



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION OF MALAYSIA

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

**BAHASA INGGERIS**  
ENGLISH LANGUAGE

**SEKOLAH KEBANGSAAN**  
**TAHUN 2**  
**YEAR 2**

**2003**

## **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.

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## 1. 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 SCHOOLS

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;

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<sup>1</sup> Please note that the introductory part of this 'Huraian Sukatan Pelajaran' for Year 2 describes the English language programme from Year 1 to Year 6 as a whole.

- ii) speak and respond clearly and appropriately in common everyday situations using simple language;
- iii) to read and understand different kinds of texts (from print and electronic sources) for enjoyment and information;
- iv) write (including e-mail) for different purposes using simple language; and
- v) show an awareness and appreciation of moral values and love towards the nation.

### THE SYLLABUS

The English language syllabus at the primary school level specifies what is to be taught from Year 1 through to Year 6. 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.

### THE CURRICULUM SPECIFICATIONS

Curriculum specifications for the English language syllabus have been prepared as separate documents for each year of the primary school and these are 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 learn the language.

This document is the Curriculum Specifications for Year 2 in 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 2 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.

### **The Language Skills**

A close link with the skills of listening, speaking, reading and writing is maintained. Vocabulary and sentence patterns introduced in the oral component also need to be taught and used by pupils in reading and writing. Grammar items taught and learnt must be applied both to oral work and writing exercises.

### **The Learning Content**

In teaching English to 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.

### **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 the pupils. It is

important that appropriate activities and materials are used with pupils of different learning profiles so that their full potential can be realized.

### **Integration**

The curriculum 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 instructions, for example, “It’s time to go to bed”, or social expressions such as “You’re back. How was school?” These statements or questions can be used later in writing or speaking exercises when the teacher gets pupils to speak or write about life at home.

In addition, moral values should also be infused in lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, study of the local environment and health education should also be 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 skills taught. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of pupils.

## **Evaluation**

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

## **Other considerations**

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

## **TEACHING-LEARNING STRATEGIES FOR YEAR 2 SK**

The English language programme for Year 2 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 1 programme focuses on providing the basis for literacy in the English language. Also important is vocabulary control and simple functional uses of language in everyday life.

### **Listening**

Listening is an important skill as what learners hear often becomes one of the main sources of the target language to be learnt.

In order to develop pupils' listening skill, teachers should make pupils listen to songs, rhymes, and stories. To show their understanding of what they have heard, pupils can be asked to sing songs, chant rhymes, mime, colour, do matching exercises, draw, write and recall ideas.

### **Oral Work**

Pupils should be given lots of opportunities to talk in class so that they become familiar with the sounds of English and gain confidence to speak in the language. Pair and group work activities allows for all pupils to engage in speaking activities at the same time. Pupils should also be encouraged to talk in English to other pupils and teachers in the school.

## **Reading**

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

## **Writing**

At this stage, pupils would have mastered the mechanics of writing by forming letters, leaving sufficient space between letters and words so that their writing is legible. Pupils then learn to write at the word, phrase and sentence levels.

## **EDUCATIONAL EMPHASES**

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

### **Thinking Skills**

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to solve simple problems, and express themselves creatively in English.

### **Learning How To Learn Skills**

Learning How to Learn skills are also integrated with the learning outcomes to enable learners to take responsibility for their own learning even at an early age. These skills enable learners to remember words, recall ideas, and look up meanings of words in simple dictionaries. It is hoped that these skills set them on the path to become independent life-long learners.

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

In line with globalization and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills have been added to cater for schools that have ICT facilities. Schools that do not have ICT facilities are not obliged to teach these skills. These skills include working on computers and using courseware.

### **Values And Citizenship**

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

### **Multiple Intelligences**

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the way children interact and talk with one another (verbal intelligence), and the application of kinaesthetic intelligence as seen in role-play activities.

### **Knowledge Acquisition**

Learning outcomes make use of subject matter disciplines such as science and geography, and incorporate educational emphases such as the environment and consumerism to provide contexts for language use.

### **Preparation For The Real World**

The learning outcomes prepare learners to meet the challenges of the real world by focusing on language use in society. It is also achieved by making use of real-life issues for classroom activities and project work. Whenever the opportunity presents itself, learners are encouraged to meet with people outside of the classroom so that they learn to operate in real-life situations.

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 the experiences of their learners, to reinforce what has been learnt and to create challenging language tasks.

## 2. TEACHING CONTEXTS

The suggested contexts for teaching in Year 2 are listed below. These are broad areas from which topics can be drawn for activities and comprehension texts so that learners can read, talk, and write. When explaining these contexts in greater detail, teachers should have in mind the language level and ability of their learners. In addition, moral values and socio-cultural rules also form an important part of the content

for classroom activities. A word list of the more common words in the English language has been provided and teachers are to use the words from this list to teach the topics. These words can be recycled and used in different contexts and topics. Where necessary, a limited number of words can be added in order to deal with the context or topic meaningfully.

1. **World of Self** : Talk about self, family and friends (name and personal details) and talk with family and friends about things that happen in everyday life (e.g. what happened the day before); using English in everyday life (e.g. greetings, asking for permission, etc.).
2. **World of Stories** : Stories of everyday life and fairy tales
3. **World of Knowledge** : Short accounts about animals and plants

### 3. OBJECTIVES FOR YEAR 2

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

- Talk about themselves, their family, their friends and what they do;
- Sing children's songs and recite nursery rhymes;
- Follow simple instructions and directions;
- Ask and answer simple questions;
- Read and understand simple information on simple subjects;
- 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.

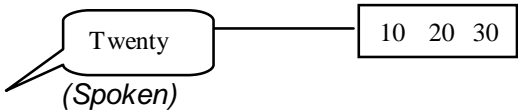
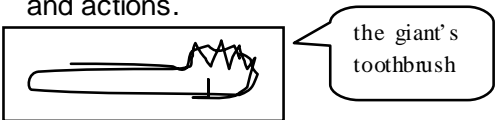
#### 4. LEARNING OUTCOMES AND SPECIFICATIONS

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 2 SK.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>1.0 LISTENING SKILL</b></p> <p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>1.1 Listen to and discriminate similar and different sounds of the English language.</p>	<p style="text-align: center;"><b>Level 1</b></p> <p>1.1.1 Listen to and <b>repeat</b>: vow els in their medial position</p> <ol style="list-style-type: none"> <li>a) initial blends</li> <li>b) initial digraphs</li> <li>c) initial silent consonants</li> <li>d) final digraphs</li> <li>e) long and short vowels</li> <li>f) diphthongs</li> </ol> <p>(See Sound System at the back of the document).</p> <p style="text-align: center;"><b>Level 2</b></p> <p>1.1.2 Listen to and <b>identify</b> different types of letter sounds.</p> <p style="text-align: center;"><b>Level 3</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 the sound heard <i>e.g. initial blend 'br' – e.g. "br" sound as in broom, brush</i></li> <li>- listening to words that begin with the same sound as the earlier word and putting up their hands if the sound is the same. <i>e.g. digraph 'sh' and 'ch' = shop, chop</i></li> <li>- listening to words that begin with the same letter as a child's name <i>e.g. /k/= Katijah, Kamala, Kim Leng</i></li> <li>- underlining the beginning letter sound heard <i>e.g. <u>sh</u>oe <u>sh</u>op</i></li> <li>- listening to sounds and underlining the words with a long sound <i>e.g. room me <u>zoo</u> can <u>see</u></i></li> <li>- identifying a frequent beginning sound in stories - <i>e.g. the sound of /s/.</i></li> </ul> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
		<ul style="list-style-type: none"> <li>- e.g. telling whether two words have the same long sound. <i>e.g. bean – seen = yes!</i> <i>bean – bin = no!</i></li> <li>- supplying missing words in rhymes, stories: <i>e.g. Humpty dumpty sat on the wall.</i> <i>Humpty Dumpty had a great ...</i></li> </ul>
<p>1.2 Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress of phrases, expressions, and sentences.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.2.1 Listen to and <b>repeat</b> the pronunciation of <b>2-syllable</b> words.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.2.2 Listen to and <b>repeat</b> correctly <b>phrases and expressions</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.2.3 Listen to and <b>repeat</b> simple <b>rhymes</b> and <b>songs</b> paying attention to pronunciation, stress and intonation correctly.</p>	<ul style="list-style-type: none"> <li>• Examples of 2-syllable words: <i>wa/ter Pe/ter ta/ble</i> Note the stress is usually on the first syllable.</li> <li>• Activities include: <ul style="list-style-type: none"> <li>- playing games involving clapping patterns and then saying aloud the words: <i>e.g. Clap! Clap! Clap! Red! ... Clap! Clap! Clap! Hen</i></li> <li>- repeating words, phrases and sentences spoken aloud by the teacher (<i>e.g. Thank you .... You're welcome</i>).</li> <li>- repeating rhymes and singing songs.</li> <li>- repeating formulaic expressions heard in stories such as <i>"Just look at that!"</i> <i>"He huffed and he puffed and he blew the house down."</i></li> </ul> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.3 Acquire vocabulary and understand the meaning of words and phrases in context.</p>	<p><u>Level 1</u></p> <p>1.3.1 Listen to <b>key words in stories heard</b> and demonstrate understanding by pointing to pictures.</p> <p>1.3.2 Listen to and understand cardinal numbers. Scope: <b>11 - 15</b></p> <p><u>Level 2</u></p> <p>1.3.3 Listen to <b>all the words</b> in the word list and demonstrate understanding of their meaning by matching them to pictures and the spoken word.</p> <p>1.3.4 Listen to and understand cardinal numbers: Scope: <b>16-20</b> - numbers <b>in tens up to 20.</b> - when the numbers are added, subtracted and refuted.</p> <p><u>Level 3</u></p> <p>1.3.5 Listen to and understand ordinal numbers: Scope: <b>first – third (1<sup>st</sup> – 3<sup>rd</sup>)</b></p>	<ul style="list-style-type: none"> <li>• Example of key words include nouns and adjectives such as <i>house, boat, bus, milk, big, small.</i></li> <li>• To check pupils' understanding, get them to match the spoken numeral and the written form:</li> </ul> <div style="text-align: center;">  </div> <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>• Get children to point out numbers called out.</li> <li>• To teach ordinals ( 1<sup>st</sup>, 2<sup>nd</sup>...) use dates e.g. "<i>Children, today is the 3rd of May.</i>"</li> <li>• Children learn better if words are taught in context under the various topics and with accompanying pictures and actions.</li> </ul> <div style="text-align: center;">  </div>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.4 Listen to and follow simple instructions and directions accurately.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.4.1 Listen to and learn the vocabulary of instructions and directions.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.4.2 Listen to and follow <b>simple instructions</b>.</p> <p>1.4.3 Listen to and follow <b>simple directions</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.4.4 Listen to and follow <b>longer instructions</b>.</p> <p>1.4.5 Listen to and follow <b>longer directions</b>.</p>	<ul style="list-style-type: none"> <li>• Example of instructions: <i>point, clap</i> Example of directions: <i>straight, right, left, turn, round and round we go.</i></li> <li>• e.g. “<i>Read louder.</i>” “<i>Write neatly.</i>”</li> <li>• Activities include: <ul style="list-style-type: none"> <li>- playing games such as: <i>Simon Says; Listen, Start and Stop; Telephone Game</i></li> <li>- doing things such as colouring, sequencing, matching, making things.</li> </ul> </li> <li>• e.g. Turn left. Turn right.</li> <li>• e.g. “<i>Take this book <u>and</u> read.</i>”</li> <li>• e.g. “<i>Go up the stairs <u>and</u> turn right.</i>”</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>1.5 Obtain information from texts listened to in relation to main ideas, specific details, and sequence.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>1.5.1 Listen to and understand simple <b>stories</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>1.5.2 Listen to <b>simple announcements</b> and understand the <b>message</b>.</p> <p>1.5.3 Listen to simple <b>stories</b> and <b>recall</b> the <b>names</b> of people and animals.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.5.4 Listen to simple <b>descriptions</b> and <b>recall details</b> by answering simple 'Wh' questions.</p> <p>1.5.5 Listen to <b>simple stories</b> and <b>recall</b> the <b>story-line</b> by answering simple 'Wh' questions.</p>	<ul style="list-style-type: none"> <li>• Teacher does shared reading with pupils.</li> <li>• e.g. <i>"Attention everybody. Tomorrow is a holiday" OR " You have to bring RM2 for ..."</i></li> <li>• e.g. <i>"What animals can you find in the story The Little Red Hen?" "A dog, a cat, a rat, and a little red hen."</i></li> <li>• e.g. a 3 - 4 line description of what happened the day before. <i>"We played ball. Lisa fell. She cried."</i></li> <li>• Example of 'Wh' questions include <i>Who, What, When, Where</i>. e.g. <i>"Who asked for help?" "The little red hen."</i></li> </ul>
<p>1.6 Listen to and enjoy the rhyme, rhythm, and sounds of poetry, jazz chants and songs.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>1.6.1 Listen to and enjoy children's songs, and rhymes.</p>	<ul style="list-style-type: none"> <li>• Get children to: <ul style="list-style-type: none"> <li>- <i>clap their hands</i></li> <li>- <i>move to the rhythm of the song</i></li> <li>- <i>sing / chant along</i></li> </ul> </li> </ul>


LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<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>Levels 1 &amp; 2</u></b></p> <p>1.7.1 Listen to simple short stories, fairy tales and <b>respond</b></p> <ul style="list-style-type: none"> <li>- non-verbally</li> </ul> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>1.7.2 Listen to simple short stories and fairy tales and <b>share feelings</b> about the story.</p>	<ul style="list-style-type: none"> <li>• Examples of <u>non-verbal response</u> include: <ul style="list-style-type: none"> <li>- smiling, laughing, clapping hands</li> <li>- body movements (<i>e.g. swaying like trees</i>)</li> <li>- providing sound effects (<i>e.g. a cat meowing, a dog barking, a child crying</i>)</li> <li>- drawing, circling, colouring.</li> </ul> </li> <li>• E.g. <i>Do you like this story?</i> Yes. <i>Why?</i> <i>Because the wicked giant cannot catch Jack.</i></li> </ul>

## 2.0 SPEAKING SKILL

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p><b>By the end of their primary schooling, pupils should be able to:</b></p> <p>2.1 Speak clearly by pronouncing words accurately.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.1.1 Pronounce <b>2-syllable</b> words.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.1.2 Repeat <b>exclamations</b> with the correct intonation and stress.</p> <p>2.1.3 <b>Ask questions</b> with the correct intonation.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.1.4 <b>Chant rhymes</b> and <b>sing songs</b> pronouncing words clearly.</p>	<ul style="list-style-type: none"> <li>• Example of 2-syllable words are: <b><i>wa/ter , Pe/ter; ta/ble</i></b></li> <li>• Give the context of a story when doing this exercise: e.g. <i>“Help! Help! Mum help!”</i> <i>“Oh dear!” ..... “Good!”</i></li> <li>• Make learners aware of the rising intonation in questions.</li> </ul>
<p>2.2 Ask questions politely to obtain information and clarification.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.2.1 Ask simple questions requiring <b>Yes / No replies</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.2.2 Ask questions pertaining to <b>numbers</b>.</p>	<ul style="list-style-type: none"> <li>• Example: <i>“Did you water the plants?”</i> <i>“Yes.”</i></li> <li>• Example: <i>5 birds sat on this wall. 5 birds sat on that wall. How many birds were there altogether?</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.2.3 Ask '<b>Wh</b>' questions to find out more information and about identity, size, shape, colour, location, etc.</p>	<ul style="list-style-type: none"> <li>• Example: asking questions about the strange animal. <i>Where did you see it? Was it big? How big was it? Does it have a tail? Did it have big teeth? What colour was it?</i></li> </ul>
<p>2.3 Give relevant information politely in response to enquiries made.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.3.1 Responding with <b>Yes/ No</b> replies.</p> <p>2.3.2 Give <b>short replies</b> when naming objects, plants, animals, etc.</p> <p>2.3.3 Give replies pertaining to <b>numbers 11 – 15</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.3.4 Give <b>longer replies</b> when identifying, naming objects, plants, animals etc.</p> <p>2.3.5 Give replies pertaining to numbers <b>16-20</b></p> <ul style="list-style-type: none"> <li>- numbers <b>in tens up to 20</b>.</li> <li>- adding, subtracting and refuting the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Example: <i>Was the man big? ... Yes.</i></li> <li>• Example: <i>What is this? (pointing to the drawing) .....The tail! And this? ...The eye!</i></li> <li>• Example: <i>How many wheels does that lorry have? .....12.</i></li> <li>• Example: <i>"Is this a goat?" "No. It's a baby cow."</i></li> <li>• Example: <i>"Is this house no. 7?" "No. It's number 8."</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.3.6 Give replies pertaining to numbers: - Scope: <b>first – third (1<sup>st</sup> – 3<sup>rd</sup>)</b></p>	<ul style="list-style-type: none"> <li>• These ordinal numbers are taught best in context – e.g. when teaching dates, positions/location. <i>“Will the first boy in every line come forward.”</i></li> </ul>
<p>2.4 Tell stories based on pictures and other stimuli, and recite poems.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.4.1 Recite simple poems and chant nursery rhymes by going in with <b>words</b> and <b>phrases</b>.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.4.2 <b>Complete parts</b> of a story heard before.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>2.4.3 <b>Recite</b> simple poems and chant nursery rhymes <b>with expression</b> and appropriate <b>gestures</b>.</p> <p>2.4.4 <b>Retell</b> stories heard before.</p>	<ul style="list-style-type: none"> <li>• e.g. <i>Twinkle! Twinkle! Little star How I wonder what you .....</i></li> <li>• e.g. <i>Then the crab .....</i></li> <li>• Ensure children have heard these stories before making them retell these stories.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>2.5 Talk about the people, places and moral values of the stories heard, read and viewed in simple language.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></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;"><b><u>Level 2</u></b></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;"><b><u>Level 3</u></b></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>• Example of details include names, number, colour, shape, size. e.g. <i>The ogre changed into a .....</i></li> <li>• e.g. <i>“What did Goldilocks do after she ate Baby Bear’s porridge?”</i> <i>“She went upstairs to sleep.”</i> - Get children to role-play the story.</li> <li>• Activities include asking children which characters they like and role-playing these characters. - In these early stages, tell stories where the characters are clearly <b>good</b> or <b>bad</b>. It is easier for pupils to identify such characters.</li> </ul>
<p>2.6 Express thoughts and feelings and give opinions on things read, seen, heard and viewed in simple language.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.6.1 Give <b>non-verbal response</b> to the story heard or read.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.6.2 <b>State</b> whether one likes or does not like the story heard or read.</p>	<ul style="list-style-type: none"> <li>• 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> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<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>I do not like the story.</i> <i>I do not like big bad giants.</i></li> </ul>
<p>2.7 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>2.7.1 Exchange <b>greetings</b>.</p> <p>2.7.2 <b>Introduce</b> oneself.</p> <p>2.7.3 <b>Talk about</b> oneself (e.g. age, family members, likes and dislikes concerning food, television programmes, etc.).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>2.7.4 Give simple <b>instructions</b>.</p> <p>2.7.5 Give simple <b>directions</b> to places in the school.</p> <p>2.7.6 To <b>ask permission</b> to do things.</p> <p>2.7.7 To <b>request</b> for specific things.</p>	<ul style="list-style-type: none"> <li>• Get children to role play various situations where they might use such language.</li> <li>• e.g. <i>“Good morning, teacher. My name is Aida.”</i></li> <li>• e.g. <i>I am Junie. I am 8 years old. I like to play hide-and-seek. I like to eat fried koay teow.</i></li> <li>• e.g. <i>“Close the door.” “Wash your hands.”</i></li> <li>• e.g. <i>“Go straight. Turn left.”</i></li> <li>• e.g. <i>“Teacher, may I go out?”</i></li> <li>• e.g. <i>“Please pass me the ruler.”</i></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 Recognise certain <b>w</b>ords on <b>s</b>ight.</p> <p>3.1.2 Master the letters of the alphabet and rearrange words according to the second letter.</p> <p>3.1.3 Look at <b>l</b>etters and say aloud the following sounds:</p> <ol style="list-style-type: none"> <li>a) initial blends</li> <li>b) initial digraphs</li> <li>c) initial silent consonants</li> <li>d) final digraphs</li> <li>e) long and short vowels</li> <li>f) diphthongs</li> </ol> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.1.4 Identify letter shapes by their sounds.</p> <p>3.1.5 Read aloud <b>w</b>ords with the letters listed in 3.1.3 above.</p>	<ul style="list-style-type: none"> <li>• For example:           <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">             the of and to a in that is was he she for it with as his on etc.           </div> </li> <li>• E.g. <i>apple</i>, <i>axe</i>, <i>ant</i></li> <li>• See Sound System at the back of the document.</li> <li>• See the Sound System.           <ul style="list-style-type: none"> <li>- e.g. <i>bl</i> = /bl/ as in <i>blue</i>. <i>fl</i> = /fl/ as in <i>flag</i>.</li> </ul> </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES												
	<p>3.1.6 Read and group words according to word families: the 'all' family, the 'it' family.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.1.7 Compare words for similar and different sounds.</p>	<ul style="list-style-type: none"> <li>• Example           <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 10px;"><i>The</i></td> <td style="padding-right: 10px;">call</td> <td style="padding-right: 10px;"><i>The</i></td> <td>bit</td> </tr> <tr> <td><i>'all'</i></td> <td>wall</td> <td><i>'it'</i></td> <td>sit</td> </tr> <tr> <td><i>family</i></td> <td>fall</td> <td><i>family</i></td> <td>lit</td> </tr> </table> </li> <li>• Example: <u>frog</u> flog               <u>brew</u> <u>blue</u></li> <li>• E.g. Underlining the words with the same beginning sound.</li> </ul>	<i>The</i>	call	<i>The</i>	bit	<i>'all'</i>	wall	<i>'it'</i>	sit	<i>family</i>	fall	<i>family</i>	lit
<i>The</i>	call	<i>The</i>	bit											
<i>'all'</i>	wall	<i>'it'</i>	sit											
<i>family</i>	fall	<i>family</i>	lit											
<p>3.2 Acquire key words at various stages of development.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.2.1 Recognise <b>complete</b> words.</p> <p>3.2.2 Read and learn the meaning of <b>5 key words</b> for each topic taught.</p> <p>3.2.3 Recognise and read aloud cardinal numbers <b>11-15</b> in numeral and word forms.</p>	<ul style="list-style-type: none"> <li>• Various activities include           <ul style="list-style-type: none"> <li>- reading and matching words with pictures</li> <li>- written word with the spoken word</li> <li>- reading aloud labels of things in the class, names of friends</li> <li>- selecting the correct label from 2 or 3 word cards</li> </ul> </li> <li>• Get pupils to memorise these words.</li> <li>• Get learners to match the word and the picture. This shows understanding of meaning.  <i>"And then I saw eleven birds."</i>  <i>"And then she saw 12 cats."</i> </li> </ul>												

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.2.4 Recognise and read aloud: - the numbers <b>16-20</b> - numbers <b>in tens up to 20</b> in its numeral and word forms.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.2.5 Learn another <b>5 key words</b> for each topic and use these key words in sentences of their own.</p> <p>3.2.6 Read and learn ordinal numbers: <b>first to third (1<sup>st</sup> – 3<sup>rd</sup>)</b>.</p>	<ul style="list-style-type: none"> <li>• Example of an activity to show mastery involves matching the numeral form to the word form (e.g. 11 = <i>eleven</i>; <i>thirteen</i> = 13).</li> <li>• Example of activities: <i>spelling correctly, filling in blanks.</i></li> </ul>
<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> (3-5 words).</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.3.3 Read and understand a simple <b>paragraph</b> of 2-4 sentences.</p>	<ul style="list-style-type: none"> <li>• Activities include: - matching sentences to pictures e.g. <i>a brown bear</i></li> <li>• Activities include: - matching sentences to pictures e.g. <i>The giant was sleeping.</i>  - rearranging words to form a complete sentence: e.g. <i>became pretty The Ugly Duckling</i></li> <li>• Activities include: - arranging sentences in sequence. - selecting sentences to fit the picture.</li> </ul>



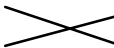
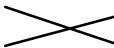
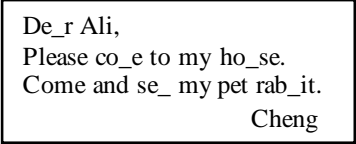



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.4 Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.4.1 Read aloud words and phrases.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.4.2 Read aloud <b>pronouncing correctly</b> sentences in signs, notices, lists, labels and simple texts.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.4.3 Read aloud poems and sentences in simple stories, expressively.</p>	<ul style="list-style-type: none"> <li>• Set pair work and get pupils to read aloud to each other from a story book. e.g. <i>reading a story to a friend.</i></li> <li>• Get pupils to role-play situations where they have to read aloud to each other (set the activity in a realistic context). e.g. <i>a child reading back the marketing list to mother.</i></li> <li>• Teacher models good oral reading.</li> <li>• Have pupils reading together. It builds up confidence of weaker pupils.</li> </ul>
<p>3.5 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.</p>	<p style="text-align: center;"><b><u>Levels 1, 2 &amp; 3</u></b></p> <p>3.5.1 Understand the meaning of words by looking at picture clues.</p>	<ul style="list-style-type: none"> <li>• Example: beans    _____                   climb    _____</li> </ul> <p><i>(From 'Jack and the Beanstalk')</i></p>
<p>3.6 Acquire a wide range of vocabulary.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.6.1 Read and <b>recognise</b> words in word chains and other word games.</p>	<ul style="list-style-type: none"> <li>• Activities include setting up competitions between pairs and groups; making children create their own word chains, etc. e.g. <i>girlssboyssdogssucatsss</i></li> </ul>



LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<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 small words</b> from big words.</p>	<p>- Example: FRUIT COLOURS</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">apple orange durian red black</p> </div> <ul style="list-style-type: none"> <li>• Example: BEANSTALK: beans be as talk Ben</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> of a simple factual text and talk about them.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>3.7.2 Read and understand simple factual texts by answering simple comprehension questions.</p>	<ul style="list-style-type: none"> <li>• Examples of factual texts include texts on plants and animals. <i>“The mango tree”</i>.</li> </ul> <p>This is a mango tree. It is a big tree. It needs sunlight to grow. It needs water to grow. The leaves are green.</p> <ul style="list-style-type: none"> <li>• The text can be a paragraph of 2-4 lines OR a book of one sentence per page for 3-6 pages.</li> <li>• Ask “Wh” questions. e.g. <i>“What is this tree?”</i></li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>3.8 Read and enjoy simple poems and stories and respond to them by talking about the people, and moral values in the story/poem; and relate it to one's life.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>3.8.1 Read and understand simple <b>poems</b> and simple <b>stories</b> by answering comprehension questions.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>3.8.2 Read and <b>give details</b> about the people and animals in the story. <i>(e.g. number, size, other features).</i></p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>3.8.3 Read and <b>talk about the actions</b> of people and animals in a story heard or read. <i>(e.g. what the person/animal did).</i></p> <p>3.8.4 <b>Tell why</b> a person or animal in a story is good or bad.</p>	<ul style="list-style-type: none"> <li>• Get pupils to talk about the cover and pictures in the book.</li> <li>• A simple poem may consist of just 4 lines.</li> <li>• A simple story may consist of a book of 2 sentences per page for 3-6 pages.</li> <li>• Example: <i>The Giant got up. He looked around for Jack. Then he saw Jack. He ran after Jack.</i></li> <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>3.9 Read widely and independently.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>3.9.1 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. 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 Copy correctly.</p> <p>4.2 Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.1.1 Copy <b>letters</b> of the alphabet in clear and legible print:</p> <ul style="list-style-type: none"> <li>- small letters</li> <li>- capital letters</li> <li>- combination of small and capital letters.</li> </ul> <p>4.1.2 Copy <b>words, phrases and sentences</b> in clear, legible print.</p> <p>4.2.1 <b>Write</b> clearly and legibly <b>numerals 1-20</b> in both number and word forms.</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.2.2 <b>Write words and phrases</b> in clear and legible print.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.2.3 <b>Write sentences</b> in clear and legible print.</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>• e.g. 11 = eleven 12 = twelve</li> <li>• Let children share their writing by reading it aloud to others or by displaying it.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.3 Match words to linear and non-linear representations:</p> <p>i. word to word; ii. word to phrase; iii. word to picture, symbol.</p>	<p><b>Level 1</b> 4.3.1 Match phrases to pictures.</p> <p><b>Level 2</b> 4.3.2 Match words to signs, pictures.</p> <p><b>Level 3</b> 4.3.3 Match words to other words.</p>	<ul style="list-style-type: none"> <li>e.g. the giant's chair the giant's hat the giant's books </li> <li>e.g. No talking. No eating. </li> <li>e.g. three lions  on a tree two monkeys  in a cage</li> </ul>
<p>4.4 Complete texts with the missing word, phrase or sentence.</p>	<p><b>Level 1</b> 4.4.1 Complete <b>missing letters in texts</b>.</p> <p><b>Level 2</b> 4.4.2 Complete simple instructions and directions, descriptions, rhymes and other texts with the missing <b>word(s)</b> (with guidance given in the form of words and pictures).</p>	<ul style="list-style-type: none"> <li>e.g. in a message to a friend. </li> <li>e.g. Go up the .....  Then turn .....  Then go straight. </li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.4.3 Complete simple instructions, directions, descriptions, rhymes, notices, stories and other texts with the missing <b>word(s)</b> (with a little guidance in the form of a composite picture).</p>	<p>e.g. </p> <p>This is an <u>elephant</u>. It has a long <u>nose</u>. It has 2 big <u>ears</u>. It has <u>4</u> big feet. It likes to eat <u>sugar cane</u>.</p>
<p>4.5 Construct simple and compound sentences with guidance and independently.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.5.1 Form simple sentences and questions by arranging words (3-4 words in a sentence).</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.5.2 Form simple sentences by matching sentence parts.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.5.3 Construct simple sentences independently (3-5 words) by looking at a picture.</p>	<ul style="list-style-type: none"> <li>• e. g. <i>is Johan name His</i></li> <li>• e.g. <i>This is hide-and-seek. She is Lisa. She likes to play eight years old.</i></li> <li>• e.g. <i>This is Jumbo. He is a baby elephant. He likes to eat sugar cane.</i> </li> </ul>
<p>4.6 Spell correctly and take dictation.</p>	<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>4.6.1 Spell seen words.</p> <p style="text-align: center;"><b><u>Levels 2 &amp; 3</u></b></p> <p>4.6.2 Take dictation of seen sentences.</p>	<ul style="list-style-type: none"> <li>• e.g. Give words to be memorized <i>man water father mother</i></li> <li>• e.g. Give pupils sentences to memorise.</li> </ul>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
<p>4.7 Punctuate meaningfully.</p>	<p style="text-align: center;"><b><u>All levels</u></b></p> <p>4.7.1 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>4.7.2 Use <b>full stop</b> at the end of a sentence.</p> <p>4.7.3 Use <b>question mark</b>.</p> <p>4.7.4 Use <b>comma</b> for lists.</p> <p>4.7.5 Use <b>exclamation marks</b>.</p>	<ul style="list-style-type: none"> <li>• e.g. <i>rob and ben went fishing</i> <i>puss took the rabbit to the king</i></li> <li>• e.g. <i>Rob likes fishing.</i></li> <li>• e.g. <i>What do you like?</i></li> <li>• e.g. <i>Mother went to market and bought meat, fish and vegetables.</i></li> <li>• e.g. <i>Help! Help!</i></li> </ul>
<p>4.8 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>4.8.1 Write for a purpose. e.g. making a list</p> <p style="text-align: center;"><b><u>Level 2</u></b></p> <p>4.8.2 Write simple descriptions <b>with guidance</b>.</p> <p style="text-align: center;"><b><u>Level 3</u></b></p> <p>4.8.3 Write simple descriptions with <b>little or no guidance</b>.</p>	<ul style="list-style-type: none"> <li>• e.g. shopping lists, objects list. Set a context. e.g. <i>It is your birthday.</i> <ul style="list-style-type: none"> <li>- <i>Write down the names of friends you will call.</i></li> <li>- <i>Write down the food you want.</i></li> </ul> </li> <li>• e.g. of oneself, of one's school, of one's friend.</li> <li>• Use pictures as stimulus.</li> </ul>

## 5. GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 2 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 some 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, Goldilocks;  
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** (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)**  
*e.g. He bought two pencils and an eraser.  
\*Would you like an apple or an orange?*
5. **Prepositions** (of location and direction)  
*e.g. in, out; on, at, to ; \* up, \*under  
\*down*
6. **\*Adjectives of colour, shape and size**  
*e.g. a blue sky, a round table, a big boy*
7. **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)*
8. **Simple Present Tense**
- (i) For habitual actions**  
*e.g. **Where** do you live?  
I live in Subang Jaya.*
- (ii) There is ..... (singular)**  
*e.g. There is a bird in the house.*
- \*There are .....(plural)**  
*e.g. There are bees in the garden.*
- \*(iii) For imperatives**  
*e.g. Listen. Come here. Bring me the book.*

**9. The Simple Past Tense**

**Past tense of the verb *be* (= was)**

*e.g. He was at home. (singular)*

\* Plural form of the verb *be*(=*were*)

*e.g. They were at the house.*

Past simple with *-ed*

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

**10. Positive statements.**

*e.g. My name is Jamil.*

*I am a boy.*

*I like to eat durians.*

**11. 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.*

**12. 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.*

**13. Sentence types – simple sentence**

*e.g. It is a monster.*

*They are good children.*

**14. 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**

*e.g. Help! Help!*

**\*v. Comma – for lists**

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

## 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. To refute statements

i. It is **not** white.

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

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

### 6. To ask permission

Teacher, may I go out?

May I go out please, teacher?

### 7. To request for specific things.

May I have the book.

May I have a pencil, please.

## 6. Sound System

The sound system forms part of the language contents in the Year 2 Curriculum Specifications. The items listed below are to be taught in Tahun 2. 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. Initial Digraphs

2.1	sh / /	shy, shoe, shut, shop	2.2	ch / /	chair, chain, chin, cheek
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### 3. Final Digraphs

3.1	sh / /	fish, dish, cash, mash	3.2	ch / /	rich, such, much, which
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#### 4. Vowels

##### Long sounds

- 4.1 oo / u:/ boot, shoot, root, balloon  
4.3 ea / i: / beat, seat, peat, eat  
4.5 ee / i:/ deep, seep, peep, jeep

##### Short sounds

- 4.2 oo / / book, cook, good, foot  
4.4 i / i / bit, sit, dip, tip

#### 5. Diphthongs

- 5.1 ou / / house, loud, round, pound  
5.2 ow / / cow, brown, down,  
clown

#### 6. Silent letters

- 6.1 **silent k** knee, knife, kneel, knit  
at the beginning of the word
- 6.2 **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. The words marked with an asterisk are the new words for Year 2 and must be taught in context.

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

live  
look  
man  
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 (20-30  
for able pupils)  
- 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)

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