

DRAF



KEMENTERIAN PELAJARAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH
PENDIDIKAN KHAS**

BAHASA INGGERIS
(MASALAH PENDENGARAN)

TAHUN DUA

2011

DOKUMEN STANDARD

**KURIKULUM STANDARD SEKOLAH RENDAH
PENDIDIKAN KHAS**

MASALAH PENDENGARAN

BAHASA INGGERIS

TAHUN 2



BAHAGIAN PEMBANGUNAN KURIKULUM

Cetakan Pertama 2011

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RUKUN NEGARA

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

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

- KEPERCAYAAN KEPADA TUHAN
- KESETIAAN KEPADA RAJA DAN NEGARA
- KELUHURAN PERLEMBAGAAN
- KEDAULATAN UNDANG-UNDANG
- KESOPANAN DAN KESUSILAAN

Falsafah Pendidikan Kebangsaan

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

KURIKULUM STANDARD SEKOLAH RENDAH PENDIDIKAN KHAS MASALAH PENDENGARAN

Pendahuluan

Struktur Kurikulum Standard Sekolah Rendah Pendidikan Khas (KSSRPK) Masalah Pendengaran dibina selaras dengan Falsafah Pendidikan Kebangsaan berlandaskan prinsip-prinsip pendekatan bersepadu, perkembangan individu secara menyeluruh, peluang pendidikan dan kualiti pendidikan sama untuk semua murid serta pendidikan seumur hidup. KSSRPK Masalah Pendengaran bersifat holistik, dan sentiasa relevan bagi melahirkan modal insan seimbang yang dapat menangani cabaran semasa dan masa depan selaras dengan teras kedua Pelan Induk Pembangunan Pendidikan.

Bagi memenuhi keperluan individu, KSSRPK Masalah Pendengaran dibentuk secara fleksibel dan ini bertepatan dengan Akta Pendidikan 1996, Bab 8 Pendidikan Khas, Seksyen 41, Subseksyen (1) (B) **Peraturan-Peraturan Pendidikan (Pendidikan Khas) 1997, yang menyatakan: “Dalam melaksanakan kurikulum pendidikan khas, guru-guru boleh mengubahsuai kaedah atau teknik pengajaran atau pembelajaran, masa bagi aktiviti dan susunan aktiviti, mata pelajaran dan bahan bantu mengajar bagi mencapai tujuan dan matlamat pendidikan khas”.**

KSSRPK Masalah Pendengaran dibina supaya pembelajaran yang diperolehi di dalam bilik darjah dapat diaplikasikan dalam kehidupan seharian. Kurikulum ini juga menyediakan pendidikan berkualiti secara optimum supaya semua murid menjadi insan yang seimbang, berdikari dan berjaya dalam kehidupan.

Matlamat

Untuk memastikan perkembangan potensi murid secara menyeluruh, seimbang, dan bersepadu. Perkembangan ini meliputi aspek-aspek jasmani, emosi, rohani dan intelek bagi melahirkan insan yang seimbang, harmonis dan berakhlak mulia. Untuk mencapai matlamat ini, satu bentuk pendidikan yang bersifat holistik perlu diperkasa untuk memenuhi tuntutan pendidikan serta menangani cabaran kehidupan masa kini dan masa depan.

Organisasi Kurikulum Berasaskan Tunjang

Organisasi Kurikulum berasaskan tunjang dicadangkan bagi membangunkan modal insan yang berpengetahuan dan berketerampilan. Tunjang (Rajah 1) merupakan domain utama yang saling menyokong antara satu sama lain bagi membentuk insan yang seimbang dari segi jasmani, emosi, rohani dan intelek. Elemen-elemen dalam setiap tunjang dijemakan melalui disiplin ilmu tertentu iaitu:

1. Komunikasi
2. Kerohanian, Sikap dan Nilai
3. Kemanusiaan
4. Sains dan Teknologi
5. Perkembangan Fizikal dan Estetika
6. Keterampilan Diri

Reka Bentuk Kurikulum



Rajah 1: Reka Bentuk Kurikulum KSSRPK

Kurikulum Modular Berasaskan Standard

Kurikulum Sekolah Rendah digubal dalam bentuk pernyataan standard kandungan dan standard pembelajaran yang perlu dicapai oleh murid.

Standard Kandungan

Pernyataan spesifik tentang disiplin ilmu yang murid patut ketahui dan boleh lakukan dalam suatu tempoh persekolahan merangkumi aspek pengetahuan, kemahiran dan nilai.

Standard Pembelajaran

Satu penetapan kriteria untuk memastikan kualiti pembelajaran dan pencapaian bagi setiap standard kandungan. Standard kandungan dan standard pembelajaran diorganisasikan dalam bentuk bahagian dan unit yang mengandungi elemen pengetahuan, kemahiran dan nilai yang telah dikenal pasti perlu dikuasai oleh murid. Kandungan kurikulum disampaikan dalam bentuk bahagian atau unit yang dinamakan modul. Modul terdiri daripada Modul Teras Asas, Modul Teras Tema dan Modul Elektif.

KSSRPK ENGLISH LANGUAGE FOR SPECIAL NEEDS (DEAF)

INTRODUCTION

English is learnt as a second language by pupils at all levels in the Malaysian education system. The mastery of English is essential for pupils to gain access to the body of information and knowledge written in English. In the light of the growing status of English as an international language for knowledge-sharing, the need to acquire a good command of this language has become urgent.

The Standard-based English Language Curriculum is organized in five modules:

- Seeing & Signing (Listening and Speaking)
- Signing (Reading using sign language)
- Writing
- Language Arts
- Grammar

The above interrelated modules contain content and learning standards that describe the knowledge, skills and understandings that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they see (listen), sign (speak), sign and/ or read and write in English. When pupils engage in English learning experiences as described in this curriculum, they view, develop the ability to see (listen), sign (speak), read and/ or sign and write in English meaningfully, purposefully and with confidence. The inclusion of the module on Grammar emphasizes the importance of having learners develop a sound grasp of the language structures and grammar of Standard British English.

In the Language Arts module, pupils will develop an appreciation for a range of literature written in English, including the works of Malaysian writers. This module provides opportunities for pupils to engage in activities that will allow them enjoy stories, poems, songs, rhymes, and plays written in English. In addition, this module provides pupils an opportunity to integrate, experiment and apply what they have learnt in the other modules in fun-filled, activity based and meaningful experiences.

In this curriculum document, the word 'text' refers to any written, signed (spoken) or visual communication involving language. It covers, among others, pictures, stories, newspaper articles or reports, advertisements, brochures, letters, conversations, speeches, plays, movies, TV programmes, online linear and non-linear texts, poems and songs.

This curriculum stresses the development of critical literacy. Teachers will provide opportunities for pupils to question and evaluate texts that they see (listen) to, sign (read) or view. These opportunities are essential for achieving personal growth and confidence in functioning as an effective and productive member of our society. This is in line with the goals of National Philosophy of Education which seeks to optimize the intellectual, emotional and spiritual potential of pupils.

UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

The approach adopted in the Standard-based curriculum is underpinned by the following principles:

- Back to basics
 - building a strong foundation of competencies in basic literacy skills, Sign (reading) through whole-word, letter-by-letter, penmanship, seeing (listening) and sign (speaking)

- Learning is fun, meaningful, purposeful
 - learning by doing
 - activities are contextualized, meaningful and purposeful; fun-filled activities
 - integration of language skills in meaningful contexts

- Teaching is learner-centered
 - learner's needs and salient learner factors
 - emphasis on mastery learning

- Integration of salient new technologies
 - exploiting new technologies in language learning
 - using technology to enhance communication

- Assessment for learning
 - Emphasizing on formative school-based assessment
 - using a range of activities to assess performance

- Infusing character-building
 - inculcating moral values
 - promoting more instructional conversation

The above principles draw on insights from a number of sources. They are informed by discussions with classroom practitioners, school heads, teacher trainers, curriculum leaders in schools, district and state education departments, state language officers, parents, representatives from the private sector as well as pupils. They also represent a consolidation of what has been learnt in the implementation of the earlier curriculum through focus group discussions, workshops, classroom observations, school visits and research.

AIMS

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

OBJECTIVES

By the end of Year 2, pupils should be able to :

- communicate with peers and adults on simple topics in spontaneous and structured classroom activities.
- read and/ or sign and comprehend a range of simple texts on familiar topics for information and enjoyment.
- write a range of simple texts through a variety of media with minimal grammatical errors.
- read and/ or sign and demonstrate understanding of poems, stories and plays, and produce creative works for enjoyment.

CURRICULUM ORGANISATION

The Standard-Based English Language Curriculum for Malaysian Primary Schools is designed to provide learners with a strong foundation in the English Language. The document is for use in both the primary schools for the hearing impaired and the integrated programmes for hearing impaired. Relevant curriculum supporting documents will be made available to help teachers implement the curriculum more effectively. This document outlines the aims, objectives, content and learning standards as well as the mode of assessment for the English language programme in primary schools.

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

Primary Special Education is divided into two stages:

- Stage One - Transition, Years 1 and 2
- Stage Two - Years 3, 4, 5 and 6

In Stage One, the English language curriculum emphasizes the development of basic language skills so that pupils will have a strong foundation to build their proficiency in the language. In this initial stage, there are four modules; namely:

- Module One : Seeing and Signing (Listening and Speaking)
- Module Two : Signing (Reading using sign language)
- Module Three : Writing
- Module Four : Language Arts

In Stage Two, where pupils build on the skills they have acquired in Stage One, a fifth module is added to the above four modules. Therefore, the modules for Stage Two are:

- Module One : Seeing and Signing (Listening and Speaking)
- Module Two : Signing (Reading using sign language)
- Module Three : Writing
- Module Four : Language Arts
- Module Five : Grammar

As English is the second language for the pupils, it is believed prudent and pedagogically sound defer the learning of grammar to a later stage. Pupils should be given the opportunity to develop an awareness of grammar in their first language and this awareness may then be exploited when English grammar is introduced. This approach will reduce the load and stress of learning in the early years where the emphasis is on learning through fun and play.

In the initial stage of learning English, pupils will have the opportunity to listen (see) to meaningful English input, in the form of stories or oral (sign) descriptions by teachers based on graphic texts. Through listening (seeing), pupils will become familiar with words that will be introduced in the early reading and writing lessons. The emphasis in the initial stages will be on vocabulary acquisition.

A MODULAR CURRICULUM

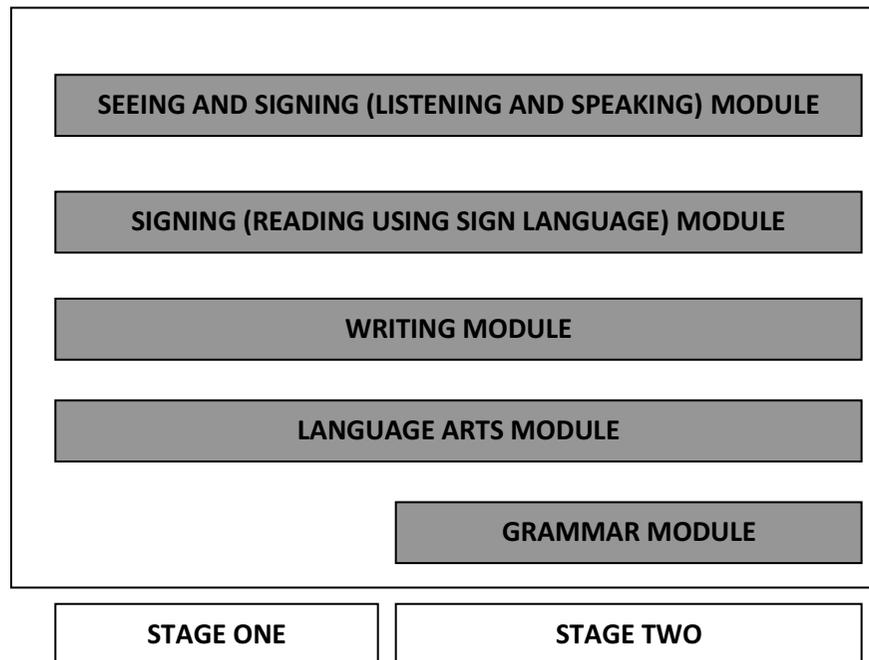
The modularity of the Standard-based English Language Curriculum is a modularity of focus. By organizing the curriculum standards under five modules (four for Stage 1), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance the pupils' development of specific and specified language skills as described in the content and learning standards in a module. For example, in preparing to write a brief description of a scene, pupils are given short text to read as input. To assess pupils' ability to write brief descriptions, pupils may be asked to read and/or sign their brief written description to the whole class.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics which are appropriate for the pupils. Three broad themes have been identified in the curriculum.

- World of Self, Family and Friends;
- World of Stories and
- World of Knowledge

The following diagram shows the conceptual framework of the curriculum model.

THE MODULAR CONFIGURATION



The approach taken in this syllabus stresses the need for pupils to develop all the four language skills: seeing (listening), signing (speaking), signing (reading using sign language) and writing. Pupils will learn how to interact with peers, listen (identify/interpret accurately what is communicated in a conversation), express themselves using total communication (BIKS) or in writing with confidence, read and/or sign and comprehend and write with minimal grammatical errors.

CURRICULUM CONTENT

The curriculum content is organized in terms of Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills, understandings and strategies that pupils need to learn. Learning Standards describe in specific detail the degree or quality of proficiency that pupils need to display in relation to the Content Standards.

1.0 SEEING AND SIGNING (LISTENING AND SPEAKING)

The curriculum standards for listening and speaking (seeing and signing) range from the discrete signs, signed word and signed phrase recognition to an understanding of chunks of read or signed texts. Pupils are encouraged to respond to information heard or known in a variety of ways. By the end of Year 2, the component on listening and speaking (seeing and signing) aims at developing pupils' ability to see and respond to stimulus with guidance, participate in daily interactions, see and demonstrate using verbal and non-verbal understanding of texts, sign about stories known; and see and follow simple instructions.

2.0 SIGNING (READING USING SIGN LANGUAGE - BIKS)

In Stage One the module aims to develop progressively pupils' ability to read and/or sign and comprehend a paragraph of 5 - 8 simple sentences. In the case of pupils with residual hearing, pupils' signing skills will be developed by means of phonics. They will be trained to apply knowledge of letter sounds to recognize words in reading texts. The ability to recognize letter sounds is an essential and useful early reading skill. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to rich language input in English. The guiding principle in using phonics to teach reading is for the pupils to enjoy the activities selected. Hence the use of songs, rhymes, poems, stories and pictures to make phonics instruction more enjoyable is encouraged.

3.0 WRITING

By the end of Year 2, pupils will master the mechanics of writing and then learn to write at word, phrase and sentence levels. Attention is paid to penmanship so that even from a young age, pupils are taught good writing habits. Pupils need to be able to write in neat legible print.

4.0 LANGUAGE ARTS

Language Arts in Year 2 will explore the power of stories, rhymes and songs to activate pupils' imagination and interest, thus encouraging them to use language widely. This component will ensure that they benefit from seeing and using sign language from verbal as well as non-verbal sources. When taught well, pupils will take pride in their success but, as teachers know well, they also benefit strongly from consistent praise for effort and achievement with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works.

5.0 GRAMMAR

This learning of grammar is deferred to Stage Two. In Stage One, the emphasis is for the pupils to develop an understanding of grammar in their first language and this understanding may then be exploited in Stage Two when English grammar is learnt.

6.0 WORD LIST

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

7.0 EDUCATIONAL EMPHASES

The Educational Emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare for the challenges of the real world. In this respect, moral education, citizenship education, patriotism and thinking skills are incorporated where appropriate and relevant lessons. The education emphases included are explained briefly below:

Thinking Skills

Critical and creative thinking skills are incorporated in the learning standards to enable learners to solve simple problems, make decisions, and express themselves creatively in simple language.

Learning How to Learn Skills

These skills are integrated in the learning standards and aim to enable learners to take responsibility for their own learning. These skills incorporate study skills and information skills to equip them to become independent life-long learners.

Information and Communication Technology Skills (ICT)

These skills include the use of multimedia resources such as TV documentaries and the Internet as well as the use of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Values and Citizenship

The values contained in the KSSR moral syllabus have been incorporated in the learning standards and include patriotism and citizenship.

Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. For example, interpersonal intelligence is reflected when learners are taught the polite forms of language expressions so as not to offend the people they communicate with. In getting learners to role play or dramatize sections of a text, their kinesthetic intelligence is nurtured. When learners sign songs, poems and *jazz chants* either individually or in group, their musical intelligence is developed.

Knowledge Acquisition

In teaching the language, content is drawn from subject disciplines such as science, geography, and environmental studies. Content is also drawn from daily news items as well as current affairs.

Assessment

In standard-based units of study, pupils' products and performance are assessed by criteria that are directly linked to the content and learning standards. Multiple sources of evidence like checklist, observations, presentations, quizzes and tests are used to document the attainment of any one standard. Through this process, teachers will build a profile of each pupil's language development and assess them individually.

Pupils' competence in the language is assessed by a combination of formative and summative assessment methods.

1. LISTENING AND SPEAKING SKILLS

CONTENT STANDARD	LEARNING STANDARD
<p>1.1 By the end of the 8/9 -year primary schooling, pupils will be able to pronounce words and sign confidently in accordance to Signed Exact English and Bahasa Isyarat Komunikasi (BIK)</p>	<p>1.1.1 Able to listen (see) and respond to stimulus given with guidance :</p> <ul style="list-style-type: none"> a) Environmental sounds b) Instrumental sounds c) Body percussion d) Rhythm and rhyme e) alliteration f) Voice sounds g) Oral blending and segmenting (For profound hearing loss - use vibrations) <p>1.1.2 Able to listen to (see) and enjoy simple stories.</p> <p>1.1.3 Able to listen (see) to, say aloud and recite rhymes or sing songs (signing).</p> <p>1.1.4 Able to talk (sign) about a stimulus with guidance.</p>

CONTENT STANDARD	LEARNING STANDARD
<p>1.2 By the end of the 8/9 – year primary schooling, pupils will be able to see and sign appropriately in formal and informal situations for a variety of purposes.</p>	<p>1.2.1 Able to participate in daily conversations by signing : exchange greetings introduce oneself make simple polite requests express apologies talk about oneself introduce family members and friends.</p> <p>1.2.2 Able to listen (sign) to and follow : a) simple instructions in the classroom b) simple directions to places in the school</p> <p>1.2.3 Able to give : a) simple instructions in school (sign) b) simple directions to places in school (sign)</p>
<p>1.3 By the end of the 8/9 – year primary schooling, pupils will be able to interpret and respond by signing to oral texts in a variety of contexts.</p>	<p>1.3.1 Able to sign and demonstrate understanding of texts by : a) answering simple Wh- Questions b) giving True/False replies</p>

2. READING SKILLS

CONTENT STANDARD	LEARNING STANDARD																																																
<p>2.1 By the end of the 8/9– year primary schooling, pupils will be able to apply knowledge of signs of letters to recognize words in linear and non-linear texts.</p>	<p>2.1.1 Able to sign and recognise and articulate initial, medial and final sounds (phonemes) in single syllable words within given context (for mild and moderate hearing loss):</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding-right: 20px;">a)</td> <td style="padding-right: 20px;">ai</td> <td style="padding-right: 20px;">ee</td> <td style="padding-right: 20px;">igh</td> <td style="padding-right: 20px;">oa</td> <td>oo</td> </tr> <tr> <td>b)</td> <td>ar</td> <td>or</td> <td>ur</td> <td>ow</td> <td>oi</td> </tr> <tr> <td>c)</td> <td>ear</td> <td>air</td> <td>ure</td> <td>er</td> <td></td> </tr> <tr> <td>d)</td> <td>ay</td> <td>ou</td> <td>ie</td> <td>ea</td> <td></td> </tr> <tr> <td>e)</td> <td>oy</td> <td>ir</td> <td>ue</td> <td>aw</td> <td></td> </tr> <tr> <td>f)</td> <td>wh</td> <td>ph</td> <td>ew</td> <td>oe</td> <td>au</td> </tr> <tr> <td>g)</td> <td>a-e</td> <td>e-</td> <td>i-e</td> <td>o-</td> <td>u-</td> </tr> <tr> <td></td> <td></td> <td>e</td> <td></td> <td>e</td> <td>e</td> </tr> </table> <p>2.1.2 Able to blend phonemes into recognizable words and sign them or read them aloud.</p> <p>2.1.1 Able to segment words into phonemes to spell.</p>	a)	ai	ee	igh	oa	oo	b)	ar	or	ur	ow	oi	c)	ear	air	ure	er		d)	ay	ou	ie	ea		e)	oy	ir	ue	aw		f)	wh	ph	ew	oe	au	g)	a-e	e-	i-e	o-	u-			e		e	e
a)	ai	ee	igh	oa	oo																																												
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g)	a-e	e-	i-e	o-	u-																																												
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CONTENT STANDARD	LEARNING STANDARD
<p>2.2 By the end of the 8/9 – year primary schooling, pupils will be able to discover, understand and apply semantic, syntactic and visual clues to obtain meaning from print and non-print materials.</p>	<p>2.2.1 Able to read (sign) and apply word recognition and word attack skills by matching words with :</p> <ul style="list-style-type: none"> a) matching words with graphics. b) matching words with spoken (signed) words. c) reading and grouping words according to categories. <p>2.2.2 Able to read (sign) and understand phrases in linear and non-linear texts.</p> <p>2.2.3 Able to read (sign) and understand simple sentences</p> <p>2.2.4 Able to read (sign) and understand a paragraph of 5 – 8 simple sentences.</p> <p>2.2.5 Able to acquire basic dictionary skills using picture dictionary.</p>
<p>2.3 By the end of the 8/9 – year primary schooling, pupils will be able to read independently for information and enjoyment.</p>	<p>2.3.1 Able to read (sign) simple texts with guidance :</p> <ul style="list-style-type: none"> a) fiction b) non fiction

3. WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD
<p>3.1 By the end of the 8/9 year primary programme, pupils will be able to form letters and words in neat legible print including cursive writing.</p>	<p>3.1.1 Able to copy and write in neat legible print :</p> <ul style="list-style-type: none"> a) words b) phrases c) simple sentences <p>3.1.2 Able to copy and write numerals in neat legible print :</p> <ul style="list-style-type: none"> a) numeral form b) word form
<p>3.2 By the end of the 8/9 – year primary programme, pupils will be able to write on a variety of topics for a range purposes using appropriate language, form and style as well as the conventions of writing.</p>	<p>3.2.1 Able to complete with guidance :</p> <ul style="list-style-type: none"> a) simple messages b) posters <p>3.2.2 Able to write simple sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly :</p> <ul style="list-style-type: none"> a) capital letters b) full stops c) questions mark
<p>3.3 By the end of the 8/9 – year primary schooling,, pupils will be able to write and present ideas through a variety of media.</p>	<p>3.3.1 Able to create simple non-linear texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> a) posters b) signs

4. LANGUAGE ARTS

CONTENT STANDARD	LEARNING STANDARD
<p>4.1 By the end of the 8/9 – year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems, songs, through performance (sign).</p>	<p>4.1.1 Able to enjoy action songs and jazz chants through non-verbal response.</p> <p>4.1.2 Able to recite (sign) jazz chants and sing action songs with correct sign language.</p>
<p>4.2 By the end of the 8/9 – year primary schooling, pupils will be able to express personal response to literary texts.</p>	<p>4.2.1 Able to respond to :</p> <ul style="list-style-type: none"> a) book covers b) pictures in books c) characters in stories with guidance
<p>4.3 By the end of the 8/9 – year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment.</p>	<p>4.3.1 Able to produce simple creative works with guidance based on:</p> <ul style="list-style-type: none"> a) action songs b) jazz chants c) stories <p>4.3.2 Able to take part with guidance in a performance based on :</p> <ul style="list-style-type: none"> a) action songs b) jazz chants c) stories

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. The words marked with an asterisk are the new words for Year 2 and must be taught in context.

WORD LIST

a
am
an
and
are
arms
belt
big
black
blue
book
boy
brother
brown
canteen
cap
classroom
come
down
dress
ears
eyes
father
*face
feet
field
first
girl
go
goes
going

green
hair
hands
has
have
he
head
help
house
i
in
is
it
left
leg
like
live
man
many
mother
mouth
name
my
nose
not
one
up
play
red
right
she
shirt

shoes
socks
sister
skirt
teeth
this
these
that
those
the
they
to
want
was
we
went
what
when
where
who
white
women
will
yellow
yes
you
your
*number eleven to thirty

Terbitan:



BAHAGIAN PEMBANGUNAN KURIKULUM
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