KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

Bahasa Inggeris

Sekolah Kebangsaan

Dokumen Standard Kurikulum dan Pentaksiran

Tahun 3

KEMENTERIAN
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APRIL 2018

CONTENT

RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;
Memelihara satu cara hidup demokratik;
Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;
Menjamin satu cara yang liberal terhadap tradisi-tradisi
kebudayaannya yang kaya dan berbagai 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

NATIONAL PRINCIPLES

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:
Maintaining a democratic way of life;
Creating a just society in which the wealth of the nation shall be equitably shared;
Ensuring a liberal approach to her rich and diverse cultural traditions; and
Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles:

BELIEF IN GOD
LOYALTY TO KING AND COUNTRY
SUPREMACY OF THE CONSTITUTION
RULE OF LAW
GOOD BEHAVIOUR AND MORALITY

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"

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

 "Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large"

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

3. **Kurikulum Kebangsaan**

(1)   Kurikulum Kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997
[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

3. **National Curriculum**

(1)   An educational programme that includes curriculum and co-curricular activities which encompasses all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

KATA PENGANTAR

Kurikulum Standard Sekolah Rendah (KSSR) yang dilaksanakan secara berperingkat mulai tahun 2011 telah disemak semula bagi memenuhi dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 supaya kualiti kurikulum yang dilaksanakan di sekolah rendah setanding dengan standard antarabangsa. Kurikulum berasaskan standard yang menjadi amalan antarabangsa telah dijelmakan dalam KSSR menerusi penggubalan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) untuk semua mata pelajaran yang mengandungi Standard Kandungan, Standard Pembelajaran dan Standard Prestasi.

Usaha memasukkan standard pentaksiran di dalam dokumen kurikulum telah mengubah lanskap sejarah sejak Kurikulum Kebangsaan dilaksanakan di bawah Sistem Pendidikan Kebangsaan. Menerusinya murid dapat ditaksir secara berterusan untuk mengenal pasti tahap penguasaannya dalam sesuatu mata pelajaran, serta membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid.

DSKP yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSR, mengintegrasikan pengetahuan, kemahiran dan nilai, serta memasukkan secara eksplisit Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT).

Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan.

Bagi menjayakan pelaksanaan KSSR, pengajaran dan pembelajaran guru perlu memberi penekanan kepada KBAT dengan memberi fokus kepada pendekatan Pembelajaran Berasaskan Inkuiri dan Pembelajaran Berasaskan Projek, supaya murid dapat menguasai kemahiran yang diperlukan dalam abad ke-21.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan KSSR. Semoga pelaksanaan KSSR akan mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan.

SHAZALI BIN AHMAD
Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

INTRODUCTION

In this era of global competitiveness, the mastery of English is essential for pupils to gain access to information and knowledge. As English language is also dominantly used in Information and Communications Technology (ICT), pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet. Besides, it is paramount that pupils equip themselves with the necessary skills in order to keep pace with rapidly emergent global economy as indicated in the Malaysia Education Blueprint 2013 – 2025.

The Blueprint also stipulates the importance of the development and the application of 21st Century curriculum and assessment. This is in line with the government's policy to strengthen English Language amongst teachers and pupils as well as internationally benchmark the English Language curriculum. The Blueprint also specifies that every pupil should be independently proficient in the English language as defined by the Common European Framework of References (CEFR) for Languages. The latter has been adopted by many countries as an international framework for language teaching, learning and assessment.

Thus, collaboration between the Ministry of Education, Malaysia (MOE) and Cambridge English, United Kingdom (CE) has been fostered to enable the development of the Standards-Based English Language Curriculum (SBELC). The SBELC document incorporates a mapping of the English Language Content and Learning Standards as well as pedagogical approaches which are aligned to the CEFR.

In addition, the CEFR levels and descriptors form the basis in the development of the curriculum standards for preschool as well as for primary and secondary schools. The SBELC document includes the syllabus containing key components of a lesson, namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment Standards.

The framework is also used as a reference to develop the SBELC's target proficiency levels (A1 and A2 or Basic User; B1 and B2 or Independent User; and C1 and C2 or Proficient User). These curriculum target levels describe what the pupils are expected to achieve at each stage of learning from Preschool to Form Five. These target levels will enable pupils to measure their own

progress, and facilitate teachers in gauging the pupils' proficiency level.

Table 1 indicates the minimum curriculum target levels for primary and secondary based on the CEFR. The curriculum standards for Year 3 are aligned to the CEFR proficiency level A1 Mid.

Table 1: Curriculum Target Levels based on the CEFR

PRIMARY						REMOVE CLASS	SECONDARY				
1	2	3	4	5	6		1	2	3	4	5
Working Towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid	A2 Mid	Revise A2	A2 High	B1 Low	B1 Mid	B1 High

In conclusion, the CEFR-aligned SBELC is built on the foundations of communicative competence and fully caters for cognitive progression in its learning standards through increasing expectations of pupils' ability to grasp concepts as they progress from preschool to the secondary level. Therefore, this curriculum of an international standard will further maximise pupils' learning outcomes.

2

AIM

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that are appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils are able to achieve the following objectives:

1. Communicate with peers and adults confidently and appropriately in formal and informal situations.
2. Read and comprehend a range of English texts for information and enjoyment.
3. Use appropriate language, style and form to write for different purposes through a variety of media.
4. Appreciate and demonstrate understanding of English language literary or creative works for enjoyment.
5. Use correct and appropriate rules of grammar in speech and writing.
6. Appreciate and inculcate values, positive attitudes and patriotism.

THE CURRICULUM FRAMEWORK

The Standards-Based Curriculum for Primary Schools is built on the basis of six fundamental strands: Communication; Spirituality, Attitudes and Values; Humanities; Personal Competence; Physical Development and Aesthetics; and Science and Technology.

These six strands are the main domains that complement one another and are integrated with critical, creative, and innovative thinking. The integration aims to develop human capital that inculcates moral values based on religion, knowledge, competence, critical, creative and innovative thinking as illustrated in Figure 1.
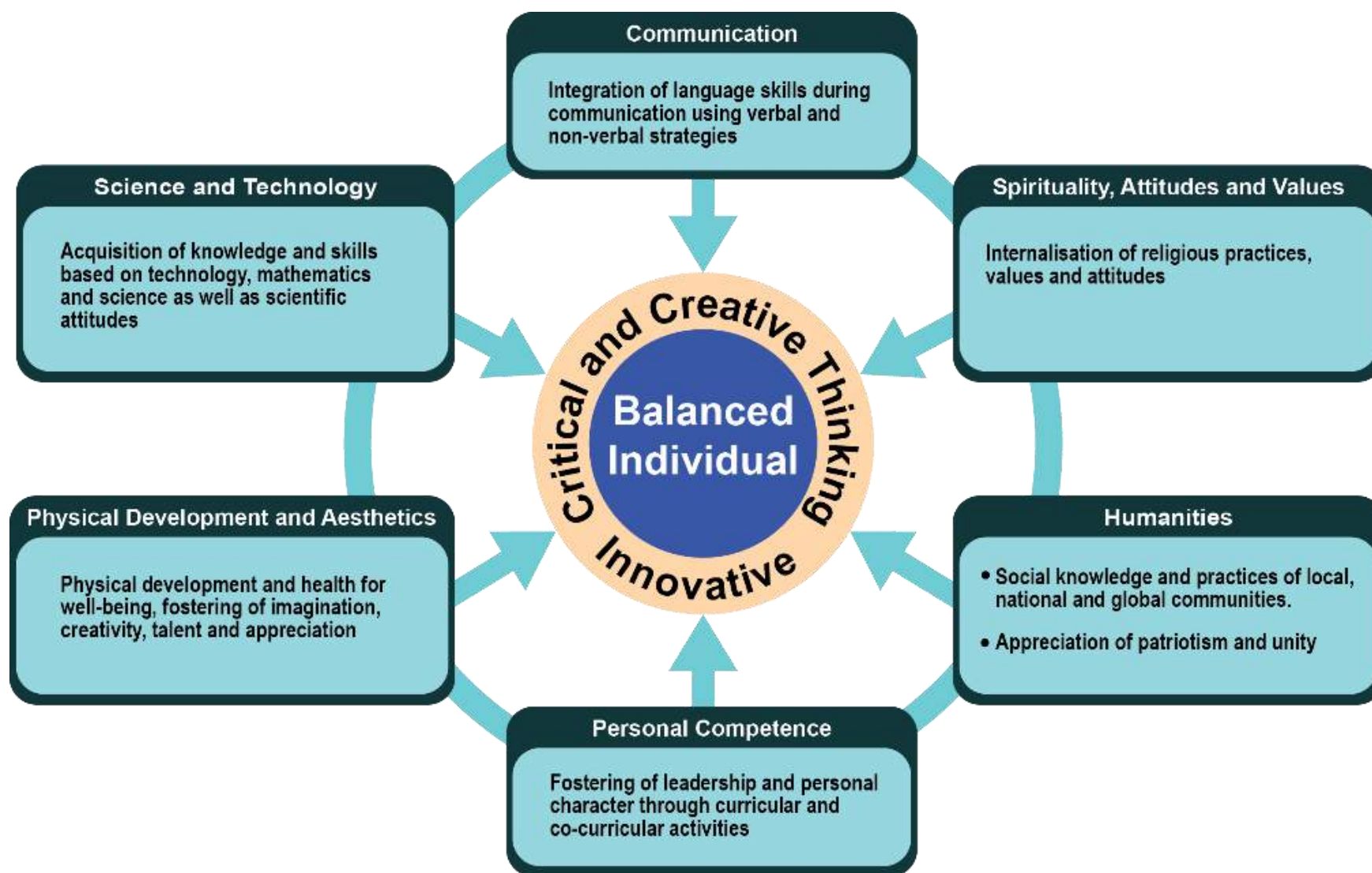
Figure 1: The Standards-Based Curriculum Framework for Primary Schools

FOCUS

The SBELC has four focus areas that are imperative in enabling pupils to meet the challenges and demands of a diverse, globalised and dynamic era. These areas are curriculum principles, curriculum organisation, curriculum approach and lesson organisation.

Curriculum Principles

Curriculum principles are crucial in guiding the teaching and learning practices in schools. The principles are not meant to be narrowly descriptive but more of a guidance on the direction in which effective practice should be practised.

The SBELC for Primary Schools is developed based on the following principles:

1. **Back to Basics**

   It is essential for teachers to begin with basic literacy skills in order to build a strong foundation of language skills. Basic listening and speaking skills are introduced to help pupils enrich their understanding of the language. The strategy of phonics is introduced to help pupils read while a good foundation in penmanship will help pupils acquire good handwriting.

2. **Fun, Meaningful and Purposeful Learning**

   Lessons which are contextualised and meaningful help pupils to learn more effectively. Lessons should be fun and interesting through purposeful pupil-centred learning activities.

3. **Pupil-Centredness in Teaching and Learning**

   Teaching approaches, lessons and materials must suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning capabilities so that their full potential can be realised. Pupils will master all Learning Standards using the Mastery Learning strategy to help them to acquire the language.

4. **Integration of Salient New Technologies**

   In line with globalisation, technology is used extensively in our daily life for a variety of purposes such as communication, to gain information and knowledge and to be connected globally. Hence, emergent technologies can be used in language teaching and learning to engage pupils in more visual and interactive activities. Information available on the Internet and other electronic media will be vital for knowledge acquisition.

5. Character-Building

An important principle which needs to be inculcated through the curriculum is character building. Lessons based on values have to be incorporated in teaching and learning in order to impart the importance of good values for the wholesome development of individuals.

Curriculum Organisation

The English Language curriculum for primary and secondary schools are organised into four key stages (Table 2).

The curriculum is organised in these stages to build a strong foundation in the teaching and learning of the English language.

Table 2: Key Stages in the SBELC

Stage One	Year 1, Year 2 and Year 3 (Lower Primary)
Stage Two	Year 4, Year 5 and Year 6 (Upper Primary)
Remove Class	
Stage Three	Form 1, Form 2 and Form 3 (Lower Secondary)
Stage Four	Form 4 and Form 5 (Upper Secondary)

Curriculum Approach

The SBELC emphasises the modular approach. This approach ensures that all the four language skills; Listening, Speaking, Reading and Writing, and the aspects of Grammar and Language Arts are given due focus and attention during the teaching and learning process.

Pupils will be able to focus on the development of salient language skills or sub-skills through purposeful activities in meaningful contexts. This approach does not exclude integration of skills. However, integration of skills is exploited strategically to enhance pupils' development of specific language skills as described in the Content and Learning Standards.

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

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

These are broad themes from which the content topics for lessons and activities for teaching and learning are derived from. All language skills are taught through these themes which provide the context for language learning. Therefore, a balanced treatment of these themes is essential to enhance the development of language skills through various strategies and activities. This will develop personal learning and growth which will eventually lead to the development of more holistic and balanced individuals.

The World of Self, Family and Friends serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their surroundings and environment. Topics drawn from this theme help raise pupils' awareness of the importance of self-care as well as care and concern for family and friends. Therefore, pupils need to be aware of the community and society around them. An integral part of this theme is the teaching and learning of social skills; an important aspect of communication.

The World of Stories introduces pupils to the wonderful and magical world of stories. Stories may range from local fables, folk tales, legends and myths to tales around the region as well as the rest of the world. Through these stories, pupils are exposed to a wide range of vocabulary, sentence structures and aspects of creative writing. Moral values, knowledge, understanding and

tolerance of other cultures and beliefs are imparted through these stories. These will help pupils understand different cultural beliefs and learn to live harmoniously with others.

The World of Knowledge encompasses general knowledge about the world, simple scientific and mathematical knowledge, global sustainability, financial literacy, environmental issues, awareness of safety, corruption and other current issues which are appropriate for primary school pupils.

Figure 2 shows how the four language skills and Language Arts are organised to realise the aims and objectives of the SBELC. The organisation does not reflect any specific order on how the language skills and Language Arts are to be carried out during the teaching and learning process.
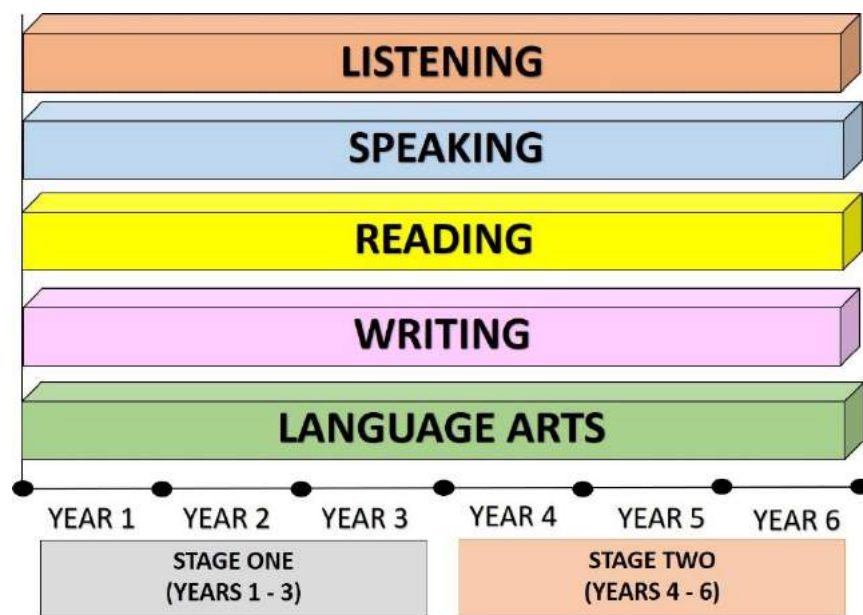
Figure 2: Lesson Organisation

This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Speaking skills during which Listening, Reading and Writing skills are incidental. When the Reading skills or Writing skills are in focus, all other language skills are incidental. The SBELC does not specify any specific order of teaching the language skills.

All the four language skills are linked through a topic of a selected theme. Aspects of Grammar are infused during the teaching of these language skills. The grammatical elements aim to develop pupils' awareness of the underlying conventions of language use.

To optimise learning, proper planning is required prior to teaching and learning. Teachers can plan lessons using the Standards-Based Curriculum and Assessment Document (DSKP) and the Scheme of Work which tie the various key components of a lesson namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment together. Collaborative planning is encouraged through Professional Learning Communities (PLC). PLC enables teachers to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of their pupils.

Lesson Organisation

The SBELC for Primary Schools Stage 1 (Years 1, 2 and 3) focuses on the four language skills; Listening, Speaking, Reading and Writing. In addition to the four language skills, Grammar and Language Arts are also given due focus during the teaching and learning process.

A teacher may begin a topic by focusing on Listening skills while other skills such as Speaking, Reading and Writing are incidental.

When planning lessons, teachers should take into account that pupils learn through connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to their experiences in the real world. In their daily lives, pupils can relate to these lessons to face various situations that may require them to use English.

The Language Arts aspect provides pupils opportunities to explore their creativity and potential, thus allowing them to participate actively and express themselves without much reservation.

21ST CENTURY SKILLS

One of the aspirations in the Standards-Based Primary Curriculum (KSSR) is to develop pupils with the 21st Century Skills which emphasise on thinking skills as well as life skills and one's career based on values. The 21st Century Skills aim at producing pupils with characteristics defined in the Pupils' Profile (Table 3) in order to be able to compete globally. Mastery of the Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21st Century Skills.

Table 3: Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgments. They are able to think about learning and being pupils themselves. They generate questions about learning and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.

PUPILS' PROFILE	DESCRIPTION
Communicator	Pupils are able to voice out their thoughts, ideas and information with confidence and creativity, orally and in written form, using various types of media and technologies.
Team Player	Pupils are able to co-operate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions by each member in the team. They gain interpersonal skills through collaboration, which in turn makes them better leaders and team members.
Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Principled	Pupils have a sense of integrity, sincerity, equality, fairness, high moral standards and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.

PUPILS' PROFILE	DESCRIPTION
Informed	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
Caring	Pupils are able to show empathy, sympathy and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.
Patriotic	Pupils are able to show their love, support and respect for the country.

HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is stated explicitly in the curriculum so that teachers can interpret them in teaching and learning to promote structured and focused thinking among pupils. In the SBELC, emphasis on HOTS refers to the four cognitive levels as presented in Table 4.

Table 4: Higher Order Thinking Skills

COGNITIVE LEVELS	EXPLANATION
Applying	Using knowledge, skills and values in different situations to complete a piece of work.
Analysing	Breaking down information into smaller parts in order to understand and making connections between these parts.
Evaluating	Considering, making decisions using knowledge, experience, skills, and values and justifying decisions made.
Creating	Producing an idea or product using creative and innovative methods.

HOTS is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating.

Critical thinking skills refer to the ability to evaluate an idea logically and rationally in order to make good judgment using logical reasons and evidences.

Creative thinking skills refer to the ability to produce or create something new using imagination and thinking out of the box.

Reasoning skills refer to an individual's ability to make judgments through logical and rational evaluation.

Thinking strategies refer to structured and focused thinking that require the analysis and synthesis of data or facts to solve problems.

HOTS can be applied in the classroom through reasoning, inquiry, problem-solving activities and projects. In order to encourage pupils to think, thinking tools such as mind maps as well as high level of questioning techniques can be used by teachers and pupils.

TEACHING AND LEARNING STRATEGIES

The National Curriculum aims to produce wholesome, resilient, curious, principled, knowledgeable and patriotic pupils who have communicative, collaborative and thinking skills. Pupils need to be equipped with 21st century skills for them to compete globally. This is outlined in the National Education Blueprint (2013-2025) where it is aspired for every pupil to be equipped with knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. Various techniques and approaches are incorporated where appropriate and relevant in classroom lessons to prepare pupils for real world challenges. These techniques and approaches are explained below:

1. **Mastery Learning**

   Mastery Learning will ensure that all pupils master the Learning Standards stipulated in the SBELC. Mastery Learning requires quality teaching and learning in the classroom. Sufficient time and appropriate learning conditions should be allowed so that pupils master the Learning Standards stipulated in this document.

2. **Multiple Intelligences**

   The theory of Multiple Intelligences describes the different intelligences human beings possess. Teachers need to be aware of these different intelligences pupils possess in order to maximise teaching and learning. Various teaching and learning strategies should be planned by teachers to foster and nurture the different intelligences of pupils in order to meet their varying learning styles and needs.

3. **Constructivism**

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

4. **Contextual Learning**

   Contextual Learning is an approach to learning which connects the content being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when pupils are able to relate and apply knowledge acquired to their own lives.

5. **Learning How to Learn Skills**

   Learning How to Learn Skills are integrated in classroom lessons and aim to enable pupils to take responsibility for their own learning. These skills incorporate study skills which help

pupils to access information and thus, equip them to become independent life-long learners.

6. **Knowledge Acquisition**

In teaching the language, content is drawn from various subject disciplines across the curriculum. Knowledge is also further acquired from various sources to enable pupils to keep abreast with current affairs.

7. **Project-Based Learning**

Project-Based Learning (PBL) is an innovative, systematic instructional approach built upon learning activities and authentic tasks that promotes pupil engagement through deep investigations of a problem or challenge without predetermined solution. The PBL approach creates a constructivist learning environment in which pupils construct their own knowledge.

In the conventional model of teaching, the teacher is the taskmaster. Nevertheless, the teaching strategy in the PBL encourages the teacher to become a facilitator, working with pupils to structure meaningful questions and tasks, coaching both knowledge development and social skills, as well as carefully assessing what pupils have learned from the experience.

PBL inculcates essential skills for pupils to be able to function in the society. These skills include communication and presentation, organisation and time management, inquiry and exploration, self-assessment and reflection, group participation and leadership, as well as critical thinking skills. PBL allows pupils to reflect analytically upon their own ideas and opinions, make decisions that affect project outcomes and the learning process in general.

Performance of the pupils is assessed based on an individual effort as well as group work. It takes into account the contributions made to the ongoing process of project realisation, the depth of content understanding demonstrated and the quality of the product produced. PBL, at its best, connects pupils to real people, events, and challenges in the world that is immediate to the pupils' lives and interests.

8. **Collaborative Learning**

Collaborative learning is a method of teaching and learning in which pupils work together in small groups on a structured activity to explore a significant question or create a meaningful project. The advantages of having small groups are that pupils can share their strengths and also strengthen their existing skills as well as their interpersonal skills. They will learn skills

to resolve conflicts. Pupils' works are assessed individually as well as in groups.

In order to create a conducive environment for collaborative learning, teachers have to ensure that pupils need to feel safe, but also challenged. Groups need to be small enough so that everyone can contribute. Diversity is celebrated, and therefore, all contributions are valued.

9. **Inquiry-Based Learning**

Inquiry-Based Learning is an approach to teaching and learning that places pupils' questions, ideas and observations at the centre of the learning experience. This experience involves deconstructing abstract notions, problems or scenarios as well as getting pupils to enact understanding and develop further questions. Both teachers and pupils share responsibility for learning while teachers play an active role as facilitators in guiding pupils throughout the learning process. Pupils, as engaged learners, need to collaborate with others within and beyond the classroom in order to develop deep understanding of content knowledge and improvement of ideas.

CROSS-CURRICULAR ELEMENTS

The Cross-Curricular Elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in the SBELC. This benefits the pupils because today's complex and multi-dimensional world requires them to have the ability to make connections between various sources of knowledge.

A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21st Century. These cross-curricular elements are:

1. **Language**
   - The correct usage of the medium of instruction in all subjects should be emphasised.
   - Emphasis on correct language use, as well as focus on pronunciation, sentence structure, grammar, terminology and language registers must be stressed during teaching and learning in order to help pupils develop ideas and communicate effectively.

2. Environmental Sustainability

- This refers to anything that furthers the goal of making life sustainable for the planet, and must be instilled and nurtured in pupils through teaching and learning.
- Knowledge about the importance of environmental conservation will cultivate appreciation of the environment and subsequently affect positive behaviour.

3. Values

- Values are given due emphasis in all the subjects so that pupils are aware of its importance and practise them.
- Values encompass aspects of spirituality, humanity and citizenship to be practised in their daily lives.

4. Science and Technology

- Inculcating pupils' interest in Science and Technology can increase their literacy level in these areas.
- The use of technology in teaching can contribute to more efficient and effective learning.
- The integration of Science and Technology in teaching and learning encompasses four areas:
  - (i) Scientific and technological knowledge (facts, principles, concepts related to Science and Technology);
  - (ii) Scientific skills (specific processes of thinking and manipulative skills);
  - (iii) Scientific behaviour (such as accuracy, honesty, safety); and
  - (iv) The use of technology in teaching and learning activities.

5. Patriotism

- Patriotism can be cultivated in all subjects, co-curricular activities and community services.
- Patriotism helps to produce pupils who love the country and are proud to be Malaysians.

6. Creativity and Innovation

- Creativity is the ability to use imagination to gather, comprehend and generate ideas to create something new and original.
- Innovation on the other hand, is the application of creativity through modification, revision and development of an idea.
- Creativity and innovation are mutually compatible and necessary to ensure the development of human capital to face the 21st Century challenges.
- Creativity and innovation elements need to be integrated in teaching and learning.

7. **Entrepreneurship**

- Integration of entrepreneurial elements aims to cultivate entrepreneurial characteristics and practices amongst pupils.

- Entrepreneurial features in teaching and learning can nurture attitudes such as diligence, honesty, trust and responsibility as well as develop creative and innovative minds to generate marketable ideas.

8. **Information and Communications Technology**

- Integration of Information and Communications Technology (ICT) elements in teaching and learning ensures pupils can apply and enhance their basic ICT knowledge.

- The application of ICT encourages pupils to be creative, makes teaching and learning more interesting and fun, as well as enhances the quality of learning.

- ICT is integrated in teaching and learning to help pupils understand the content of the subject.

- Computational thinking is one of the skills emphasised in all subjects. It is a skill that uses logical reasoning, algorithm, frequency, contour analysis, abstraction and evaluation in solving problem with the help of computer.

9. **Global Sustainability**

- This element aims at developing pupils' awareness, knowledge and values relating to global environmental change as well as human well-being and development. These knowledge and values can be applied in these areas; consumerism and sustainable products, global citizenship and unity.

- The acquisition of global sustainability knowledge is imperative in preparing pupils to face the 21st Century challenges at the local, national and global level.

- This element is inserted in lessons or taught directly in related subjects.

10. **Financial Education**

- The integration of Financial Education aims to create a future generation that is capable of making sound financial decisions, practising ethical financial management and managing financial affairs skillfully and with accountability.

- Financial Education can be applied directly or embedded in teaching and learning through topics such as Money that contains explicit financial elements, namely the calculation of simple interest and compound interest. It can also be embedded or integrated through other topics across the curriculum. Exposure to financial management is vital to

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provide pupils with knowledge, skills and values that can be applied effectively and meaningfully in real life.

CLASSROOM ASSESSMENT

Classroom assessment involves the process of collecting information about pupils' progress in the classroom. The on-going assessment is planned, implemented and reported by respective teachers. This process is ongoing to enable teachers to determine the pupils' mastery level.

Two types of classroom assessments are carried out by the teachers in schools; formative assessment and summative assessment. Formative assessment is carried out during teaching and learning, whereas summative assessment is implemented at the end of an instructional period; as a conclusion of a learning unit as well as mid-semester and year-end examinations. Teachers should plan, construct assessment or instruments, examine, record and report levels of acquisition based on the Standards-Based Curriculum and Assessment Document (DSKP). To ensure that assessment improves the ability and mastery level of the pupils, teachers should carry out assessment that has the following characteristics:

- Use of various methods of assessment such as observations, oral presentations, quizzes, question and answer, task sheets or written assignments to document pupils' progress in learning.
- Use of various assessment strategies that can be carried out by teachers and pupils.
- Take into account the various levels of knowledge and skills learned.
- Allow pupils to exhibit various learning capabilities.
- Assess the pupils' mastery level based on the Learning Standards and Performance Standards.
- Perform follow-up action for remedial and enrichment purposes.

Performance Standards refer to the six levels of pupils' progress in the acquisition of the four language skills; Listening, Speaking, Reading and Writing. Teachers can diagnose the learning strengths and weaknesses, measure pupils' progress against the teaching and learning objectives, then review, restrategise and modify their teaching to enhance pupils' learning.

Specific Performance Standards Guides for Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document (DSKP). These Guides

provide teachers with reference to gauge pupils' progress in the four language skills. Teachers can use the specific descriptors to determine the performance level of their pupils in the respective language skill.

The performance levels indicate pupils' progress in learning. There are six levels which indicate pupils' progress in the four language skills that are arranged in a hierarchy. The levels take into account the knowledge, skills and values stipulated in the curriculum.

Teachers can record pupils' progress in the record book, exercise book, notebook, checklist, tables or through other appropriate methods. The performance levels are recorded in the reporting template that has been provided after the teachers have completed the Content and Learning Standards.

OVERALL PERFORMANCE LEVEL

The Overall Performance Level for each subject should be determined at the end of each year. This covers aspects of knowledge, skills and values. Teachers need to assess pupils collectively and holistically by looking at all aspects during the learning process. Teachers should use professional judgment in assessing and determining the overall performance level. Professional judgment can be carried out based on the teachers'

knowledge and experience, interaction with pupils and also discussions with colleagues. Once the performance level of each language skill has been identified, teachers can then determine their pupils' overall performance level as shown in Table 5.

Table 5: Overall Performance Level for Target Level CEFR A1 (Basic User)

PERFORMANCE LEVEL	NOTES
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations of the curriculum target.
4	Pupil works towards exceeding expectations of the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupil exceeds expectations of the curriculum target.

CONTENT ORGANISATION

The implementation of English Language is in accordance with the Circular Letter (KP/KPPM/6 Jld.2 (23) dated 2 November 2016) which is in effect now. A minimum of 160 hours per year is allocated for English Language learning (Primary National schools). The Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards are explained in Table 6.

Table 6: The Curriculum Standards

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' primary education. The Content Standards are over-arching educational goals that should be achieved by the end of Year Six. The focus section provides an idea or the expected achievement by the end of Year Six.	The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their primary education. It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard. These standards should be mastered by all pupils at the end of each year.	Express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards. These standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.

The SBELC adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the Performance Standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the Learning Standards to describe the thinking process which are measurable through the learning outcomes. In addition, the Content and Learning Standards in the SBELC document cover all aspects of thinking skills which are consistent with the principles of the CEFR for Languages.

LISTENING

The Listening Content Standards focus on pupils' ability to recognise individual sounds, to understand meaning, and to use strategies to help their listening. The Learning Standards progress from pupils being able to understand general ideas to being able to understand details.

The order in which the Content and Learning standards appear does not reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.3.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English language lessons.

The Performance Standards for listening are provided for teachers to assess their pupils' progress in listening. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievement.

Objectives for Listening in Year 3

By the end of Year 3, pupils are able to:

1. recognise and reproduce with support a range of target language phonemes.
2. understand with support the main idea of short simple texts.
3. understand with support specific information and details of short simple texts.
4. understand with support short simple narratives.
5. understand a wide range of short basic supported classroom instructions.
6. understand a wide range of short supported questions.
7. guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking.

1.0 Listening Skills

CONTENT STANDARD	FOCUS	LEARNING STANDARD
1.1 Recognise and reproduce target language sounds	Recognise and reproduce target language phonemes intelligibly	1.1.1 Recognise and reproduce with support a range of target language phonemes
1.2 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	1.2.1 Understand with support the main idea of short simple texts
	Understand specific details when listening to texts on familiar topics	1.2.2 Understand with support specific information and details of short simple texts
	Understand narratives on familiar topics	1.2.3 Understand with support short simple narratives
	Understand classroom instructions	1.2.4 Understand a wide range of short basic supported classroom instructions
	Understand questions on familiar topics	1.2.5 Understand a wide range of short supported questions
1.3 Use appropriate listening strategies in a variety of contexts	Use appropriate strategies to understand meaning	1.3.1 Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking

Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	• Hardly recognises and reproduces target language phonemes even with a lot of support from the teacher. • Hardly displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions even with a lot of support from the teacher. • Hardly guesses meaning of unfamiliar words using visual clues even with a lot of support from the teacher.	Requires support to achieve the curriculum target. (A1 Mid)
2	• Recognises and reproduces some target language phonemes with a lot of support from the teacher. • Displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions with a lot of support from the teacher. • Guesses meaning of unfamiliar words using visual clues with a lot of support from the teacher.	On track to achieve the curriculum target. (A1 Mid)
3	• Recognises and reproduces a range of target language phonemes with support from the teacher. • Displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions with support from the teacher. • Guesses meaning of unfamiliar words using visual clues.	Achieves expectations of the curriculum target. (A1 Mid)
4	• Recognises and reproduces a range of target language phonemes. • Displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions with minimal support from the teacher. • Shows good ability in guessing meaning of unfamiliar words using visual clues.	Working towards exceeding expectations of the curriculum target. (A1 High)

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
5	• Recognises and reproduces a range of target language phonemes. • Displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions with confidence. • Shows very good ability in guessing meaning of unfamiliar words using visual clues.	On track to exceed expectations of the curriculum target. (A1 High)
6	• Recognises and reproduces a range of target language phonemes. • Displays understanding of main idea, specific information and details of short simple texts, narratives, a wide range of short questions and classroom instructions confidently and independently. • Shows excellent ability in guessing meaning of unfamiliar words using visual clues.	Exceeds expectations of the curriculum target. (A1 High)

SPEAKING

The Speaking Content Standards focus on the pupils' ability to communicate to others, their ability to use strategies when interacting with others, and their ability to communicate alone to a group. There are two sections; *Spoken Interaction* mainly for interacting with others, and *Spoken Production* when speaking alone to a group.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 2.1.1 and finishes with 2.3.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different speaking skills in varied sequences in their English language lessons.

The Performance Standards for speaking are provided for teachers to assess their pupils' progress in speaking. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievement.

Objectives for Speaking in Year 3

By the end of Year 3, pupils are able to:
1. ask about and express basic opinions.
2. find out about and describe basic everyday routines.
3. give a short sequence of basic directions.
4. ask about, make and respond to simple predictions.
5. describe people and objects using suitable words and phrases.
6. keep interaction going in short exchanges by repeating key words from the other speaker.
7. ask for attention or help from a teacher or classmate by using suitable questions.
8. narrate very short basic stories and events.

2.0 Speaking Skills

CONTENT STANDARD	FOCUS	LEARNING STANDARD
SPOKEN INTERACTION		
2.1 Communicate simple information intelligibly	Communicate simple information about themselves clearly	2.1.1 Ask about and express basic opinions
	Find out simple information from others	2.1.2 Find out about and describe basic everyday routines
	Communicate simple information clearly	2.1.3 Give a short sequence of basic directions
		2.1.4 Ask about, make and respond to simple predictions
	Describe people and things clearly	2.1.5 Describe people and objects using suitable words and phrases
2.2 Use appropriate communication strategies	Manage interaction appropriately	2.2.1 Keep interaction going in short exchanges by repeating key words from the other speaker
	Manage classroom tasks appropriately	2.2.2 Ask for attention or help from a teacher or classmate by using suitable questions
SPOKEN PRODUCTION		
2.3 Communicate appropriately to a small or large group	Communicate information, events and stories clearly to an audience	2.3.1 Narrate very short basic stories and events

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	• Hardly able to communicate simple information about basic opinions, everyday routines, directions and simple predictions even with a lot of support from the teacher. • Hardly able to describe people and objects using suitable words and phrases even with a lot of support from the teacher. • Hardly able to keep interaction going in short exchanges and asks for attention or help even with a lot of support from the teacher. • Hardly able to narrate very short basic stories and events even with a lot of support from the teacher.	Requires support to achieve the curriculum target. (A1 Mid)
2	• Communicates simple information about basic opinions, everyday routines, directions and simple predictions with a lot of support from the teacher. • Describes people and objects using suitable words and phrases with a lot of support from the teacher. • Keeps interaction going in short exchanges and asks for attention or help with a lot of support from the teacher. • Narrates very short basic stories and events with a lot of support from the teacher.	On track to achieve the curriculum target. (A1 Mid)
3	• Displays adequate ability to communicate simple information about basic opinions, everyday routines, directions and simple predictions. • Shows adequate ability to describe people and objects using suitable words and phrases. • Shows adequate ability to keep interaction going in short exchanges and asks for attention or help. • Shows adequate ability to narrate very short basic stories and events.	Achieves expectations of the curriculum target. (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
4	• Displays good ability to communicate simple information about basic opinions, everyday routines, directions and simple predictions. • Shows good ability to describe people and objects using suitable words and phrases. • Shows good ability to keep interaction going in short exchanges and asks for attention or help. • Shows good ability to narrate very short basic stories and events.	Working towards exceeding expectations of the curriculum target. (A1 High)
5	• Displays very good ability to communicate simple information about basic opinions, everyday routines, directions and simple predictions. • Shows very good ability to describe people and objects using suitable words and phrases confidently. • Shows very good ability to keep interaction going in short exchanges and asks for attention or help from a teacher or classmate confidently. • Shows very good ability to narrate very short basic stories and events with ease and confidence.	On track to exceed expectations of the curriculum target. (A1 High)
6	• Displays excellent ability to communicate simple information about basic opinions, everyday routines, directions and simple predictions. • Shows excellent ability to describe people and objects using suitable words and phrases. • Shows excellent ability to keep interaction going in short exchanges and asks for attention or help. • Shows excellent ability to narrate very short basic stories and events. • Displays exemplary model of language use to others.	Exceeds expectations of the curriculum target. (A1 High)

READING

The Reading Content Standards focus on pupils' ability to learn to read, to understand meaning, and to read independently for enjoyment. Learning Standards for understanding meaning progress from pupils being able to understand globally to being able to understand details.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 3.1.1 and finishes with 3.3.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English language lessons.

The Performance Standards for reading are provided for teachers to assess their pupils' progress in reading. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievement.

Objectives for Reading in Year 3

By the end of Year 3, pupils are able to:

1. understand the main idea of short simple texts.
2. understand specific information and details of short simple texts.
3. guess the meaning of unfamiliar words from clues provided by visuals and the topic.
4. recognise and use with support key features of a simple monolingual dictionary.
5. read and enjoy A1 fiction or non-fiction print and digital texts of interest.

3.0 Reading Skills

CONTENT STANDARD	FOCUS	LEARNING STANDARD
3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	Identify and distinguish the letters of the alphabet* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.1 *No learning standard* This learning standard has been covered in Year 1 and Year 2.
	Distinguish and articulate beginning, medial and final sound words* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.2 *No learning standard* This learning standard has been covered in Year 1 and Year 2.
	Blend phonemes to recognise words* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.3 *No learning standard* This learning standard has been covered in Year 1 and Year 2.
	Segment words into phonemes to spell* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.4 *No learning standard* This learning standard has been covered in Year 1 and Year 2.

CONTENT STANDARD	FOCUS	LEARNING STANDARD
3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Understand the main idea in a variety of text types on familiar topics	3.2.1 Understand the main idea of short simple texts
	Understand specific details in a variety of text types on familiar topics	3.2.2 Understand specific information and details of short simple texts
	Use appropriate word attack skills to understand specific meaning	3.2.3 Guess the meaning of unfamiliar words from clues provided by visuals and the topic
	Use appropriate basic dictionary skills	3.2.4 Recognise and use with support key features of a simple monolingual dictionary
3.3 Read independently for information and enjoyment	Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment	3.3.1 Read and enjoy A1 fiction or non-fiction print and digital texts of interest

Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	• Hardly able to understand the main idea, specific information and details of short simple texts even with a lot of support from the teacher. • Hardly shows ability to guess the meaning of unfamiliar words and use dictionary skills even with a lot of support from the teacher. • Hardly shows ability to read A1 short simple fiction or non-fiction print and digital texts of interest even with a lot of support from the teacher.	Requires support to achieve the curriculum target. (A1 Mid)
2	• Understands the main idea, specific information and details of short simple texts with a lot of support from the teacher. • Able to guess the meaning of unfamiliar words and use dictionary skills with a lot of support from the teacher. • Able to read A1 short simple fiction or non-fiction print and digital texts of interest with a lot of support from the teacher.	On track to achieve the curriculum target. (A1 Mid)
3	• Understands the main idea, specific information and details of short simple texts adequately. • Able to guess the meaning of unfamiliar words and use dictionary skills adequately. • Reads A1 short simple fiction or non-fiction print and digital texts of interest adequately.	Achieves expectations of the curriculum target. (A1 Mid)
4	• Displays good understanding of the main idea, specific information and details of short simple texts. • Shows good ability to guess the meaning of unfamiliar words and use dictionary skills. • Shows good ability to read A1 short simple fiction or non-fiction print and digital texts of interest.	Working towards exceeding expectations of the curriculum target. (A1 High)
5	• Displays very good understanding of the main idea, specific information and details of short simple texts. • Shows very good ability to guess the meaning of unfamiliar words and use dictionary skills. • Shows very good ability to read A1 short simple fiction or non-fiction print and digital texts of interest.	On track to exceed expectations of the curriculum target. (A1 High)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
6	• Displays excellent understanding of the main idea, specific information and details of short simple texts. • Shows excellent ability to guess the meaning of unfamiliar words and use dictionary skills. • Shows excellent ability to read A1 short simple fiction or non-fiction print and digital texts of interest.	Exceeds expectations of the curriculum target. (A1 High)

WRITING

The Writing Content Standards focus on pupils' ability to learn to write, to communicate meaning, and to use appropriate mechanical features of writing. Learning Standards for communicating meaning progress from pupils being able to communicate information, to describing people and things, to being able to organise what they write.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 4.1.1 and finishes with 4.3.3. Pupils need to develop these skills simultaneously over the school year, and so will learn from chances to practise different writing skills in varied sequences in their English language lessons.

The Performance Standards for writing are provided for teachers to assess their pupils' progress in writing. There are six performance levels which are arranged in an ascending order to differentiate the levels of pupils' achievement.

Objectives for Writing in Year 3

By the end of Year 3, pupils are able to:

1. begin to use cursive handwriting in a limited range of written work.
2. express simple opinions.
3. make and give reasons for simple predictions.
4. give simple directions.
5. describe people and objects using suitable words and phrases.
6. connect sentences using basic coordinating conjunctions.
7. use capital letters, full stops and question marks appropriately in guided writing at sentence level.
8. spell an increased range of familiar high frequency words accurately in guided writing.
9. plan, draft and write an increased range of simple sentences.

4.0 Writing Skills

CONTENT STANDARD	FOCUS	LEARNING STANDARD
4.1 Form letters and words in neat legible print using cursive writing	Develop prewriting skills* *preliterate children only	4.1.1 *No learning standard* This learning standard has been covered in Year 1 and Year 2.
	Develop early writing skills* *all children	4.1.2 Begin to use cursive handwriting in a limited range of written work* *all children
4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Communicate basic personal information clearly	4.2.1 Express simple opinions
	Communicate basic information clearly	4.2.2 Make and give reasons for simple predictions
		4.2.3 Give simple directions
	Describe people and things clearly	4.2.4 Describe people and objects using suitable words and phrases
	Organise basic information appropriately	4.2.5 Connect sentences using basic coordinating conjunctions
4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Punctuate texts appropriately	4.3.1 Use capital letters, full stops and question marks appropriately in guided writing at sentence level
	Spell high frequency words accurately	4.3.2 Spell an increased range of familiar high frequency words accurately in guided writing
	Plan, draft and edit work appropriately on familiar topics	4.3.3 Plan, draft and write an increased range of simple sentences

Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	• Hardly uses cursive handwriting in a limited range of written work even with a lot of support from the teacher. • Hardly able to communicate basic information and give descriptions of people and objects even with a lot of support from the teacher. • Hardly shows ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions even with a lot of support from the teacher. • Hardly able to plan, draft and write an increased range of simple sentences even with a lot of support from the teacher.	Requires support to achieve the curriculum target. (A1 Mid)
2	• Uses cursive handwriting in a limited range of written work with a lot of support from the teacher. • Communicates basic information and gives descriptions of people and objects with a lot of support from the teacher. • Shows ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions with a lot of support from the teacher. • Plans, drafts and writes an increased range of simple sentences with a lot of support from the teacher.	On track to achieve the curriculum target. (A1 Mid)
3	• Uses cursive handwriting in a limited range of written work adequately. • Communicates basic information and gives descriptions of people and objects adequately. • Shows adequate ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions. • Plans, drafts and writes an increased range of simple sentences adequately.	Achieves expectations of the curriculum target. (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
4	• Produces good cursive handwriting in a limited range of written work. • Displays good ability to communicate basic information and give descriptions of people and objects. • Shows good ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions. • Shows good ability to plan, draft and write an increased range of simple sentences.	Working towards exceeding expectations of the curriculum target. (A1 High)
5	• Produces very good cursive handwriting in a limited range of written work. • Displays very good ability to communicate basic information and give descriptions of people and objects. • Shows very good ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions. • Shows very good ability to plan, draft and write an increased range of simple sentences.	On track to exceed expectations of the curriculum target. (A1 High)
6	• Produces excellent cursive handwriting in a limited range of written work. • Displays excellent ability to communicate basic information and give descriptions of people and objects. • Shows excellent ability to punctuate, spell an increased range of familiar high frequency words and connect sentences using basic conjunctions. • Shows excellent ability to plan, draft and write an increased range of simple sentences. • Displays exemplary model of language use to others.	Exceeds expectations of the curriculum target. (A1 High)

LANGUAGE ARTS

The Language Arts Content Standards focus on pupils' ability to enjoy and appreciate different text types, to express a personal response to texts, and to respond imaginatively to texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 5.1.1 and finishes with 5.3.1. Pupils need to develop Language Arts skills simultaneously over the school year, and so will learn from opportunities to practise different Language Arts skills in varied sequences in their English language lessons.

The Learning Standards for Language Arts ensure pupils benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities, pupils will gain a rich and invaluable experience in using the English language. When taught well, pupils will take pride in their success. They will also benefit strongly from consistent praise for effort and achievement by the teachers with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works. In addition, Language Arts also provides pupils an opportunity to integrate experiment and apply what they have learnt in the other language skills in fun-filled, activity-based and meaningful experiences.

Objectives for Language Arts in Year 3

By the end of Year 3, pupils are able to:
1. demonstrate appreciation through non-verbal responses to simple chants and raps, simple rhymes, simple action songs in addition to Year 2 text types: simple poems.
2. say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation in addition to Year 2 text types: simple poems.
3. ask and answer simple questions about characters, actions and events of interest in a text.
4. respond imaginatively and intelligibly through creating simple action songs on familiar topics.

5.0 Language Arts

CONTENT STANDARD	FOCUS	LEARNING STANDARD
5.1 Enjoy and appreciate rhymes, poems and songs	Demonstrate appreciation through non-verbal responses to:	5.1.1 i) simple chants and raps ii) simple rhymes iii) simple action songs iv) simple songs v) simple poems
	Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation	5.1.2 i) simple chants and raps ii) simple rhymes iii) simple action songs iv) simple songs v) simple poems
5.2 Express personal responses to literary texts	Identify, analyse and respond to elements in texts	5.2.1 Ask and answer simple questions about characters, actions and events of interest in a text
5.3 Express an imaginative response to literary texts	Plan, prepare and produce creative work with a focus on language use	5.3.1 Respond imaginatively and intelligibly through creating simple action songs on familiar topics Other imaginative responses as appropriate

Primary Year 3 English Language Syllabus

1. Overview

This syllabus sets out the themes, language skills, grammar, language functions and vocabulary that pupils will learn in Primary Year 3. It explains how Year 3 content is organised, the place of thinking skills in Year 3, and helping pupils to read and improve their pronunciation. It also sets out text types suitable for pupils in Year 3.

2. Themes and Topics

The English Language Curriculum for Malaysian Primary Schools emphasises the importance of sustaining the use of the English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is reflected within the three broad themes of:

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

The chosen textbook and any non-textbook lessons, which teachers will create themselves, will all be based on the three themes above. Details of topics and lessons can be found within the Scheme of Work document.

3. Higher Order Thinking Skills (HOTS) and 21st Century Skills

Pupils have frequent opportunities to develop HOTS and 21st Century Skills as they learn English in Year 3. Lessons encourage developing 21st Century Skills by helping pupils develop aspirational characteristics stated in pupils' profile according to the Standards-Based Curriculum and Assessment Document (DSKP), for example, becoming thinkers and communicators. Pupils will think about the content and values shown in stories and activities in Year 3 Scheme of Work and other learning resources.

Pupils will develop HOTS during learning English while giving them tasks that encourage using knowledge, skills and values in thinking, applying, reflecting, problem-solving, decision-making, innovating and creating. A particularly good opportunity to do this is within Language Arts lessons where pupils are encouraged to collaborate, communicate, work together to suggest answers to problems and to think creatively and critically.

4. Pronunciation

Year 3 pupils will already be able to read quite well at word and simple sentence level. They progress to encounter a variety of text types which are usually around 30 to 40 words long. These text types are listed below. Though pupils have obtained an overall understanding of sounds and the ways these sounds are usually written, the English spelling system contains many exceptions. Examples from the Year 3 wordlist are the different pronunciations of the bolded letter groups in the words: **our**/col**our**; h**or**se/w**or**ld; w**or**ry/st**or**y; b**ear**/**ear**/l**ear**n.

Pupils who are still at early stages of learning to read will need continuing help with identifying and recognising some letter sounds, matching sounds with the appropriate combination of letters, and blending sounds and letters in order to build words. Two tables of common sound and letter correspondences and a short suggested approach for how to support pupils who may need remedial help in pronunciation using phonics are given in Appendix 1.

5. Year 3 Content and Learning Standards and Progress through the CEFR

The learning standards for Year 3 indicate what language skills pupils develop when they learn new structures, language functions and vocabulary and recycle[1] language from Years 1 and 2.

By the end of Year 3, most pupils should reach A1 Mid on the Common European Framework of Reference (CEFR) in the content and learning standards for Year 3 for Listening, Speaking, Reading and Writing. The content and learning standards for Year 3 are listed in full in the curriculum framework documentation.

6. Text types

Text types are intended to be interesting and relevant to the lives of pupils of this age. The text types provided below are most appropriate to pupils in Years 1 – 4, covering Working towards A1 to A1 High. Additional text types will be added from Year 5 as a result of pupils reaching an A2 level within the CEFR. When designing or choosing Year 3 text types, the teacher's focus should be on content which is within their pupils'

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[1] Recycling language refers to re-using previously learned words, structures and language functions in similar or different contexts over a period of time. This helps pupils to experience using these words, structures and language functions in varied, life-like situations.

interest or experience. The concepts within the text types should generally be concrete and specific rather than abstract, as is suitable for this age group.

7. Suggested Text Types

Chants	Greetings	Raps
Charts	Instructions	Poems
Crosswords	Labels	Quizzes[2]
Descriptions	Lists	Short forms
Dialogues	Postcards	Songs
Emails	Posters	Stories

These text types will often be supported by visuals and would usually be around 30 – 40 words in length. Other text types which suit pupils' needs or interests, for example website entries or encyclopaedia, are of course possible.

8. Grammar and Language Functions

Pupils encounter grammar and language functions all the time as they learn English. One of the aims of learning English in Year 3 is to build on a successful introduction to early A1-level grammar and language functions in Years 1 and 2. This focus on meaning and enjoyment helps pupils to build positive attitudes and confidence with learning English.

In Year 3 pupils can carry forward this positive attitude and motivation and begin to focus more explicitly on grammar. Pupils will begin to become aware of the underlying conventions of language use. They sense that some groups of words such as subject pronouns have characteristics in

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[2] Quizzes at primary level contain simple questions, gap filling or drawing. They may contain visuals to aid pupil understanding. See examples of quizzes in Year 3 Scheme of Work.

common – they can replace other nouns. Pupils start to understand that some words share grammar properties and that most nouns, for example, require /s/ or /z/ to be added when they are used in the plural.

At this point it is probably useful to introduce a few English words such as *noun, word, sentence* which are used to describe grammar and language. However, any grammar teaching should be through example, practice, correction and use, not long descriptions of grammar points. In other words, grammar should not be taught in isolation and should be integrated with teaching language skills and in context.

Year 3 teachers should also refer to the wordlist in Appendix 2 at the back of this syllabus which lists the structures and language functions which were introduced in Years 1 and 2.

9. Year 3 Grammar and Language Functions

The following is a list of grammar and language functions that are suitable for Year 3. The Student's Book content page includes some of the grammar areas listed here in the syllabus, while the remaining grammar and language functions that do not appear on the content page are integrated in the activities in the textbook[3] and the Scheme of Work. The list below also refers to new and recycled grammar from Year 2.

Year 3 Student's Book content page refers to examples of grammar in the 'Structures' section. These examples correspond with the list below, however, the syllabus uses the names and abstract description of grammar and language functions rather than examples only. The scope and sequence are shown on the Student's Book content page.

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[3] The textbook refers to the Student's Book, the Teacher's Book and Audio CDs. The textbook components complement each other and should be used together. Activities that are described in the Teacher's Book but do not appear in the Student's book also reinforce and expand grammar and vocabulary areas listed above.

Year 3 Grammar
1. Adjectives: possessive adjectives and comparison of short, one and two-syllable adjectives
2. Adverbs, e.g. *again, here, today,*
3. Adverbs of frequency: *sometimes, always, never, often*
4. Coordinating conjunction *and, or, but*
5. Determiners: *a lot/lots, many, no, some, that,*
6. Prepositions: *about, at, behind, between, from, in front of, next to, of, to, with*
7. Pronouns: *demonstrative, possessive, subject, object*
8. Imperatives: *be* as imperative: *Be quiet!* and negative forms: *Don't stop!*
9. Irregular plural forms of nouns
10. Nouns: common irregular plurals
11. Question words: *who, which, how often, how much, how many, how often*
12. I think + a short clause
13. What (a/an) + adjective + noun
14. Would like + noun or verb
15. Past simple
16. *ing* forms as nouns
17. *ing* form after *about*
18. *too* and *really*

Recycle and consolidate (grammar from Year 2)
1. Modals *be, can* and *have got*
2. Present continuous (present reference)
3. Present simple
4. *There is* and *there are*
5. *Yes/No* questions

Year 3 Main Language Functions
1. Ask for attention or help from a teacher or classmate
2. Ask about and express basic opinions
3. Compare two things
4. Describe people and objects
5. Express ability, permission and requests
6. Express location and position

7. Express numbers: 20-100 in tens
8. Express possession
9. Find out about and describe basic everyday routines
10. Give a short sequence of instructions and basic directions
11. Make and give reasons for simple predictions
12. Narrate very short basic stories and events

10. Vocabulary:

The Year 3 syllabus indicates the vocabulary to be covered and learned in Year 3. The wordlists are organised by category and alphabetically. Year 3 wordlist is based on common words used by A1 language learners and collected by the Cambridge English Corpus[4]. There are additional words available in the textbook. Many of these words that are introduced in the textbook will be recycled across Year 3 lessons in the Scheme of Work. Lessons in the Scheme of Work may also suggest additional vocabulary. Teachers can prioritise other words for pupils to learn or omit some words from the wordlist, if this is appropriate to the local context.

Pupils are **not** expected to learn words from the wordlist by heart but rather to understand and use them in a natural topic or context and in writing and speech in class. Learning vocabulary in Years 1-3 is cumulative. It is also important to remember that pupils build up their personal vocabulary over time. They consolidate, recycle, re-learn, use and incorporate words from Years 1 and 2 in their new vocabulary for Year 3. Learning to spell words with 100% accuracy is not required (although it can be encouraged), as complete accuracy in spelling is above A1 targets in CEFR.

Year 3 teachers may also wish to refer to the alphabetic wordlist in Appendix 3 at the back of this syllabus which lists the words which were introduced in Years 1 and 2.

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[4] The Cambridge English Learner Corpus is an up-to-date database which contains millions of words and structures produced by English language learners across the world. The corpus is created by Cambridge English and Cambridge University Press. It is used for research and the development of teaching and learning materials (e.g. textbooks).

Another useful tool for checking the suggested level CEFR level of a word is the English Vocabulary Profile (EVP) which is available at **http://www.englishprofile.org/wordlists.** The EVP shows which words and phrases learners around the world know at each level of the CEFR beginning with words at A1 of the CEFR. The EVP is based on samples taken from adult learners so teachers will have to use their judgment with regard to the age of users and where in the world they are. For example, *toy* will be a more common word with children and parents with young children than with adolescents or university students. *Jungle* will be more common in language in Malaysia and *snow* will be more common in language in Germany.

11. Year 3 Core Vocabulary
Vocabulary by category

Adjectives	Fixed phrases	Free time	Places and directions	Other
Animals	Don't worry	Food and drink	School	Muslim
Body	Fantastic	Health	Sports and leisure	Christian
Classroom objects	Happy Birthday	Home	Toys	Hindu
Colours	Hooray	Instructions	Time	Mosque
Clothes	Me too.	Materials	Transport	Church
Family and friends	Oh dear!	Numbers	Verbs	temple
	So do I.		Weather	pray
	What now?		Work	prayer
	Wow!		World around us	
	Yes please.			

Year 3 vocabulary in alphabetical order

a lot *adv + pron*

a lot of *det*

about *prep*

add *v*

afternoon *n*

again *adv*

alien *n*

alphabet *n*

always

and *conj*

angry *adj*

answer *n + v*

armchair *n*

ask *v*

at *prep of place*

baby *n*

baseball *n*

basketball *n*

bat (sports equipment) *n*

bath *n*

beach *n*

bean *n*

bear *n*

bed *n*

bedroom *n*

behind *prep*

between *prep*

birthday *n*

board *n*

body *n*

bookcase *n*

bookshop *n*

boots *n*

bounce *v*

box *n*

boy *n*

bread *n*

breakfast *n*

burger *n*

bus *n*

but *conj*

camera *n*

cap

catch (e.g. a ball) *v*

chair *n*

child/children *n*

chips (US fries) *n*

chocolate *n*

choose *v*

Christian *n + adj*

church *n*

clap *v*

class *n*

classmate *n*

classroom *n*

clock *n*

close *v*

closed *adj*

clothes *n*

colour (US color) *n + v*

complete *v*

correct *adj*

count *v*

cousin *n*

crayon *n*

cross *n + v*

cupboard *n*

dad *n*

day *n*

dinner *n*

dirty *adj*

do *v*

don't worry *excl*

donkey *n*

door *n*

double *adj*

draw *v*

drawing *n*

dress *n*

drink *n + v*

drive *v*

ear *n*

egg *n*

eighty *n*

end *n*

English *adj + n*

enjoy *v*

evening *n*

example *n*

eye *n*

face *n*

family *n*

fantastic *adj*

Fantastic! *excl*

father *n*

fifty n)

fishing *n*

flat (US apartment) *n*

floor *n*

flower *n*

food *n*

foot/feet *n*

for *prep*

forty *n*

friend *n*

fries (UK chips) *n*

from *prep*

game *n*

girl *n*

give *v*

glasses *n*

go to bed *v*

go to sleep *v*

go *v*

goodbye *excl*

grandfather *n*

grandma *n*

grandmother *n*

grandpa *n*

grape *n*

grey *adj*

guitar *n*

hair *n*

handbag *n*

happy *adj*

have *v*

helicopter *n*

help *v*

her *poss adj*

here *adv*

Hi! *excl*

him *pron*

Hindu *n + adj*
hippo *n*
hit *v*
hobby *n*
hockey *n*
hold *v*
home *n + adv*
Hooray! *excl*
horse *n*
house *n*
how many *int*
how often *adv + int*
hundred
ice cream *n*
in front of *prep*
keyboard (computer) *n*
kick *v*
kid *n*
kiwi *n*
know *v*
lamp *n*
learn *v*
left *n*
lemon *n*
lemonade *n*
lesson *n*
let's *v*
letter (as in alphabet) *n*
like *prep + v*
lime *n*
line *n*
look *v*
lorry *n*
lots *adv + pron*
lots of *det*

love *v*
man/men *n*
mango *n*
many *det*
mat *n*
me *pron*
me too *dis*
meat *n*
meatballs *n*
milk *n*
mirror *n*
Miss *title*
monkey *n*
morning *n*
mosque
mother *n*
motorbike *n*
mouse (computer) *n*
mouse/mice *n*
mouth *n*
Mr *title*
Mrs *title*
Muslim *n + adj*
never *adv*
next to *prep*
night *n*
ninety *n*
nose *n*
not *adv*
now *adv*
number *n*
of *prep*
often *adv*
oh dear *excl*
oh *dis*

or *conj*
our *poss adj*
page *n*
painting *n*
paper *adj + n*
pardon *int*
part *n*
person/people *n*
pet *n*
phone *n + v*
pick up *v*
pie *n*
playground *n*
point *v*
poster *n*
pray *v*
praver *n*
question *n*
radio *n*
really *adv*
rice *n*
right (as in correct) *adj*
right *dis*
right (direction) *n*
room *n*
rug *n*
sad *adj*
say *v*
scary *adj*
school *n*
sentence *n*
seventy *n*
ship *n*
shop *n*
show *v*

skateboard *n*
skateboarding *n*
smile *n + v*
so *dis*
soccer (UK football) *n*
sofa *n*
some *det*
sometimes *adv*
song *n*
spell *v*
sport *n*
stand *v*
start *v*
story *n*
straight (on) *adv*
street *n*
sun *n*
swim *v*
table *n*
table tennis *n*
tablet *n*
tail *n*
talk *v*
teacher *n*
teddy (bear) *n*
television/TV *n*
temple *n*
tennis racket *n*
than *conj + prep*
thanks *dis*
that *det + pron*
the *det*
their *poss adj*
them *pron*
then *dis*

there *adv*
they *pron*
thing *n*
thirty *n*
throw *v*
tick *n + v*
to *prep*
today *adv + n*
tomorrow
too *adv*
toy *n*
try *n + v*
TV/television *n*
under *prep*
understand *v* us *pron*
wall *n*
watch *n + v*
water *n*
watermelon *n*
wave *v*
we *pron*
well *dis*
which *int*
white *adj*
who *int*
window *n*
with *prep*
woman/women *n*
word *n*
would like *v*
wow! *excl*
year *n*
yellow *adj*
yes *adv*
you *pron*

young *adj*
your *poss adj*
zebra *n*
zoo *n*

Appendix 1: References for remedial work in phonics

Teachers who are working with Year 3 pupils who may need remedial help in pronunciation can refer to the phonics tables below from Years 1 and 2. Teachers can revise the sound-letter correspondences in the order they appear in the tables, starting with the sound in the first column on the first row, and finishing with the bottom row. For Year 3 pupils who require this focus, guidance can be found in the Scheme of Work, which suggests beginning from Row 'a' (Year 1) and ending on Row 'o' (Year 2). It is recommended that relevant activities are selected from the teacher's own bank of resources or from the *Year 2 KSSR English Language Teacher's Guidebook* LINUS, *Literasi Bahasa Inggeris (LBI) Pupil's Module 1 and 2, Second Edition.*

Table 1: Taken from Year 2

PHONICS TABLE				
k.	/ɪə/ (ear)	/eə/ (air)	/ʊə/ (ure)	/ɜ:/ (er)	
l.	/eɪ/ (ay)	/aʊ/ (ou)	/aɪ/ (ie)	/i:/ (ea)	
m.	/ɔɪ/ (oy)	/ɜ:/ (ir)	/u:/ (ue)	/ɔ:/ (aw)	
n.	/w/ (wh)	/f/ (ph)	/ju:/ (ew)	/əʊ/ (oe)	/ɔ:/ (au)
o.	/eɪ/ (a-e)	/i:/ (e-e)	/aɪ/ (i-e)	/əʊ/ (o-e)	/u:/ (u-e)

Table 2: Year 1

		PHONICS TABLE			
a.	/s/ (s)	/æ/ (a)	/t/ (t)	/ p/ (p)	
b.	/ɪ/ (i)	/n/ (n)	/m/ (m)	/d/ (d)	
c.	/g/ (g)	/ɒ/ (o)	/k/ (c)	/k/ (k)	
d.	/k/ (ck)	/e/ (e)	/ʌ/ (u)	/r/ (r)	
e.	/h/ (h)	/b/ (b)	/f/ (f,ff)	/l/ (l, ll)	/s/ (ss)
f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)	
g.	/j/ (y)	/z/ (z,zz)	/kw/ (qu)		
h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)	
i.	/eɪ/ (ai)	/i:/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/,/u:/ (oo)
j.	/a:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)

Appendix 2: Year 1 and 2 Grammar and Language Functions

Grammar Year 1
1. Be: *is, are, am* in statements, questions and negatives
2. Determiners: *a, an, any*
3. Nouns, countable and uncountable: *tomatoes and cheese*
4. Have got statements, questions and short answers: *Have we got any pizza? Yes, we have.*
5. How: *How old are you?*
6. Imperatives in positive forms: *Open your book, please.*
7. Possessive adjectives: *my, his, her, your*
8. Prepositions of place: *in, on, under*
9. Present simple statements and negative: *I like cats. I don't like dogs.*
10. Subject pronouns: *I, you, he, she*
11. What: *What's your name? What's this?*

Language Functions Year 1
1. Ask and give age: *How old are you*
2. Describe people: *He's amazing; she's very clever*
3. Greetings
4. Expressing numbers: *1-20*
5. Identify and name: *What's that?* It's a lizard.
6. Possession: *his name, her camera*
7. Possession and ownership: *Have you got a pencil? Yes.*
8. Polite fixed phrases: *here you are!*
9. Talk about likes: *I like cats. My favourite toy is a doll.*

Grammar Year 2
1. Be: *is, are, am* in statements, questions and negatives
2. Determiners: *a, an, any*
3. Noun phrases: *a blue book*
4. Preposition *on* with time: *I play football on Saturday*
5. Present continuous (present reference) in statements, questions and short answers
6. Present simple in statements, questions and short answers
7. *There is* and *there are* in statements, questions and short answers
8. *Let's* for suggestions: *Let's play a game*
9. How many: *How many cars are there?*
10. Where: *Where's the blue book?*

Language Functions Year 2
1. Ask and respond about likes and dislikes: *Do you like this hat? Yes, I do.*
2. Describe objects *She's wearing a red sweater*
3. Describe places: *There are four bedrooms and a dining room.*
4. Express ability: *Ben can stand on one leg.*
5. Express time: days of the week: *I play the piano on Tuesday.*
6. Express location: *It's in the green bag.*
7. Suggest activities *Let's go to the beach.*
8. Talk about habits: *I play tennis on Monday.*

Appendix 3: Year 1 and 2 alphabetical wordlist combined
Words in bold and italics are from Year 2 syllabus, normal font words are from Year 1 syllabus.

amazing
animal
apple
arm
badminton
bag
bagpipes
ball
balloon
banana
bathroom
batteries
beautiful
bedroom
big
bike
bird
blue
boat
bones
book
broccoli
brother
brown
busy
butterfly
Bye!
cake
camel
cap
car

carrot
cat
catch (a ball, a fish)
caterpillar
cellar
cheese
cheetah
chicken
circle
clean
clever
close (your book)
cloudy
coconut(s)
cold
come back
computer game
cool
coral
corn
cotton
country
cow
crawl
crocodile
dance
day
desert
desk
diamond
dining room

dog
doll
duck
eat
eight
eighteen
elephant
eleven
famous
fast
fat
favourite
feel
fifteen
find
fine
finger
fit
fish
five
fly
foot
football
forest
four
fourteen
Friday
frog
fruit
full
fun

funny
garden
get
giraffe
go
goat
go-kart
good
grass
great
green
green bean
grey
ground
grow
guess
habitat
hall
hand
hat
have (fun)
he
head
healthy
helmet
her
here's
high
hill
his
hot
hot dog

55

hour	*maybe*	*penguin*	*Saturday*
how	*Monday*	pepper	sausage
human	monster	*perfect*	*sea*
hungry	*mountain*	*photo*	*See you*
I	*mud*	*picture*	seven
it	mum	pineapple	seventeen
jacket	mushroom	pink	shark
jeans	*music*	pizza	sheep
jellyfish	my	plane	*shell*
juice	new	*play*	*shoe*
jump	nice	please	short
jungle	nine	*polar bear*	*shorts*
kangaroo	nineteen	*polar region*	silly
keep	*No problem*	potato	sing
kitchen	notebook	*problem*	sister
kite	*ocean*	purple	sit
knee	old	put	six
know	one	put away	sixteen
koala	onion(s)	*race*	*skeleton*
ladybird	open	race	*skip*
lake	orange	*raining*	*skirt*
leaf/leaves	orange	rat	*sleep*
leather	orange juice	read	small
leg	*outside*	rectangle	snake
listen	*paint*	red	*snorkel*
live	parallelogram	*ride*	*snow*
living room	*park*	robot	*snowing*
lizard	*parrot*	*rock*	*socks*
log	pass	rubber	Sorry
long	pea	ruler	*Spanish*
look at [52]	peach	run	*speak*
look for	pear	*same*	speak
lunch	pen	*sand*	spend
make a sandcastle	pencil	*sandcastle*	spider
map	pencil case	sandwich	square

56

stairs
steak
stop
strawberry
strong
Sunday
sunny
super
sure
sweater
sweet
swimming
take
take out
tall
tangram
tell me
ten
tennis
thank you
there is/are
think
thirteen
this
three
Thursday
tiger
toe
together
tomato
top
touch
train

trainers
tree
triangle
trip over
trousers
T-shirt
Tuesday
turn
twelve
twenty
two
ugly
unhealthy
vegetable
very
walk up
want
warm
watch out
watch TV
wear
Wednesday
Week 55
well done
whale
what
where
wings
wool
woollen
write
yellow
yummy

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