

**DRAF**



KEMENTERIAN PELAJARAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH  
PENDIDIKAN KHAS  
(MASALAH PENDENGARAN)**

**BAHASA INGGERIS**

**TAHUN TIGA**



DOKUMEN STANDARD

**KURIKULUM STANDARD SEKOLAH RENDAH  
PENDIDIKAN KHAS**

**MASALAH PENDENGARAN**

**BAHASA INGGERIS**

**TAHUN 3**



**BAHAGIAN PEMBANGUNAN KURIKULUM**

Cetakan Pertama 2012

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## CONTENTS

## Pages

Rukun Negara	v
Falsafah Pendidikan Negara	vi
Introduction	1
Listening and Speaking	7
Reading	9
Writing	11
Language Arts	12
Grammar	13
Word List	16





SAR

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.

## PENDAHULUAN

Kurikulum Standard Sekolah Rendah (KSSR) Pendidikan Khas (Masalah Pendengaran) dibina selaras dengan Falsafah Pendidikan Kebangsaan berlandaskan prinsip-prinsip pendekatan bersepadu, perkembangan individu secara menyeluruh, peluang pendidikan dan kualiti pendidikan yang sama untuk semua murid dan pendidikan seumur hidup.

KSSR Pendidikan Khas (Masalah Pendengaran) adalah bersifat holistik, tidak terlalu akademik dan tidak membebankan murid, ini selaras dengan teras kedua Pelan Induk Pembangunan Pendidikan.

Bagi memenuhi keperluan individu, (KSSR) Pendidikan Khas (Masalah Pendengaran) dibentuk secara fleksibel dan ini bertepatan dengan Peraturan-Peraturan Pendidikan (Pendidikan Khas) 1997, yang menyatakan ***“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”***

KSSR Pendidikan Khas (Masalah Pendengaran) dibina supaya pembelajaran yang diperolehi di dalam bilik darjah dapat diaplikasikan dalam kehidupan seharian. Kurikulum ini juga menyediakan pendidikan berkualiti secara optimum untuk murid bermasalah pendengaran supaya mereka menjadi insan yang seimbang, berdikari dan berjaya dalam kehidupan.

## MATLAMAT

Kurikulum Standard Sekolah Rendah (KSSR) Pendidikan Khas (Masalah Pendengaran) digubal dengan matlamat untuk mengembangkan potensi murid secara menyeluruh, seimbang dan bersepadu serta bersesuaian dengan tahap kefungsiannya murid. Perkembangan ini juga meliputi aspek jasmani, emosi, rohani dan intelek bagi melahirkan insan yang seimbang, harmonis dan berakhlak mulia.

## OBJEKTIF

KSSR Pendidikan Khas (Masalah Pendengaran) membolehkan murid:

- i. mengamalkan tingkah laku dan sikap positif dalam menguruskan kehidupan seharian yang lebih bermakna serta menjadi warganegara yang berguna;
- ii. mengaplikasikan pengetahuan dan kemahiran serta dapat berdikari dalam kehidupan seharian;
- iii. menunjukkan kemahiran dan keterampilan ke arah kehidupan bekerjaya;
- iv. mengamalkan penjagaan kesihatan dan keselamatan diri dengan sempurna;
- v. menggunakan kemahiran berbahasa untuk berkomunikasi, berinteraksi dan bersosialisasi dengan menepati tatasusila masyarakat majmuk;
- vi. mengamalkan nilai-nilai Islam dalam kehidupan seharian bagi yang beragama Islam;

## **KURIKULUM MODULAR BERASASKAN STANDARD**

Kurikulum Standard Sekolah Rendah (KSSR) Pendidikan Khas (Masalah Pendengaran) digubal dalam bentuk pernyataan Standard Kandungan dan Standard Pembelajaran yang perlu dikuasai oleh murid. Standard Kandungan dan Standard Pembelajaran diorganisasikan dalam bentuk modular yang mengandungi elemen pengetahuan, kemahiran dan nilai.

### **Standard Kandungan**

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

### **Standard Pembelajaran**

Satu penetapan kriteria atau indikator kualiti pembelajaran dan pencapaian yang boleh diukur bagi Standard Kandungan.

## **PENDEKATAN PEMBELAJARAN DAN PENGAJARAN**

Dalam melaksanakan pembelajaran dan pengajaran mata pelajaran Bahasa Inggeris ini, guru boleh mempelbagaikan pendekatan bagi mencapai kehendak Standard Kandungan dan Standard Pembelajaran. Antaranya adalah:

- i. Kemahiran Berfikir Dalam Pembelajaran & Pengajaran.
- ii. Aplikasi Teori Kecerdasan Pelbagai Dalam Pembelajaran & Pengajaran.
- iii. Penggunaan Teknologi Maklumat & Komunikasi.
- iv. Pengajaran Berasaskan Kajian Masa Depan.
- v. Pembelajaran Secara Konstruktivisme.
- vi. Pembelajaran Secara Kontekstual.
- vii. Pembelajaran Akses Kendiri.
- viii. Pembelajaran Masteri.
- ix. Belajar Cara Belajar.

- vii. mengamalkan nilai-nilai murni dalam kehidupan seharian;
- viii. melibatkan diri dalam aktiviti riadah;
- ix. menghargai keindahan alam dan warisan budaya; dan
- x. menggunakan kemahiran teknologi maklumat dan komunikasi seiring dengan perkembangan semasa.

### STANDARD KURIKULUM BERASASKAN TUNJANG

Organisasi Kurikulum Berasaskan Tunjang dibina 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. Domain bagi setiap tunjang adalah :

- i. Komunikasi
- ii. Kerohanian, Sikap dan Nilai
- iii. Kemanusiaan
- iv. Sains dan Teknologi
- v. Perkembangan Fizikal dan Estetika
- vi. Keterampilan Diri



Rajah 1: Reka Bentuk Kurikulum Standard Sekolah Rendah



## **KSSR ENGLISH LANGUAGE FOR SPECIAL NEEDS (HEARING IMPAIRED)**

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### **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 organised in five modules:

- Listening and Speaking (Seeing & Signing)
- Reading (Signing)
- 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 listen (see), speak (sign), read (sign) and write in English. When pupils engage in English learning experiences as described in this curriculum, they view, develop the ability to listen (see), speak (sign), read (sign) and write in English meaningfully and purposefully with confidence. The inclusion of the module on Grammar emphasises 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 to 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 on the development of critical literacy. Teachers will provide opportunities for pupils to question and evaluate texts that they listen to (see), read (sign) 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, reading (signing) through whole-word, letter-by-letter, penmanship, listening (seeing) and speaking (signing).

- Learning is fun, meaningful and purposeful
  - learning by doing
  - activities are contextualised, 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
  - emphasising 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 researches.

## **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 (signing) and in writing, in and out of school.

## **OBJECTIVES**

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

- communicate with peers and adults on simple topics in spontaneous and structured classroom activities.
- read 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 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 the hearing impaired in the special schools and integrated programmes. 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 modes of assessment for the English Language programmes in primary schools.

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

Primary Special Education is divided into two stages:

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

***In Stage One***, the English Language curriculum emphasises 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 : Listening and Speaking  
(Seeing and Signing)
- Module Two : Reading  
(Signing)
- 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 : Listening and Speaking  
(Seeing and Signing)
- Module Two : Reading  
(Signing)
- Module Three : Writing
- Module Four : Language Arts
- Module Five : Grammar

English is the second language for pupils. It is believed prudent and pedagogically sound to 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 in Year 3. 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 (signed) 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**

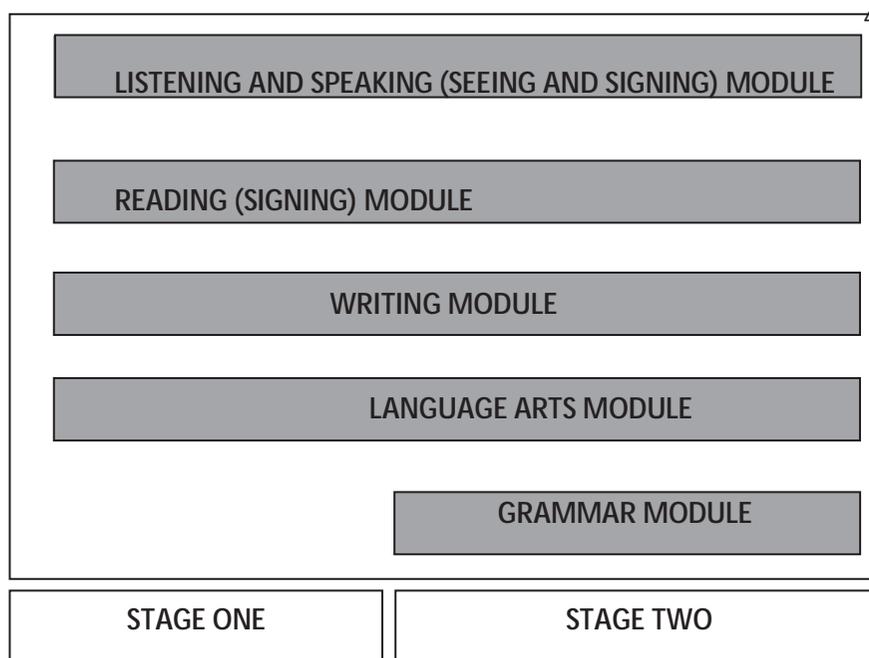
The modularity of the Standard-Based English Language Curriculum is a modularity of focus. By organising the curriculum standards under five modules (four for Stage 1), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities 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 (sign) their brief written descriptions 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: listening (seeing), speaking (signing), reading (signing) and writing. Pupils will for example learn how to interact with peers, listen (identify / interpret) accurately what is communicated in a conversation), express themselves using *Signing Exact English*, *American Sign Language*, *The Comprehensive Signed English Dictionary* or in writing with confidence, read or sign and comprehend and write with minimal grammatical errors.

### CURRICULUM CONTENT

The curriculum content is organised 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 degree or quality of proficiency that pupils need to display in relation to the Content Standards.

#### 1.0 LISTENING AND SPEAKING (SEEING AND SIGNING)

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 (signed) or known in a variety of ways. By the end of Year 3, 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 READING (SIGNING)**

In Stage One the module aims to develop progressively pupils' ability to read 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 recognise words in reading texts. The ability to recognise 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 (see) to enrich 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 3, 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 3 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 Thinking Skills, Mastery Learning, Information and Communication Technology Skills, Multiple Intelligences, Constructivism, Contextual Learning, Learning How To Learn Skills, Creativity and Entrepreneurship are incorporated where appropriate and relevant lessons. The educational 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 decision and express themselves creatively in simple language.

### **Mastery Learning**

Mastery Learning will ensure that all pupils master the learning standards stipulated in the Standard-Based Curriculum. Master Learning requires quality teaching and learning in the classroom and teachers need to ensure that pupils master a learning standard before proceeding to the next learning standard.

### **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.

### **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 dramatise 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.

### **Constructivism**

Constructivism will enable pupils to build new knowledge and concepts based on existing knowledge or scheme that they have. The teacher assists pupils to acquire new knowledge and solve problems through pupil-centred active learning.

### **Contextual Learning**

Contextual Learning is an approach to learning which connects the contents being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when pupils are able to relate the new knowledge acquired in a meaningful manner in their lives.

### **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.

### **Values and Citizenship**

The values contained in the Standard-Based Curriculum for Moral is incorporated into the English Language lessons. Elements of patriotism and citizenship is also emphasized in lessons in order to cultivate a love for the nation and produce patriotic citizens.

### **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 (SEEING AND SIGNING)

CONTENT STANDARD	LEARNING STANDARDS
<p>1.1 By the end of the sixth to the eighth year of schooling, pupils will be able to pronounce (sign) words and speak (sign) confidently in accordance to <i>Signing Exact English (SEE)</i>, <i>American Sign Language (ASL)</i> and <i>The Comprehensive Signed English Dictionary</i>.</p>	<p>1.1.1 Able to speak (sign) with correct word stress.</p> <p>1.1.2 Able to listen to (see) and enjoy stories.</p> <p>1.1.3 Able to listen to (see), say aloud and recite (sign) rhymes, tongue twisters and sing (sign) songs paying attention to pronunciation, rhythm and intonation.</p> <p>1.1.4 Able to talk (sign) about a stimulus with guidance.</p>

CONTENT STANDARD	LEARNING STANDARDS
<p>1.2 By the end of the sixth to the eighth year of schooling, pupils will be able to see and respond (sign) appropriately in formal and informal situations for a variety of purposes.</p>	<p>1.2.1 Able to participate in daily conversations:</p> <ul style="list-style-type: none"> <li>(a) express good wishes</li> <li>(b) ask for help</li> <li>(c) respond to someone asking for help</li> <li>(d) offer help</li> <li>(e) talk about oneself</li> <li>(f) introduce family members and friends.</li> </ul> <p>1.2.2 Able to listen to (see) and follow :</p> <ul style="list-style-type: none"> <li>(a) simple instructions.</li> <li>(b) simple directions.</li> </ul> <p>1.2.3 Able to give:</p> <ul style="list-style-type: none"> <li>(a) simple instructions in school</li> <li>(b) simple directions to places in school</li> </ul>
<p>1.3 By the end of the sixth to the eighth year of schooling, pupils will be able to understand and respond (sign) to oral (signed) texts in a variety of contexts.</p>	<p>1.3.1 Able to listen to (see) and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> <li>(a) asking simple Wh-Questions.</li> <li>(b) answering simple Wh-Questions.</li> <li>(c) giving True/False replies.</li> <li>(d) sequencing with guidance.</li> </ul>

## 2. READING (SIGNING)

CONTENT STANDARD	LEARNING STANDARDS
<p>2.1 By the end of the sixth to the eighth year of schooling, pupils will be able to apply knowledge of sounds (signs) of letters to recognise words in linear and non-linear texts.</p>	

CONTENT STANDARD	LEARNING STANDARDS
<p>2.2 By the end of the sixth to the eighth year of schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non print materials using a range of strategies to construct meaning.</p>	<p>2.2.1 Able to apply word attack skills by:            (a) grouping words according to word categories.            (b) identifying words similar in meaning            (c) identifying words opposite in meaning</p> <p>2.2.2 Able to read and understand phrases and sentences in linear and non-linear texts.</p> <p>2.2.3 Able to read and understand simple and compound sentences with guidance.</p> <p>2.2.4 Able to read and understand a paragraph with simple and compound sentences.</p> <p>2.2.5 Able to apply dictionary skills to locate words:            (a) entry points.            (b) exit points.</p>
<p>2.3 By the end of the sixth to the eighth year of schooling, pupils will be able to read (sign) independently for information and enjoyment.</p>	<p>2.3.1 Able to read for information and enjoyment with guidance:            (a) fiction            (b) non- fiction</p>

### 3. WRITING

CONTENT STANDARD	LEARNING STANDARDS
<p>3.1 By the end of the sixth to the eighth year of schooling, pupils will be able to form letters and words in neat legible print including cursive writing.</p>	<p>3.1.1 Able to write in neat legible print with correct spelling:            (a) words            (b) sentences</p> <p>3.1.2 Able to write numerals in neat legible print with correct spelling:            (a) numeral form            (b) word form</p>
<p>3.2 By the end of the sixth to the eighth year of schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.</p>	<p>3.2.1 Able to complete :            (a) linear text            (b) non-linear text</p> <p>3.2.2 Able to write with guidance :            (a) simple sentences            (b) compound sentences            (c) questions</p> <p>3.2.3 Able to punctuate correctly :            (a) exclamation mark            (b) comma</p> <p>3.2.4 Able to fingerspell common sight words.</p>
<p>3.3 By the end of the sixth to the eighth year of schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.</p>	<p>3.3.1 Able to create simple texts using a variety of media with guidance :            (a) non-linear            (b) linear</p>

#### 4. LANGUAGE ARTS

CONTENT STANDARD	LEARNING STANDARDS
<p>4.1 By the end of the sixth to the eighth year of schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs, through performance (sign).</p>	<p>4.1.1 Able to enjoy action songs, jazz chants and poems through non-verbal response.</p> <p>4.1.2 Able to sing (sign) action songs, recite (sign) jazz chants and poems with correct pronunciation, rhythm and intonation.</p>
<p>4.2 By the end of the sixth to the eighth year of 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"> <li>(a) characters</li> <li>(b) place</li> </ul> <p>in stories with guidance.</p>
<p>4.3 By the end of the sixth to the eighth year of schooling, pupils will be able to plan, organise 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"> <li>(a) jazz chants</li> <li>(b) poems</li> <li>(c) stories</li> </ul> <p>4.3.2 Able to perform with guidance based on:</p> <ul style="list-style-type: none"> <li>(a) jazz chants</li> <li>(b) poems</li> <li>(c) stories</li> </ul>

## 5. GRAMMAR

CONTENT STANDARD	LEARNING STANDARDS
<p>5.1 By the end of the sixth to the eighth year of schooling, pupils will be able to use different word classes correctly and appropriately.</p>	<p>5.1.1 Able to use nouns correctly and appropriately:</p> <ul style="list-style-type: none"><li>(a) common nouns</li><li>(b) proper nouns</li><li>(c) singular nouns</li><li>(d) plural nouns</li></ul> <p>5.1.2 Able to use pronouns correctly and appropriately:</p> <ul style="list-style-type: none"><li>(a) personal</li><li>(b) demonstrative</li><li>(c) possessive</li></ul> <p>5.1.3 Able to use verbs correctly and appropriately:</p> <ul style="list-style-type: none"><li>(a) regular verbs</li><li>(b) simple present tense</li><li>(c) simple past tense</li></ul>

CONTENT STANDARD	LEARNING STANDARDS
<p>5.1 By the end of the sixth to the eighth year of schooling, pupils will be able to use different word classes correctly and appropriately.</p>	<p>5.1.4 Able to use conjunctions correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) and</li> <li>(b) or</li> <li>(c) but</li> </ul> <p>5.1.5 Able to use prepositions correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) in</li> <li>(b) on</li> <li>(c) under</li> <li>(d) up</li> <li>(e) in front of</li> <li>(f) behind</li> <li>(g) at</li> </ul> <p>5.1.6 Able to use adjectives correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) colour</li> <li>(b) shape</li> <li>(c) size</li> <li>(d) opinion</li> </ul>

CONTENT STANDARD	LEARNING STANDARDS
<p>5.1 By the end of the sixth to the eighth year of schooling, pupils will be able to use different word classes correctly and appropriately.</p>	<p>5.1.7 Able to use articles correctly and appropriately:            (a) a            (b) an            (c) the</p>
<p>5.2 By the end of the sixth to the eighth year of schooling, pupils will be able to construct various sentence types correctly.</p>	<p>5.2.1 Able to construct declarative sentences correctly.</p>

## 6. WORD LIST

The word list forms part of the language contents in the curriculum. The words below are some key words that must be mastered by all pupils according to their stages of development. These are the minimum words to be taught and teachers may expand upon the list according to the level and ability of their pupils as well as the topic under study.

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mother	it	at	play	no	yes
for	a	father	can	he	am	all	is
cat	get	said	to	in	about	after	again
an	another	as	back	ball	be	because	bed
been	boy	brother	but	by	call(ed)	came	can't
could	did	do	don't	dig	door	down	first
from	girl	good	got	had	half	has	have
help	her	here	him	his	home	house	how

if	jump	just	last	laugh	little	live(d)	love
made	make	man	many	may	more	much	must
name	new	next	night	not	now	off	old
once	one	or	our	out	over	people	push
pull	put	ran	saw	school	seen	should	sister
so	some	take	than	that	their	them	then
there	these	three	time	too	took	tree	two
us	very	want	water	way	were	what	when
where	who	will	with	would	your		
common colour words		pupils' name and address		name and address of school		numbers to twenty	
days of the week		months of the year					





Terbitan:



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