ul style="list-style-type: none"> <li>• Example of key words include nouns, adjectives and comparisons such as <i>bigger house, taller girl, tallest man.</i></li> <li>• Get pupils to demonstrate understanding of words by pointing to pictures or pointing the numeral to the written form:</li> </ul> <div style="text-align: center;">  </div>  |

| LEARNING OUTCOMES  | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES   |
|--|--|--|
|  | <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.3.3 Listen and match the meaning of words to pictures and the spoken word.</p><br><p>1.3.4 Listen to and understand cardinal numbers:<br/>Scope: <b>26-30</b><br/>- numbers <b>in tens up to 40.</b><br/>- when the numbers are added, subtracted and refuted.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.3.5 Listen to and understand ordinal numbers:<br/>Scope: <b>fourth to tenth (4th – 10th).</b></p> | <ul style="list-style-type: none"> <li>• Get pupils to memorise words and their meaning. Give them spelling tests as well as spelling bee exercises.</li> <li>• Children learn better if words are taught in context under the various topics and with accompanying pictures and actions.</li> <li>• Get pupils to point to numbers the teacher calls out.</li> <br/> <li>• To teach ordinals 4<sup>th</sup> to 10<sup>th</sup>, use dates, position in a race, etc. e.g. <i>“Children, who came out 4<sup>th</sup> in the relay?”</i></li> <li>• Get pupils to memorise that these numbers always end in the <i>th</i>, as opposed to first (1<sup>st</sup>), second (2<sup>nd</sup>), and third (3<sup>rd</sup>).</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 learn the <b>vocabulary of instructions</b> to do or make something and <b>directions</b>.</p>   | <ul style="list-style-type: none"> <li>• Example of instructions: gum... .paper.... fold....tie. (Ensure that there are pictures accompanying the instructions.)<br/>Example of directions: straight, right, left, turn, round and round we go.</li> </ul>   |

| LEARNING OUTCOMES   | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|---|--|---|
|   | <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.4.2 Listen to and follow simple <b>instructions</b> to do something or make something.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.4.3 Listen to and follow simple <b>directions</b>.</p>  | <ul style="list-style-type: none"> <li>• e.g. to make bookmarks, greeting cards.</li> <li>• Activities for following instructions also include: <ul style="list-style-type: none"> <li>- playing games such as: Simon Says, Telephone Game</li> <li>- doing things such as colouring, sequencing, matching, making things.</li> </ul> </li> <li>• e.g. Tracing on a map the route home from school.</li> </ul>      |
| <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 and understand simple <b>announcements</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.5.2 Listen to and understand simple <b>messages</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.5.3 Listen to and understand simple <b>factual texts</b>.</p> | <ul style="list-style-type: none"> <li>• e.g. “Class, line up outside the class.”</li> <li>• e.g. “ Please tell En. Johan to come to the staff room now .”</li> <li>• Examples of factual texts are simple descriptions of plants and trees, and their parts.</li> <li>• For the above activities, understanding can be gauged by getting pupils to answer simple ‘Wh’ questions: Who What, When, Where.</li> </ul> |

| LEARNING OUTCOMES  | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES  |
|--|---|---|
| <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 children’s songs, and rhymes.</p>  | <ul style="list-style-type: none"> <li>• Get children to:               <ul style="list-style-type: none"> <li>- clap their hands</li> <li>- move to the rhythm of the song</li> <li>- sing / chant along.</li> </ul> </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 simple stories and fables and <b>respond</b> non-verbally and verbally.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.7.2 Listen to simple stories and fables and recall the <b>names</b> of people and animals in the story.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.7.3 Listen to simple stories and fables and <b>tell what the people and animals did</b> in the story.</p> <p>1.7.4 Listen to simple stories and fables and <b>retell</b> the story.</p> | <ul style="list-style-type: none"> <li>• Examples of non-verbal response include:               <ul style="list-style-type: none"> <li>- smiling, laughing, clapping hands</li> <li>- body movements (e.g. swaying like trees)</li> </ul> </li> <li>• Example of verbal response include saying why one likes or dislikes the story.</li> <li>• Tell stories using pictures as this will enable pupils to understand the story better.</li> <li>• Ask simple ‘Wh’ questions to get pupils to state what the characters did in the story.</li> <li>• Get pupils to retell the story in their own words.</li> </ul> |

## 2.0 SPEAKING SKILL

| LEARNING OUTCOMES   | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|---|--|---|
| <p>By the end of their primary schooling, pupils should be able to:</p> <p>2.1 Speak clearly by pronouncing words accurately.</p> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.1.1 Pronounce words with the following sounds:</p> <ul style="list-style-type: none"> <li>a) short and long vowels</li> <li>b) diphthongs</li> <li>c) initial blends</li> <li>d) final blends</li> <li>e) initial digraphs</li> <li>f) final digraphs</li> <li>g) silent letters</li> </ul> <p>2.1.2 Pronounce <b>2-syllable</b> words correctly.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.1.3 Repeat <b>exclamations</b> with the correct intonation and stress.</p> <p>2.1.4 <b>Ask questions</b> with the correct intonation.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.1.5 <b>Chant rhymes</b> and <b>sing songs</b> pronouncing words clearly.</p> | <ul style="list-style-type: none"> <li>• Get learners to repeat after the teacher the way words are pronounced.</li> <li>• <i>e.g. pla/stic, pa/per, sto/ry</i></li> <li>• These are best demonstrated in the context of a story.</li> <li>• Ensure that questions are asked with a rising intonation at the end.</li> </ul> <p style="text-align: center;">/</p> <p><i>e.g. Where are you going?</i></p> |

| LEARNING OUTCOMES  | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES   |
|--|---|--|
| <p>2.2 Ask questions politely to obtain information and clarification.</p>   | <p>All levels</p> <p>2.2.1 <b>Ask simple 'Wh' questions.</b></p> <p><b>Level 2</b></p> <p>2.2.2 Ask questions pertaining to <b>numbers.</b></p>   | <ul style="list-style-type: none"> <li>e.g. Show the cover of a book before reading out aloud the story and get pupils to ask 'Wh' questions such as Who? What? Where? When? Where?</li> <li>e.g. Playing the game 20 Questions. The teacher tells the class that she keeps a pet at home. Pupils are encouraged to ask questions about the pet: what is the pet, what is its name, what it eats, how many times a day it is fed, how old it is, etc.</li> </ul> |
| <p>2.3 Give relevant information politely in response to enquiries made.</p> | <p><b>All levels</b></p> <p>2.3.1 <b>Responding</b> to 'Wh' questions.</p> <p>2.3.2 <b>Give replies</b> pertaining to numbers <b>21 – 25.</b></p> <p><b>Level 2</b></p> <p>2.3.3 <b>Give replies</b> pertaining to numbers <b>26-30</b></p> <ul style="list-style-type: none"> <li>numbers in tens up to forty.</li> <li>adding, subtracting and refuting the numbers.</li> </ul> <p><b>Level 3</b></p> <p>2.3.4 <b>Give replies</b> pertaining to numbers: Scope: fourth to tenth (4<sup>th</sup> – 10<sup>th</sup>)</p> | <ul style="list-style-type: none"> <li>Example: What? Who? Where? When?</li> <li>Example: "Is this house number 25?"<br/>"No, it is not. It is number 24."</li> <li>Example: "Can you lend me 40 sen?"<br/>"Sure."</li> <li>These ordinal numbers are best taught in context – e.g. when teaching dates, position / location.</li> </ul>   |

| LEARNING OUTCOMES  | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES  |
|--|---|---|
| <p><b>2.4 Tell stories based on pictures and other stimuli, and recite poems.</b></p>                                | <p style="text-align: center;"><u><b>Level 1</b></u></p> <p>2.4.1 Recite simple poems and sing songs by joining in with <b>words</b> and <b>phrases</b>.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>2.4.2 <b>Complete parts</b> of a story heard or read before.</p> <p style="text-align: center;"><u><b>Level 3</b></u></p> <p>2.4.3 <b>Recite</b> simple poems and sing songs <b>with expression</b> and appropriate <b>gestures</b>.</p> <p>2.4.4 <b>Retell</b> stories read before.</p> | <ul style="list-style-type: none"> <li>• e.g. <i>Jack be nimble<br/>Jack be quick<br/>Jack jumped over<br/>The candlestick!</i></li> <li>• e.g. <i>Then the boys ran .....</i></li> <li>• Demonstrate to pupils how this can be done.</li> <li>• Ensure children have read these stories before making them retell the stories.</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;"><u><b>Level 1</b></u></p> <p>2.5.1 Give <b>details</b> about the people and animals of a story heard or read.</p> <p style="text-align: center;"><u><b>Level 2</b></u></p> <p>2.5.2 Talk about the <b>actions</b> of the people and animals in a story heard or read.</p> <p style="text-align: center;"><u><b>Level 3</b></u></p> <p>2.5.3 <b>Name</b> the good and bad characters and talk a little about them.</p>  | <ul style="list-style-type: none"> <li>• Examples of details include names, number, colour, shape, and size.<br/><i>e.g. How many stones did the crow put into the jug?</i></li> <li>• Get pupils to talk about what these characters did in the story.</li> <li>• In these early stages, tell stories where the characters are clearly <b>good</b> or <b>bad</b>. Pupils find it easier to relate to such characters.</li> </ul> |

| LEARNING OUTCOMES  | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES   |
|--|--|--|
| <p><b>2.6 Express thoughts and feelings and give opinions on things read, seen, heard and viewed in simple language.</b></p>                   | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.6.1 Give <b>non-verbal response</b> to the story heard or read.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.6.2 <b>State</b> whether one <b>likes</b> or <b>does not like</b> the story heard or read.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.6.3 <b>Give reasons</b> why one likes or does not like the story.</p> | <ul style="list-style-type: none"> <li>• e.g. <i>“Do you like the story? Colour the picture that shows how you feel?”</i></li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• e.g. <i>“I do not like the story.”</i></li> <li>• e.g. <i>I do not like the story because I don't like naughty boys.</i></li> </ul> |
| <p><b>2.7 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.</b></p> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.7.1 <b>Thank people.</b></p> <p>2.7.2 <b>Congratulate friends and relatives.</b></p> <p>2.7.3 <b>Take leave.</b></p>   | <ul style="list-style-type: none"> <li>• Get children to role-play various situations where they might use such language: e.g. <i>after getting a lift home, after receiving something from the teacher.</i></li> <li>• e.g. <i>Congratulating a friend for coming out first in the 100m relay. “Congratulations, Amir.”</i></li> <li>• e.g. <i>Excusing oneself from a group of friends. “I have to go now. Bye.”</i></li> </ul>              |

| LEARNING OUTCOMES | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES   |
|-------------------|---|--|
|                   | <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.7.4 <b>Express good wishes</b></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.7.5 <b>Express an apology.</b></p> | <ul style="list-style-type: none"> <li>• e.g. <i>“Happy birthday, Dad.”</i><br/><i>“Happy Mother’s Day, Mum.”</i></li> <li>• e.g. <i>“Sorry, Abbas. I did not know this was yours.”</i></li> <li>• In many of the situations above, get pupils to role-play the situation, for example as teacher and pupil in carrying out the language functions.</li> </ul> |

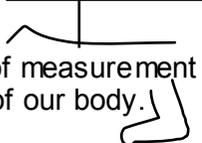
### 3.0 READING SKILL

| LEARNING OUTCOMES  | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES  |
|--|---|---|
| <p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>3.1 Acquire word recognition and word attack skills to recognise words on sight.</p> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.1.1 Look at <b>letters</b> and say aloud the following sounds:</p> <ul style="list-style-type: none"> <li>a) short and long vowels</li> <li>b) diphthongs</li> <li>c) initial blends</li> <li>d) final blends</li> <li>e) initial digraphs</li> <li>f) final digraphs</li> <li>g) silent letters</li> </ul> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.1.2 Read aloud <b>words</b> with the letters listed in 3.1.1 above.</p> | <ul style="list-style-type: none"> <li>• See Sound System at the back of the document.</li> <br/> <li>• See the Sound System.<br/>e.g. 'ar' as in <i>barn</i>; 'ir' as in <i>bird</i>;<br/>'o' as in 'go.</li> </ul>  |
|  | <p>3.1.3 Read and group words according to word families: the 'ch' family, and the 'sh' family.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.1.4 Compare words for similar and different sounds.</p>   | <ul style="list-style-type: none"> <li>• Example <ul style="list-style-type: none"> <li>The <i>child</i>    The <i>shy</i></li> <li>'ch' <i>chick</i>    'sh' <i>shut</i></li> <li>family <i>check</i>    family <i>shoe</i></li> </ul> </li> <br/> <li>• Example: underlining words with the same beginning sounds:<br/><u>check</u>    shell<br/>shall    <u>chill</u></li> </ul> |

| LEARNING OUTCOMES   | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|---|--|---|
| <p>3.2 <b>Acquire key words at various stages of development.</b></p> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.2.1 Recognise and read out <b>whole words</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>21-25</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:<br/>- the numbers <b>26-30</b><br/>- numbers <b>in tens up to 40</b> in its numeral and word forms.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.2.5 <b>Use key words in sentences</b> of their own to show meaning.</p> <p>3.2.6 Read and learn ordinal numbers: <b>fourth to tenth (4<sup>th</sup> – 10<sup>th</sup> .</b></p> | <ul style="list-style-type: none"> <li>• Various activities include <ul style="list-style-type: none"> <li>- reading out word cards held out by the teacher</li> <li>- selecting the correct word card from 2 or 3 word cards as the teacher calls out the words.</li> <li>- Playing word games such as Boggle.</li> </ul> </li> <li>• Get pupils to memorise these words.</li> </ul> <p>Get learners to match the number card and the word card. Use the context of marks to teach these numbers.</p> <ul style="list-style-type: none"> <li>• Example of activities:<br/><i>spelling correctly, filling in blanks.</i></li> <li>• To help weaker pupils, give model sentences or provide picture cues.</li> <li>• Ensure pupils know how to read aloud the number if the number is given and vice versa:<br/><i>e.g. read aloud as 'fourth' for 4<sup>th</sup>; and write as 4<sup>th</sup> and not 4rd.</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>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.3.2 Read and understand simple <b>sentences</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.3.3 Read and understand simple <b>paragraphs</b>.</p>  | <ul style="list-style-type: none"> <li>• Activities include: <ul style="list-style-type: none"> <li>- matching sentences to pictures<br/><i>e.g. the big tree.</i></li> </ul> </li> <li>• Activities include: <ul style="list-style-type: none"> <li>- identifying key ideas in simple and compound sentences.</li> <li>- rearranging words to form complete sentences and questions.</li> </ul> </li> <li>• Activities include: <ul style="list-style-type: none"> <li>- arranging 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 <b>Read aloud words and phrases</b> pronouncing them correctly.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.4.2 <b>Read aloud correctly</b> notices, announcements, messages, letters, stories and fables.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.4.3 <b>Read aloud</b> poems, stories and fables with expression.</p> | <ul style="list-style-type: none"> <li>• Set pair work. One pupil will hold up a word card and the other pupil will say out the word aloud.</li> <li>• Get pupils to role-play situations where they would have to read aloud to each other. This sets the activity in a realistic context.<br/><i>e.g. a child reading back the message he has taken down from a phone call.</i></li> <li>• Teacher models good oral reading.</li> <li>• Have pupils read together. It builds confidence in weaker pupils.</li> </ul>   |

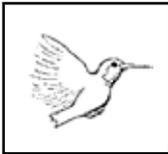
| LEARNING OUTCOMES  | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|--|--|---|
| <p>3.5 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.</p>    | <p style="text-align: center;"><b><u>Levels 1, 2 &amp; 3</u></b></p> <p>3.5.1 Understand the <b>meaning of words</b> by looking at picture cues.</p>   | <ul style="list-style-type: none"> <li>• Example: trunk (of a tree)<br/>branch</li> </ul>   |
| <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>label parts</b>.</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 Recognise and <b>make words</b> from other words.</p> <p>3.6.4 Pick out <b>words</b> that show <b>comparison</b>.</p> | <ul style="list-style-type: none"> <li>• Example: labeling parts of a tree, parts of a plant.</li> <li>• Example: things in the bathroom and things in the living room.</li> </ul> <div style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>sink toilet sofa<br/>table</p> </div> <ul style="list-style-type: none"> <li>• Example: Make two words from these words:<br/><i>home – he, me</i><br/><i>keeping – keep, pin.</i></li> <li>• e.g. big, bigger, bigger than.</li> </ul> |
| <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> and captions (labels) and talk about them.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.7.2 Read and understand <b>simple factual texts</b> by identifying <b>details</b>.</p>  | <ul style="list-style-type: none"> <li>• Examples of factual texts include texts on plants and trees.<br/>e.g. “<i>The rambutan tree</i>”.</li> </ul> <p>This is a rambutan tree.<br/>It is a big tree.<br/>It has a big trunk.<br/>It has many branches.<br/>There are many leaves and fruit.</p>  |

| LEARNING OUTCOMES  | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|--|--|---|
|  | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.7.3 Read and understand simple factual texts by identifying <b>main ideas</b>.</p>   | <ul style="list-style-type: none"> <li>• Get pupils to answer comprehension exercises.</li> <li>• Simple information transfer exercises also help pupils identify main ideas and supporting details.</li> </ul>   |
| <p>3.8 Use the dictionary.</p>   | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.8.1 Read and group words according to <b>alphabetical order</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.8.2 <b>Locate</b> the word in the dictionary.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.8.3 <b>Choose</b> the correct word according to meaning in context.</p> | <ul style="list-style-type: none"> <li>• Pupils must master alphabetical order if they are to use their picture dictionaries effectively.</li> <li>• Pupils must be able to use the guide words at the top of the page as found in certain dictionaries.</li> </ul> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">a foot = 12 inches</div>  <ul style="list-style-type: none"> <li>• e.g. <b>FEET</b>:<br/>Meaning 1 - a unit of measurement<br/>Meaning 2 - a part of our body.</li> </ul> |
| <p>3.9 Read and enjoy simple poems and stories and respond to them by talking about the people, and moral values in the story/poem; and relate it to one's life.</p> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.9.1 Read and understand simple <b>poems, stories and fables</b>.</p>   | <ul style="list-style-type: none"> <li>• Get pupils to talk about the cover and pictures in the book or accompanying the poem.</li> <li>• A simple poem may consist of just 4 lines.</li> </ul>   |

| LEARNING OUTCOMES                          | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES   |
|--|---|--|
|  | <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.9.2 Read and <b>give details</b> about the people and animals in the story.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.9.3 Read and <b>talk about the actions</b> of people and animals in a story heard or read.</p> <p>3.9.4 <b>Tell why</b> a person or animal in a story is good or bad.</p> | <ul style="list-style-type: none"> <li>• Examples of details include number, size, and other features.</li> <li>• Set comprehension questions.</li> <br/> <li>• Get pupils to pick out a character they do not like and ask them why they do not like the character</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 Read 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 SKILL

| 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 words, phrases and sentences</b> in clear, 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>Write clearly</b> and legibly cardinal numbers (21-30) and ordinal numbers (4<sup>th</sup> – 10<sup>th</sup>) in both number and word forms.</p> | <ul style="list-style-type: none"> <li>• Check pupils' handwriting for the following: <ul style="list-style-type: none"> <li>- good formation of letters</li> <li>- slant of letters</li> <li>- spacing between letters and words</li> </ul> </li> <li>• Ensure pupils learn to spell fourth, fifth, etc. correctly as well as writing them in number forms: 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, etc.</li> </ul> |
| <p>4.2 Match words to linear and non-linear representations:</p> <ol style="list-style-type: none"> <li>i. word to word;</li> <li>ii. word to phrase;</li> <li>iii. word to picture, symbol.</li> </ol> | <p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.2.1 <b>Match</b> phrases to pictures.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.2.2 <b>Label</b> parts.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.2.3 <b>Give one word</b> for many words.</p>   | <p>e.g. <i>the taller tree</i></p> <div data-bbox="1630 807 1854 932" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>e.g. <i>Labelling parts of a plant – e.g. roots, stem, leaves, flowers.</i></p> <ul style="list-style-type: none"> <li>• e.g. <i>rose, daisy, orchid .....flowers.</i></li> </ul>    |

| LEARNING OUTCOMES   | SPECIFICATIONS  | EXAMPLES/ACTIVITIES/ NOTES  |
|---|---|---|
| <p>4.3 Complete texts with the missing word, phrase or sentence.</p>                | <p><b>Level 1</b><br/>4.3.1 Complete <b>missing letters in words</b>.</p> <p><b>Level 2</b><br/>4.3.2 Complete <b>missing words</b> in simple texts such as instructions, directions, descriptions, rhymes stories, and other texts (<b>with guidance</b> in the form of words and pictures).</p> <p><b>Level 3</b><br/>4.3.3 Complete <b>missing words</b> in simple texts such as instructions, directions, descriptions, rhymes, stories and other texts (<b>with little or no guidance</b>)</p> | <ul style="list-style-type: none"> <li>Set task for pairs. The first pair to complete all the words is the winner.<br/><i>e.g. flo_ers; tr_ _ s; pl_ _ ts.</i></li> <li><i>e.g. Once upon a time, there was a .....</i></li> </ul>  <ul style="list-style-type: none"> <li><i>e.g. At times, the teacher may have to use a composite picture to help pupils write on their own.</i></li> </ul> |
| <p>4.4 Construct simple and compound sentences with guidance and independently.</p> | <p><b>Level 1</b><br/>4.4.1 <b>Form</b> simple sentences and questions <b>by arranging words</b>.</p> <p><b>Level 2</b><br/>4.4.2 <b>Form</b> simple sentences <b>by matching</b> sentence parts.</p> <p><b>Level 3</b><br/>4.4.3 <b>Construct</b> simple sentences <b>independently</b>.</p>   | <ul style="list-style-type: none"> <li><i>e. g. tree has trunk This a small</i></li> <li><i>e.g. This is a many thorns.<br/>It also has eight flowers &amp; leaves.<br/>It has rose plant.</i></li> <li>A good stimulus would be to get pupils to write an essay based on a composite picture.</li> </ul>   |

| LEARNING OUTCOMES   | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES  |
|---|--|---|
| <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 <b>Spell</b> seen words.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.5.2 Take <b>dictation</b> of seen sentences.</p>   | <ul style="list-style-type: none"> <li>• e.g. Give 2-syllable words to be memorized</li> <li>• e.g. Give pupils sentences to memorise.</li> </ul>   |
| <p>4.6 Punctuate meaningfully.</p>  | <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 first word in a sentence</li> <li>- the pronoun 'I'</li> <li>- the names of people, days of the week, months of the year.</li> </ul> <p>4.6.2 Use <b>full stop</b> at the end of a sentence.</p> <p>4.6.3 Use <b>question mark</b>.</p> <p>4.6.4 Use <b>comma</b> for lists.</p> <p>4.6.5 Use <b>exclamation marks</b>.</p> | <ul style="list-style-type: none"> <li>• e.g. <i>This tree is taller than that tree.<br/>Jack took the rabbit to the king.</i></li> <li>• e.g. <i>The plants need sunlight and water.</i></li> <li>• e.g. <i>Do you keep a pet?</i></li> <li>• e.g. <i>There were many animals at the pet shop.<br/>There were birds, rabbits, mice and fish.</i></li> <li>• e.g. <i>Hi there!</i></li> </ul> |
| <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 short messages, instructions, directions <b>with guidance</b>.</p>   | <ul style="list-style-type: none"> <li>• e.g. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> <p>Hi Susan,<br/>My house is number 26.<br/>See you at 4 o'clock.<br/>Marina</p> </div> </li> </ul>  |

| LEARNING OUTCOMES | SPECIFICATIONS   | EXAMPLES/ACTIVITIES/ NOTES   |
|-------------------|--|--|
|                   | <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.7.2 <b>Write</b> simple descriptions <b>with guidance</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.7.3 <b>Write</b> short messages, instructions, directions and descriptions <b>with little or no guidance</b>.</p> | <ul style="list-style-type: none"> <li>• Guide students with various guided writing exercises.</li> <br/> <li>• Use pictures as stimulus.</li> </ul> |

## 5. GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 3 SK. Two sections have been listed to assist teachers. In section 5 (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 5 (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.

### 5 (a) Grammar items and examples

#### 1. NOUNS

##### 1.1 Countable Nouns

(things that can be counted).

*e.g. one table, two chairs*

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

Regular plurals (-s, -es)

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

##### 1.3 Common Nouns

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

##### 1.4 Proper Nouns (names of persons, places)

*e.g. Lisa, Ranjan, Cinderella,  
Ipoh, Subang Jaya, Sabah*

##### 1.5 Gender (masculine, feminine)

masculine – boy, man

feminine - girl, woman

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

‘a’ is used before consonants.

*e.g. a book, a pencil.*

‘an’ is used before vowels.

*e.g. an egg, an umbrella.*

‘the’ is used when we are clear about the person or thing that we are talking about.

*e.g. Give me the brown book.*

#### 3. PRONOUNS

##### 3.1 Personal pronouns

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

##### 3.2 Demonstrative pronouns

(these refer to a noun)

this, that

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

these, those (plural)

*e.g. these cows, those boys*

3.3 **Possessive pronouns**  
*e.g. John's bag, Maria's car*

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

3.5 **Interrogative pronouns**  
(**'Wh'** questions)

i. **What**

*e.g. ( for singular forms)  
What is this? What is that?*

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

*\*What are those?  
(for plural forms)*

ii. **Who**

*e.g. Who is he? (singular)  
Who are they? (plural)*

iii. **Where**

*e.g. Where is the boy?  
Where are the boys?*

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

*e.g. When is Rob coming?  
When are the girls coming?*

v. **Which**

*e.g. Which story do you like?*

4. **CONJUNCTIONS (and, or, \*but)**

*e.g. He bought two pencils and an eraser.  
Would you like an apple or an orange?  
\* He wants to go out but it is raining.*

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

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

6. **VERBS**

\*Regular verbs: ending with -d, -ed.  
*e.g. hope – hoped; walk – walked.*

\*Irregular Verbs: change of one vowel  
*e.g. sit- sat; run- ran.*

7. **ADJECTIVES of colour, shape and size**

*e.g. a blue sky, a round table, a big boy  
\*a taller boy; \*taller than*

8. **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)

9. **SIMPLE PRESENT TENSE**

**(i) For habitual actions**

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

(ii) **There is** ..... (singular)

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

**There are** .....(plural)

e.g. There are bees in the garden.

\* **They are**.....

They are my friends.

(ii) **For imperatives**

e.g. Listen. Come here.

Bring me the book.

\*(iv) **For instructions**

e.g. First, draw squares on the paper.

Next, cut the squares.

.....

## 10. 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 house.

\*Past simple with *-ed* (regular verbs)

e.g. He *played* with his friends.

\* Past tense with change of one vowel

(irregular verbs):

e.g. *run - ran; sit - sat.*

\*Using words that signal the past tense.

e.g. *Yesterday..., Once upon a time...*

## 11. POSITIVE STATEMENTS

e.g. My name is Jamil.

I am a boy.

I like to eat durians.

## 12. 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.

## 13. POSITIVE 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.

## 14. SENTENCE TYPES – simple sentence

e.g. It is a monster.

They are good children.

## 15. 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

**iii. Question Mark**

-at the end of questions

**iv. Exclamation mark**

- at the end of a sentence.

**v. Comma – for lists**

*e.g. Mother went to market and  
bought meat, fish, and vegetables.*

## 5 (b) Suggested Sentence Patterns

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

### 1. Exchanging greetings

A: Good morning, teacher.

B: Good morning, Sam.

### 2. Introducing oneself

A: Good morning. I am .....

### 3. Talking about oneself

A: Hi! I am .....

I am ....years old.

I have a brother.

I have two sisters.

### 4. Asking questions and giving information

(i) **What** is your name?

My name is.....

(ii) **What** is that?

It is a ..... (to identify)

(iii) **Where** do you stay?

I stay in .....

I stay at No. ....

iv. **Who** is that?

She is my ..... (to state)

v. **Where** are you going?

I am going to the .....

vi. **When** is the circus coming?

It is coming on Friday.

### 5. Refuting statements

(i.) It is **not** white.

(ii.) **No**, it is **not** white.

(iii.) Is this yours? .....**No**.

### 6. Asking permission

Teacher, may I go out?

May I go out please, teacher?

### 7. Requesting for specific things.

May I have the book.

May I have a pencil, please.

### 8. Thanking people

Thank you, Mrs. Tan.

### 9. Congratulating friends and relatives

Congratulations, Uncle.

### 10. Taking leave

I have to go now, Goodbye.

### 11. Expressing good wishes.

Happy Birthday, Mum.

### 12. Expressing apology.

I'm sorry, Abbas. / Sorry Abbas.

## 6. Sound System

The sound system forms part of the language contents in the Year 3 Curriculum Specifications. The items listed below are to be taught in Year 3. The letters to be taught are presented in the orthographic form and in phonetic. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic symbols are only for

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

### 1. Initial Blends

|      |         |                          |      |         |                            |
|------|---------|--------------------------|------|---------|----------------------------|
| 1.1  | bl /bl/ | blue, black, block, blow | 1.2  | br /br/ | brown, broom, break, brain |
| 1.3  | cl /kl/ | clip, clap, clock, class | 1.4  | cr /kr/ | crab, crown, crib, crop    |
| 1.5  | fl /fl/ | flag, flip, flop, floss  | 1.6  | fr /fr/ | frog, frock, fruit, frill  |
| 1.7  | gl /gl/ | glass, glad, glue, glow  | 1.8  | gr /gr/ | grin, green, group, grip   |
| 1.9  | pl /p/  | plum, plug, plan, play   | 1.10 | pr /pr/ | pram, press, pray, print   |
| 1.11 | st /st/ | stamp, stay, start, tick | 1.12 | sk /sk/ | skip, skim, sky, skin      |

### 2. Final blends

|     |        |                  |     |        |                        |
|-----|--------|------------------|-----|--------|------------------------|
| 2.1 | sk / / | desk, task, mask | 2.2 | st / / | nest, best, must, dust |
|-----|--------|------------------|-----|--------|------------------------|

### 3. Initial Digraphs

|     |        |                       |     |        |                           |
|-----|--------|-----------------------|-----|--------|---------------------------|
| 3.1 | sh / / | shy, shoe, shut, shop | 3.2 | ch / / | chair, chain, chin, cheek |
|-----|--------|-----------------------|-----|--------|---------------------------|

### 4. Final Digraphs

|     |        |                        |     |        |                         |
|-----|--------|------------------------|-----|--------|-------------------------|
| 4.1 | sh / / | fish, dish, cash, mash | 4.2 | ch / / | rich, such, much, which |
|-----|--------|------------------------|-----|--------|-------------------------|

**5. Vowels**

**Long sounds**

- 5.1 oo / u:/ boot, shoot, root, balloon  
 5.2 ea / i: / beat, seat, peat, eat  
 5.3 ee / i: / deep, seep, peep, jeep

**Short sounds**

- 5.4 oo / / book, cook, good, foot  
 5.5 i / i / bit, sit, dip, tip

**6. Diphthongs**

- 6.1 ou / / house, loud, round, pound  
 6.2 ow / / cow, brown, down, clown

**7. Silent letters**

- 7.1 **silent k** knee, knife, kneel, knit  
 at the beginning of the word  
 7.2 **silent h** hour, heir  
 at the beginning of the word

## 7. 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. Teachers should teach pupils 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 pupils 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 pupils as well as when teaching a particular topic.** These words have been taught in Year 1 and Year 2 and are recycled in Year 3 to be taught in various contexts. The objective of this exercise is to get pupils to thoroughly master the words so that they are able to understand them and use them in speech and in writing.

|           |           |       |
|-----------|-----------|-------|
| a         | can       | get   |
| about     | canteen   | good  |
| afternoon | cap       | go    |
| am        | cat       | going |
| an        | chair     | green |
| and       | classroom | hair  |
| all       | come      | hands |
| are       | day       | have  |
| arms      | desk      | he    |
| at        | door      | head  |
| away      | dog       | help  |
| back      | down      | her   |
| bag       | did       | him   |
| ball      | dress     | his   |
| bed       | ears      | house |
| belt      | evening   | in    |
| big       | eyes      | jump  |
| black     | face      | last  |
| blue      | father    | left  |
| book      | feet      | legs  |
| boy       | field     | like  |
| brother   | first     | live  |
| brown     | for       | look  |
| by        | from      | man   |
| came      | girl      | many  |

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

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

plus:

- days of the week
- numbers one to ten
- \* numbers eleven to thirty
- pupil's name and address
- name and address of school
- social expressions and greetings:
  - e.g. good afternoon
  - good morning
  - goodbye
  - hello
- months of the year
- local fruits
- food (e.g. rice, bread, milk)

\* new numbers to  
be taught in Year 3