



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

# **Bahasa Inggeris**

**Sekolah Jenis Kebangsaan**

**Dokumen Standard Kurikulum dan Pentaksiran**

**TAHUN 2**





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**Dokumen Standard Kurikulum dan Pentaksiran**

## **Tahun 2**

Bahagian Pembangunan Kurikulum

Terbitan 2017

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## CONTENT

Rukun Negara .....	v
Falsafah Pendidikan Kebangsaan .....	vii
Definisi Kurikulum Kebangsaan .....	ix
Kata Pengantar .....	xi
Introduction .....	1
Aim .....	3
Objectives .....	3
The Curriculum Framework .....	4
Focus .....	6
21 <sup>st</sup> Century Skills .....	10
Higher Order Thinking Skills .....	12
Teaching and Learning Strategies .....	13
Cross-Curricular Elements .....	16
School Assessment .....	19
Content Organisation .....	22
Listening .....	23
Speaking .....	27
Reading .....	33
Writing .....	39
Language Arts .....	43
Syllabus .....	47
Panel of Writers .....	62
Acknowledgement .....	63





## **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 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 Semakan 2017) ini digubal bagi memenuhi keperluan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum Bahasa Inggeris yang dilaksanakan di sekolah rendah setanding dengan standard antarabangsa.

Sehubungan dengan itu, KSSR (Semakan 2017) bagi mata pelajaran Bahasa Inggeris yang diajarkan dengan *Common European Framework of References* (CEFR) telah digubal melalui Usaha Sama Kementerian Pendidikan Malaysia (KPM) dan Cambridge English (CE), United Kingdom.

Melalui usaha sama ini, satu kurikulum berasaskan standard telah dijelmakan menerusi pembinaan Standard Kandungan dan Standard Pembelajaran yang diajarkan dengan CEFR. Silibus dan Rancangan Pengajaran Tahunan (Schemes of Work) juga dibina bagi membantu guru bahasa Inggeris melaksanakan pengajaran dan pembelajaran yang berkesan.

Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Bahasa Inggeris yang disediakan juga mengandungi Standard Pentaksiran bagi membantu guru mengenal pasti tahap penguasaan murid dan

membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid dalam mata pelajaran Bahasa Inggeris.

DSKP Bahasa Inggeris yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSR, mengintegrasikan pengetahuan, kemahiran dan nilai, serta menggabungkan Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT) secara eksplisit. Penyepaduan tersebut dilakukan untuk melahirkan murid yang berjaya menguasai kemahiran berbahasa Inggeris serta seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani seperti yang dihasratkan dalam Falsafah Pendidikan Kebangsaan.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan kurikulum ini secara langsung mahupun tidak langsung. Semoga pelaksanaan KSSR Bahasa Inggeris yang diajarkan dengan CEFR ini akan mencapai hasrat dan matlamat 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 21<sup>st</sup> 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 with 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 curriculum target levels for primary and secondary based on the CEFR. The curriculum standards for Year 2 are aligned to the CEFR proficiency level A1 Low.

Table 1: Curriculum Target Levels based on CEFR

Primary						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	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 move through the preschool to secondary levels. Therefore, this curriculum of an international standard will further maximise pupils' learning outcomes.



**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:

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. write a range of texts using appropriate language, style and form using 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.

## **THE CURRICULUM FRAMEWORK**

The Standards-Based Curriculum for Primary Schools (KSSR) Framework is built on the basis of six fundamentals strands of: communication; spiritual, attitude and values; humanities; personal competence; physical development and aesthetics; and science and technology. These six strands support one another and are integrated with critical and creative thinking, and innovative skills. The integration aims to produce a balanced individual who appreciates and embodies each one of the stated strands as in Figure 1.

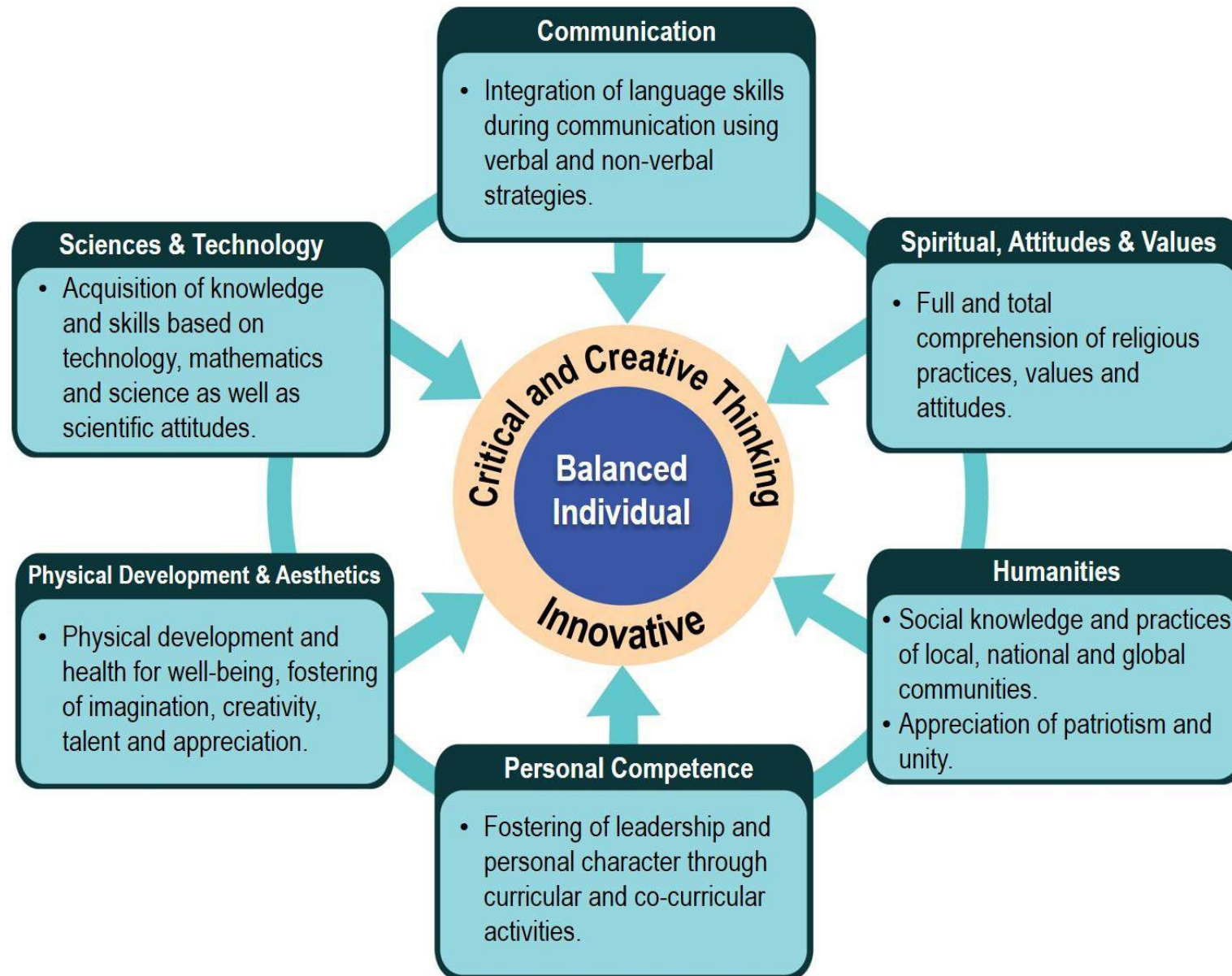


Figure 1: The Standards-Based Curriculum Framework for Primary Schools

## 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 in Malaysia are organised into four key stages (Table 2).

The curriculum is organised in these stages with the intention of building a strong foundation in the teaching and learning of the English language.

Table 2: Key Stages in SBELC

Stage One	Year 1, Year 2 and Year 3 (Lower Primary)
Stage Two	Year 4, Year 5 and Year 6 (Upper Primary)
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 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, 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 faraway lands. 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 and corruption and other current issues which are appropriate for primary school pupils.

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

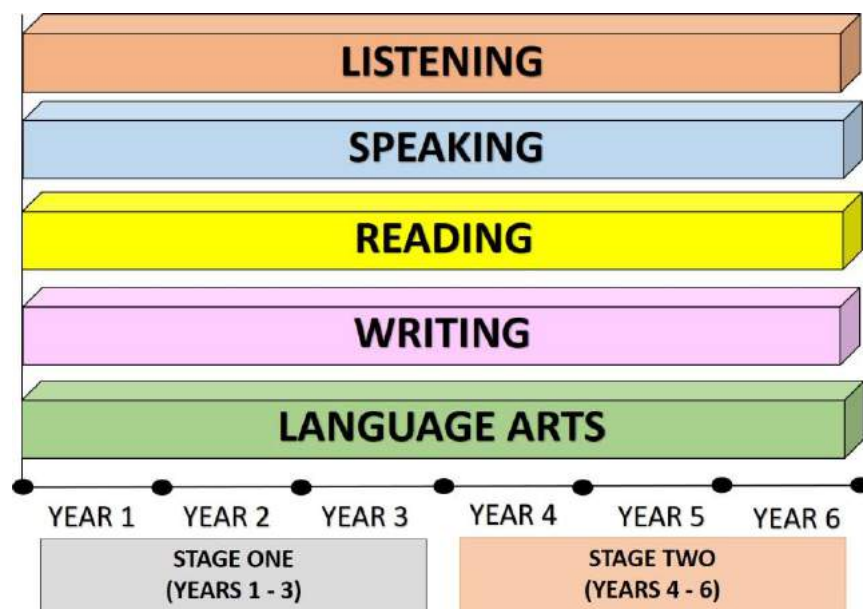


Figure 2: Lesson Organisation

### Lesson Organisation

The SBELC focuses on the four language skills, starting with 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. 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 skill or Writing skill is 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.

Teachers teaching English Language in National-Type schools (*Sekolah Jenis Kebangsaan*) must optimise the reduced contact hours in learning via proper planning prior to teaching and learning. In SBELC, the National-Type school teachers can plan lessons using the Syllabus document and the Scheme of Work which ties the various key components of a lesson namely; themes, topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and assessment together. The Scheme of Work in particular, is developed specifically to the allotted contact hours for English Language in National-Type Schools.

To optimise learning, proper planning is required prior to teaching and learning. In SBELC, teachers can plan lessons using the Syllabus document and the Scheme of Work which ties 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.

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.

## **21<sup>ST</sup> CENTURY SKILLS**

One of the Standards-Based Primary Curriculum's (KSSR) aspirations is to develop pupils with the 21<sup>st</sup> Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices.

The 21<sup>st</sup> Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 1. The mastery of Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21<sup>st</sup> Century Skills. Learning skills refer to the ability to think critically and creatively, to collaborate and communicate effectively.

Literacy skills refer to information literacy, media literacy and technology literacy. Life skills refer to the ability to navigate the complex life and work environments, by being flexible and adaptable, having initiative and self-direction, having social and cross-cultural skills, being productive and accountable and displaying leadership and responsibility.

By cultivating 21<sup>st</sup> Century Skills, pupils are able to develop the aspired characteristics as mentioned in the pupils' profile (Table 3).



Table 3: Pupils' Profile

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

PUPILS' PROFILE	DESCRIPTION
<b>Team Player</b>	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.
<b>Inquisitive</b>	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.
<b>Principled</b>	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
<b>Informed</b>	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.
<b>Caring</b>	Pupils are able to show empathy, pity and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.
<b>Patriotic</b>	Pupils are able to show their love, support and respect for the country.

## HIGHER ORDER THINKING SKILLS

**Higher Order Thinking Skills (HOTS)** is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating. In the SBELC, due emphasis has been given to HOTS in all aspects of teaching, learning and assessment. In SBELC, emphasis on HOTS refer to the four cognitive levels namely, application, analysis, evaluation and creation (Table 4).

Table 4: Higher Order Thinking Skills

Cognitive Levels	Explanation
<b>Application</b>	Using knowledge, skills and values in different situations to complete a piece of work.
<b>Analysis</b>	Ability to break down information into smaller parts in order to understand and make connections between these parts.
<b>Evaluation</b>	Ability to consider, make decisions using knowledge, experience, skills, and values and justify decisions made.
<b>Creation</b>	Produce an idea or product using creative and innovative methods.

In teaching and learning, **HOTS** is incorporated through activities that promote critical thinking and creativity, and utilise thinking strategies and reasoning skills. Critical thinking skills refer to the ability to evaluate an idea logically and rationally in order to make good judgement 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 judgements 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.

## **TEACHING AND LEARNING STRATEGIES**

The National Curriculum aims to produce wholesome, resilient, curious, principled, knowledgeable and patriotic pupils who have thinking, communicative and collaborative skills. Pupils need to be equipped with 21<sup>st</sup> 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. The current developments in education are reflected in the Educational Emphases. These emphases are infused and incorporated where appropriate and relevant in classroom lessons to prepare pupils for the challenges of the real world. The Educational Emphases are explained briefly below:

### **Mastery Learning**

Mastery Learning will ensure that all pupils master the Learning Standards stipulated in the standard-based curriculum. 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.

**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.

**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.

**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.

**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.

**Values and Citizenship**

The values contained in the Standard-based Curriculum for Moral Studies are incorporated into the English language lessons. Elements of patriotism and citizenship are emphasised in lessons to cultivate love for the nation and produce patriotic citizens.

**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.

**Project-based learning**

PBL is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centred lessons and instead emphasises learning activities that are long-term, interdisciplinary, and student-centred.

In the project-based learning (PBL), pupils will be motivated to acquire new information to create meaningful and authentic process and outcome of their learning. This method involves pupils analyse and investigate the subject matter of their choice or assigned task critically and analytically before presenting its final outcome. Critical thinking, problem solving and creativity for example, are important components in the process of achieving the final outcome of a project.

It also helps teachers assess the progress or the quality of learning of the pupils. Hence, in determining the completion of the project, pupils will be driven into the notion that they need to communicate effectively and work collaboratively with other members in the team within the stipulated time.

**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 advantage of having small groups is that pupils can share their strengths and also develop their weaker skills as well as their interpersonal skills. They will learn skills to resolve conflicts. Pupils are individually accountable for their work, and the work of the group as a whole is also assessed.

In order to create an environment in which cooperative learning can take place, 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. Lastly, the task pupils work together on must be clearly defined.

**Inquiry-based Learning**

It should not be regarded as a technique or instructional practice or method used to teach a subject. The ability to know something has shifted from being able to remember and memorise information into the ability of finding and using the knowledge gained. It is not merely asking pupils to embark on projects but rather strives to nurture deep, discipline-based way of thinking and doing things. The learning starts by posing questions, problems or scenarios - rather than simply presenting established facts or portraying a

smooth path to knowledge. Hence, this process is often assisted by a teacher who acts as a facilitator.

Pupils, as engaged learners, will tackle real life questions and issues by developing questioning, research and communication skills to identify and investigate problems or find solutions. Therefore, in order to develop deep understanding of content knowledge and improvement of ideas, pupils need to collaborate within and beyond the classroom.

## **CROSS-CURRICULAR ELEMENTS**

The cross-curricular elements are value-added elements applied in the teaching and learning process other than those specified in the Content Standards. The elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in the Schemes of Work. 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 21<sup>st</sup> Century. These cross-curricular elements are as follow:

### **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 SBELC so that pupils understand and practise them in their daily lives. These values encompass aspects of spirituality, humanity and citizenship.

**4. Science and Technology**

- Inculcating pupils' interest in science and technology will accelerate their literacy in science and technology.
- The use of technology in teaching and learning will capture pupils' interest thus making teaching and learning effective and fun.
- The development of scientific and technological attitudes, approaches and skills is necessary to cope with the rapidly changing environment for problem-solving and decision

making in our daily lives. The use of scientific and technological approaches enhances teaching and learning to meet personal, local and global requirements.

**5. Patriotism and Citizenship**

- The importance of instilling good values, knowledge, and the understanding of the duties, obligations and responsibilities of each and every citizen of this country is crucial for the well being of the country.
- Similarly, patriotism is instilled through pupils' participation in curricular and co-curricular activities. This enables pupils to work together and collaborate towards nation-building.

**6. Creativity and Innovation**

- Creativity is the ability to use the 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 closely related and are vital components for the development of individuals to face the challenges of the 21<sup>st</sup> century. Through creative and innovative teaching approaches, pupils will display interest,

curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

## **7. Entrepreneurship**

- The infusion of entrepreneurship in the curriculum introduces entrepreneurial knowledge, skills and practice to pupils.
- Entrepreneurial mind-set amongst pupils can be fostered through relevant and meaningful activities which inculcate attitudes or qualities such as diligence, honesty and responsibility as well as developing a creative and innovative mind to develop products and propel ideas.

## **8. Information and Communications Technology**

- Information and Communications Technology (ICT) is intended to ensure pupils apply and enhance their knowledge and ICT skills. Application of ICT will not only drive pupils to be creative but also makes teaching and learning more interesting and fun, and subsequently improves the quality of learning.
- In line with globalisation, ICT-related skills are incorporated into the Learning Standards in the SBELC. These skills

involve using resources such as multimedia and the Internet in teaching and learning. Some examples of activities that can be carried out include e-mailing, chatting, blogging and tweeting as well as networking and interacting with electronic software and course.

## **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 21<sup>st</sup> century challenges at the local, national and global level.



## 10. Financial Education

- The integration of financial education is crucial to develop pupils who are capable of making calculated, sound financial decisions, practising ethical financial management and managing finances with skill and accountability.
- In SBELC, financial education is given due importance with the introduction of the Consumerism and Financial Awareness theme.

## SCHOOL ASSESSMENT

Assessment is an integral part of teaching and learning which enables teachers to assess whether pupils have acquired the Learning Standards taught. The feedback gained on pupils' progress in learning will inform teachers on the best approach or strategy for enhancement in the classroom teaching and learning. All language skills should be assessed using appropriate assessment tools.

School-based assessment is an assessment approach that involves the process of collecting information about pupils' progress, planning, implementation and reporting by respective teachers. There are two types of school-based assessments to be carried out in schools; the formative and summative assessments. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a term.

This process is continuous and can be either formally or informally implemented in determining pupils' level of performance. School-based assessment should be implemented in a holistic manner based on the principles of inclusiveness, authentic and localised. Information obtained from the assessment will be used by school

administrators, teachers, parents and pupils in planning follow-up action towards improving pupils' learning progress. Teachers should refer to this document to plan their lessons and assess their pupils.

Formative assessment or assessment for learning is an important aspect of teaching and learning in the classroom. Formative assessment is carried out by teachers to gain immediate feedback on their pupils' learning progress and provide them with the necessary information so that they can make changes in their teaching by perhaps, changing their approaches or strategies to further enhance individual pupil's learning in the classroom. Thus, formative assessment is carried out during the teaching and learning process and pupils achievement levels are recorded and reported every quarterly. Various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document the attainment of the Learning Standards. Through this process, teachers will be able to build a profile of their pupils' language development through an on-going assessment.

The summative assessment or assessment of learning aims at determining whether and to what degree pupils have learnt what they are expected to learn at the end of an instructional period; end of a term test or examination and standardised national

examinations as outlined in the curriculum. The summative assessment can also be utilised as part of school improvement efforts to help teachers determine whether pupils are making adequate academic progress or meeting the expected Learning Standards.

In order to help teachers implement effective school-based assessment, the assessment element has been incorporated into this document together with the Content and Learning Standards. Teachers should refer to the Performance Standard to help them ascertain the level of their pupils' acquisition of the various Learning Standards. The levels have been designed to help teachers gauge the level of their pupils' understanding and acquisition of the skills taught. With this knowledge, teachers may change their approach or strategy to help their pupils master the intended Learning Standard.

### **Performance Standards**

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, restructure and modify their teaching to enhance pupils' learning.

The performance levels are arranged in an ascending manner to differentiate the levels of pupils' achievement. In Table 5, general Performance Standards Guide is provided to assist teachers in assessing their pupils' overall progress. Similarly, a specific Performance Standards Guide for the four language skills; Listening, Speaking, Reading and Writing, are also provided.

These specific Performance Standards Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers may use the specific descriptors provided to determine the performance level of their pupils in the respective language skill. Once the performance level of each language skill has been identified, teachers can then determine their pupils overall performance level using the guide in Table 5.

Table 5: General Performance Standards Guide for A1 (Basic User)

Performance Levels	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 for the curriculum target.
4	Pupil works towards exceeding expectations for 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 Curriculum Standards are developed jointly by the Ministry of Education, Malaysia and Cambridge English. 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
<p>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.</p> <p>The Content Standards are over-arching educational goals that should be achieved by the end of Year Six.</p> <p>The focus section provides an idea of the expected achievement by the end of Year 6.</p>	<p>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.</p> <p>It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard.</p> <p>These standards should be mastered by all pupils at the end of each year.</p>	<p>Express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards.</p> <p>These Standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.</p>

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 CEFR principles.

# **1.0 LISTENING**

## 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 move 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 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 lessons.

## Objectives for Listening in Year 2

By the end of Year 2, pupils are able to:

1. recognise and reproduce with support a range of high frequency target language phonemes.
2. understand with support the main idea of simple sentences.
3. understand with support specific information and details of simple sentences.
4. understand with support very short simple narratives.
5. understand an increased range of short basic supported classroom instructions.
6. understand an increased range of short basic supported classroom instructions.
7. understand the message the teacher or classmate is communicating by using visual clues when they are 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 high frequency 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 simple sentences
	Understand specific details when listening to texts on familiar topics	1.2.2 Understand with support specific information and details of simple sentences
	Understand narratives on familiar topics	1.2.3 Understand with support very short simple narratives
	Understand classroom instructions	1.2.4 Understand an increased range of short basic supported classroom instructions
	Understand questions on familiar topics	1.2.5 Understand an increased 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 Understand the message the teacher or classmate is communicating by using visual clues when they are speaking

### Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>Hardly recognises and reproduces some target language phonemes.</li> <li>Hardly understands simple questions, instructions and main ideas of the texts even with a lot of support from the teacher.</li> </ul>	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> <li>Recognises and reproduces some target language phonemes with a lot of support from the teacher.</li> <li>Understands a few simple questions, instructions and main ideas of the texts with a lot of support from the teacher.</li> </ul>	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> <li>Recognises and reproduces target language phonemes with support from the teacher.</li> <li>Understands simple questions, instructions, main ideas and supporting details of the texts with support from the teacher.</li> <li>Understands messages using visual clues with support from the teacher.</li> </ul>	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> <li>Recognises and reproduces target language phonemes with minimal support from the teacher.</li> <li>Understands simple questions, instructions, main ideas and supporting details of the texts with minimal support from the teacher.</li> <li>Understands messages using visual clues with minimal support from the teacher.</li> </ul>	Working towards exceeding expectations (A1 Mid)
5	<ul style="list-style-type: none"> <li>Recognises and reproduces target language phonemes appropriately.</li> <li>Understands simple questions, instructions, main ideas and supporting details of the texts without hesitation.</li> <li>Understands messages using visual clues promptly.</li> </ul>	On track to exceed expectations (A1 Mid)
6	<ul style="list-style-type: none"> <li>Recognises and reproduces target language phonemes appropriately and independently.</li> <li>Understands simple questions, instructions, main ideas and supporting details of the texts independently.</li> <li>Understands messages using visual clues independently.</li> </ul>	Exceeds expectations (A1 Mid)



## **2.0 SPEAKING**

## 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 lessons.

## Objectives for Speaking in Year 2

By the end of Year 2, pupils are able to:

1. give simple personal information using basic statements.
2. find out about personal information by asking basic questions.
3. give a short sequence of basic instructions.
4. ask about and express ability.
5. describe objects using suitable words and phrases.
6. keep interaction going in short exchanges by using suitable non-verbal responses.
7. ask for attention or help from a teacher or classmate by using suitable statements and questions.
8. introduce self and others to an audience using fixed phrases.

**2.0 Speaking Skills**

CONTENT STANDARD	FOCUS	LEARNING STANDARD
<b>SPOKEN INTERACTION</b>		
2.1 Communicate simple information intelligibly	Communicate simple information about themselves clearly	2.1.1 Give simple personal information using basic statements
	Find out simple information from others	2.1.2 Find out about personal information by asking basic questions
	Communicate simple information clearly	2.1.3 Give a short sequence of basic instructions
	Communicate simple information clearly	2.1.4 Ask about and express ability
	Describe people and things clearly	2.1.5 Describe 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 using suitable non-verbal responses
	Manage classroom tasks appropriately	2.2.2 Ask for attention or help from a teacher or classmate by using suitable statements and questions
<b>SPOKEN PRODUCTION</b>		
2.3 Communicate appropriately to a small or large group	Communicate information, events and stories clearly to an audience	2.3.1 Introduce self and others to an audience using fixed phrases

### Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>Hardly produces simple information even with a lot of support from the teacher.</li> <li>Hardly asks and answers straightforward questions using fixed phrases even with a lot of support from the teacher.</li> </ul>	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> <li>Produces a few simple information with a lot of support from the teacher.</li> <li>Asks and answers a few straightforward questions using fixed phrases with a lot of support from the teacher.</li> </ul>	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> <li>Produces and comprehends simple information on very familiar topics with support from the teacher.</li> <li>Asks and answers straightforward questions using fixed phrases with support from the teacher.</li> <li>Participates and manages simple interactions on familiar topics using words, phrases and non-verbal responses with support from the teacher.</li> </ul>	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> <li>Produces and comprehends simple information on very familiar topics with minimal support from the teacher.</li> <li>Asks and answers straightforward questions using fixed phrases with minimal support from the teacher.</li> <li>Participates and manages simple interactions on familiar topics using words, phrases and non-verbal responses with minimal support from the teacher.</li> </ul>	Working towards exceeding expectations (A1 Mid)
5	<ul style="list-style-type: none"> <li>Produces and comprehends simple information on very familiar topics confidently.</li> <li>Asks and answers straightforward questions using fixed phrases with increasing confidence and self-reliance.</li> <li>Participates and manages simple interactions on familiar topics using words, phrases and non-verbal responses confidently.</li> </ul>	On track to exceed expectations (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
6	<ul style="list-style-type: none"> <li>• Produces and comprehends simple information on very familiar topics confidently and independently.</li> <li>• Asks and answers straightforward questions using fixed phrases with ease and great confidence.</li> <li>• Participates and manages simple interactions on familiar topics using words, phrases and non-verbal responses independently.</li> <li>• Displays exemplary model of language use to others.</li> </ul>	Exceeds expectations (A1 Mid)



# **3.0 READING**

## Reading

The Reading Content Standards focus on pupils' ability to learn to read (3.1), to understand meaning (3.2), and to read independently for enjoyment (3.3). Some Year 2 Primary children will be preliterate, and some not. Separate learning to read Learning Standards for these pupils have been included. Learning Standards for understanding meaning move from pupils being able to understand globally to being able to understand details

Preliterate pupils need to learn to read before they can focus on other Learning Standards. However, the order in which the other 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 lessons.

## Objectives for Reading in Year 2

By the end of Year 2, pupils are able to:

1. identify, recognise and name the letters of the alphabet.
2. recognise and sound out with some support beginning, medial and final sounds in a word.
3. blend phonemes.
4. segment phonemes.
5. understand the main idea of simple sentences.
6. understand specific information and details of simple sentences.
7. reread a word, phrase or sentence to understand meaning.
8. ignore unknown words in order to understand a phrase or sentence.
9. use a picture dictionary to find, list and categorise words from Year 2 topics and themes.
10. read and enjoy simple print and digital games at sentence level.



### 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*	3.1.1 Identify, recognise and name the letters of the alphabet
	*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	
	Distinguish and articulate beginning, medial and final sound words*	3.1.2 Recognise and sound out with some support beginning, medial and final sounds in a word
	*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	
	Blend phonemes to recognise words*	3.1.3 Blend phonemes (CVC, CCVC, CVCV, CCV)
	*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	
	Segment words into phonemes to spell*	3.1.4 Segment phonemes (CVC, CCVC, CVCV, CCV)
	*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	

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 simple sentences
	Understand specific details in a variety of text types on familiar topics	3.2.2 Understand specific information and details of simple sentences
	Use appropriate word attack skills to understand specific meaning	3.2.3 i) Reread a word, phrase or sentence to understand meaning ii) Ignore unknown words in order to understand a phrase or sentence
	Use appropriate basic dictionary skills	3.2.4 Use a picture dictionary to find, list and categorise words from Year 2 topics and theme
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 simple print and digital games at sentence level

## Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>Hardly identifies, recognises and names the letters of the alphabet even with a lot of support from the teacher.</li> <li>Hardly blends and segments words (CVC, CCVC, CVCV, CCV) even with a lot of support from the teacher.</li> </ul>	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> <li>Identifies, recognises and names the letters of the alphabet with a lot of support from the teacher.</li> <li>Blends and segments a few words (CVC, CCVC, CVCV, CCV) with a lot of support from the teacher.</li> <li>Hardly understands main ideas of simple sentences even after repeated readings.</li> </ul>	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> <li>Identifies, recognises and names the letters of the alphabet with minimal support from the teacher.</li> <li>Blends and segments words (CVC, CCVC, CVCV, CCV) with support from the teacher.</li> <li>Understands main ideas, specific information and details of simple sentences.</li> <li>Uses picture dictionary and appropriate word attack skills to understand specific meaning with support from the teacher.</li> </ul>	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> <li>Blends and segments words (CVC, CCVC, CVCV, CCV) without hesitation.</li> <li>Understands main ideas, specific information and details of simple sentences appropriately.</li> <li>Uses picture dictionary and appropriate word attack skills to understand specific meaning with minimal support from the teacher.</li> </ul>	Working towards exceeding expectations (A1 Mid)
5	<ul style="list-style-type: none"> <li>Uses phonics to read words and identify word families confidently.</li> <li>Understands main ideas, specific information and details of simple sentences confidently.</li> <li>Uses picture dictionary and appropriate word attack skills to understand specific meaning confidently.</li> </ul>	On track to exceed expectations (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
6	<ul style="list-style-type: none"><li>• Reads simple sentences independently.</li><li>• Understands main ideas, specific information and details of simple sentences independently.</li><li>• Uses appropriate word attack skills and monolingual dictionary to understand specific meaning independently.</li></ul>	Exceeds expectations (A1 Mid)

# **4.0 WRITING**

## Writing

The Writing Content Standards focus on pupils' ability to learn to write (4.1), to communicate meaning (4.2), and to use appropriate mechanical features of writing (4.3). Some Year 2 Primary School pupils will be preliterate, and some not. Therefore, separate learning to write Learning Standards for these pupils are included. Learning Standards for communicating meaning move from pupils being able to communicate information, to describing people and things, to being able to organise what they write.

Preliterate pupils need to learn to write before they can focus on other Learning Standards. However, the order in which the other 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 lessons.

## Objectives for Writing in Year 2

By the end of Year 2, pupils are able to:

1. ask for and give basic personal information using basic questions and statements.
2. express simple ability.
3. write short familiar instructions.
4. describe objects using suitable words and phrases.
5. connect words and phrases using basic coordinating conjunctions.
6. use capital letters and full stops appropriately in guided writing at sentence level.
7. spell a narrow range of familiar high frequency words accurately in guided writing.
8. plan, draft and write 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*	4.1.1 <i>No learning standard</i>
	*Preliterate children only	
	Develop early writing skills*	4.1.2 <i>No learning standard</i>
	*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 Ask for and give basic personal information using basic questions and statements
	Communicate basic information clearly	4.2.2 Express simple ability
	Communicate basic information clearly	4.2.3 Write short familiar instructions
	Describe people and things clearly	4.2.4 Describe objects using suitable words and phrases
	Organise basic information appropriately	4.2.5 Connect words and phrases 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 and full stops appropriately in guided writing at sentence level
	Spell high frequency words accurately	4.3.2 Spell a narrow 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 simple sentences

### Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>Hardly writes simple sentences by using appropriate language form and style even with a lot of support from the teacher.</li> <li>Hardly organises basic information even with a lot of support from the teacher.</li> </ul>	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> <li>Writes simple sentences by using appropriate language form and style with a lot of support from the teacher.</li> <li>Organises basic information with a lot of support from the teacher.</li> </ul>	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> <li>Writes simple sentences by using appropriate language form and style with support from the teacher.</li> <li>Organises basic information using correct punctuation and spelling with support from the teacher.</li> </ul>	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> <li>Writes simple sentences by using appropriate language form and style with minimal support from the teacher.</li> <li>Organises basic information using correct punctuation and spelling with minimal support from the teacher.</li> </ul>	Working towards exceeding expectations (A1 Mid)
5	<ul style="list-style-type: none"> <li>Writes simple sentences by using appropriate language form and style confidently.</li> <li>Organises basic information using correct punctuation and spelling without hesitation.</li> </ul>	On track to exceed expectations (A1 Mid)
6	<ul style="list-style-type: none"> <li>Writes simple sentences by using appropriate language form and style independently.</li> <li>Organises basic information using correct punctuation and spelling independently.</li> <li>Displays exemplary model of language use to others.</li> </ul>	Exceeds expectations (A1 Mid)



## **5.0 LANGUAGE ARTS**

## 5.0 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 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 2

By the end of Year 2, 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 1 text types: simple songs.
2. say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation in addition to Year 1 text types: simple songs.
3. name people, things, actions, or places of interest in texts.
4. respond imaginatively and intelligibly through creating simple short chants or raps.

## 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
	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
5.2 Express personal responses to literary texts	Identify, analyse and respond to elements in texts	5.2.1 Name people, things, actions, or places of interest in texts
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 short chants or raps  Other imaginative responses as appropriate



# **SYLLABUS**

Primary Year 2

## Primary Year 2 English Language Syllabus

### 1. Overview:

This syllabus sets out the themes, topics, grammar and vocabulary pupils will learn in Primary Year 2. It explains how Year 2 content is organised, the place of thinking skills in Year 2, and the role of phonics in helping pupils to learn to read. It also sets out text types suitable for pupils in Year 2.

### 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 unit topics in the Year 2 textbook, Superminds 1 (Units 5 – 9) and the non-textbook lessons, which teachers will create themselves, will all be based on the above three themes. Details of themes and lessons can be found within the Scheme of Work document.

### 3. Grammar:

Pupils are exposed to grammar all the time as they learn English, but they are not expected to analyse grammar explicitly in detail in Year 2. The aim of learning English in Years 1 and 2 is very much to provide pupils with positive and successful experiences with English, so that the motivation to learn comes from meaning and enjoyment rather than a specific focus on grammar. This focus on meaning and enjoyment helps children to build positive attitudes to and confidence with learning English. Pupils can carry these positive attitudes and motivation into Year 3, when they begin to focus more explicitly on grammar.

#### 4. Vocabulary:

The Year 2 syllabus indicates vocabulary in 3 ways: by topic, by category and alphabetically.

The words in the Year 2 wordlist are found in the textbook units and in further lessons described within the Scheme of Work. Many words are introduced in the textbook and are recycled in the non-textbook-based lessons. Teachers can choose other words for pupils to learn or omit some words from the wordlist, if this is appropriate to a teacher's local context.

Pupils are **not** expected to learn these words by heart, or to spell all of them with 100% accuracy, as complete accuracy in spelling is above A1 targets in the Common European Framework of Reference (CEFR).

Year 2 teachers may also wish to refer to the following available wordlist resources:

- **Cambridge English: Movers (A1)**

The Teacher's Handbook (pages 27 – 29) contains a useful list of words that can be taught at the A1 level

<http://www.cambridgeenglish.org/images/153612-yle-handbook-for-teachers.pdf>

- **English Vocabulary Profile (EVP)**

The EVP shows which words and phrases learners around the world know at each level. EVP begins with words at A1 of the CEFR.

<http://www.englishprofile.org/wordlists>

#### 5. Higher Order Thinking Skills (HOTS):

Pupils have frequent opportunities to develop thinking skills as they learn English in Year 2. Both the textbook-based and the non-textbook-based lessons do this through helping pupils to think about the content and values shown in stories, and through helping them to apply knowledge linked to other subjects in the curriculum. Many tasks involve thinking skills. For example, the *I'm Healthy* section in unit 5 of the textbook encourages pupils to interpret visual information, make hypotheses, then to reflect on and analyse their own life. A number of tasks suggested in the non-textbook-based lessons involve pupils in designing tasks for other pupils. The designing of these tasks encourages pupils to analyse and evaluate what they already know and to use their imagination. The Language Arts strand of the syllabus gives pupils

opportunities to solve problems and to think creatively. A good example here is the recommendation for Lesson 39, in which pupils work together to imagine what they might find in an old house.

## **6. Phonics:**

Some Year 2 pupils will already be able to read quite well, while others will be at early stages or still learning to read. Pupils who are still learning to read will need some help with identifying and recognising some letter sounds on the page, matching these with the appropriate letters, and blending sounds and letters in order to build words. Phonics is a systematic approach to helping these pupils to learn to read through matching corresponding sounds and letters. A table of common sound and letter correspondences is shown below to help you with your phonics teaching (see Table 1). If, in Year 2, pupils are at the very early stages of learning to read, it is suggested that you may wish to re-teach the Year 1 sound-letter correspondences (see Table 2) before moving on to those for Year 2.



Table 1: 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)	/o/ (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)

Learning to read involves both word recognition and language comprehension. Phonics is about word recognition, and this is a first step in helping pupils to be able to concentrate on understanding words. The role of meaning is therefore vital in helping pupils to progress in their reading skills. This is why playful and enjoyable phonics activities which focus on meaning as well as on sounds and letters can be motivating and memorable for pupils and should be extended using other reading skills development strategies, as included in the Scheme of Work.

It is suggested that teachers teach the sound-letter correspondences in the order they appear in the above table(s), starting with the sound in the first column on the first row, and finishing with the bottom row. For 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*. There are also supplementary activities in reading and writing lessons within the Scheme of Work. However, these activities are to supplement the lesson only and should not be seen as a replacement for the lesson in the Scheme of Work.

## **7. Text types**

Text types are intended to be interesting and relevant to the lives of children of this age. The text types provided below are most appropriate to pupils in Years 1 – 4, covering 'working towards' A1 to A1. 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 2 text types, the teacher's focus should be on content which is within their pupils' 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. The text types should be short (e.g. a two- or three-line postcard or a short story) and should include support for pupils when suitable (e.g. pictures to support understanding).

**8. Suggested Text Types:**

Chants	Lists
Charts	Postcards
Crosswords	Posters
Descriptions	Raps
Dialogues	Poems
Emails	Quizzes
Greetings	Short forms
Instructions	Songs
Labels	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 are, of course, possible.

**9. Progress through the CEFR**

By the end of Year 2, most pupils will have reached low-A1 of the CEFR in listening, speaking, reading and writing.

**Year 2 syllabus scope and sequence:**

Theme	Unit	Topic	Grammar Content	Vocabulary
World of Self, Family and Friends	5	Free time	<i>I (play football) on (Saturdays).</i>  <i>Do you (watch TV) at the weekend?</i> <i>Yes, I do. / No, I don't.</i>	<b>Days of the week</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, hour  <b>Adjectives</b> perfect, healthy, unhealthy  <b>Other vocabulary</b> Mum, jump, mud, sleep, badminton, caterpillar, butterfly, together
World of Stories	6	The old house	<i>There's a (monster).</i> <i>There are (four cats).</i>  <i>Is there a (plane)?</i> <i>Yes, there is.</i> <i>Are there any (rats)?</i> <i>No, there aren't.</i>  <i>How many (cars) are there?</i> <i>There are (four cars).</i>	<b>The home</b> bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar  <b>Habitats</b> habitat, polar region, ocean, jungle, desert, mountains, sand, rocks, coral, snow  <b>Animals</b> goat, camel, parrot, shark, penguin, polar bear, jellyfish  <b>Other vocabulary</b> pear, hats, cold, full, live (v), find (v)

Theme	Unit	Topic	Grammar Content	Vocabulary
World of Self, Family and Friends	7	Get dressed	<p><i>Do you like this (hat)/these (shoes)?</i>  <i>Yes, I do./No, I don't.</i></p> <p><i>(Olivia's) wearing (a red sweater).</i></p> <p><i>Is he/she wearing (a blue T-shirt)?</i>  <i>Yes he/she is. / No, he/she isn't.</i></p>	<p><b>Clothes</b>  jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers, trainers, helmet, sweater</p> <p><b>Adjectives</b>  super, same, cotton, leather, wool, woollen, strong, warm, cool</p> <p><b>Animals</b>  cow, sheep, fly</p> <p><b>Verbs</b>  get, stop, turn around, catch, put</p> <p><b>Fixed phrases</b>  maybe, no problem, I'm very sorry</p>
World of Stories	8	The robot	<p><i>I can/can't (stand on one leg).</i>  <i>He/She can/can't (skip).</i></p> <p><i>Can you (swim)?</i>  <i>Yes, I can. / No, I can't.</i></p>	<p><b>The body</b>  head, arm, fingers, hand, knee, leg, toes, foot, wings, bones</p> <p><b>Animals</b>  cheetah, kangaroo, ladybird, skeleton, human</p> <p><b>Adjectives</b>  funny, fast</p> <p><b>Verbs</b>  guess, jump up high, run, dance, crawl, fly touch, skip, feel</p>

Theme	Unit	Topic	Grammar Content	Vocabulary
				<b>Other vocabulary:</b> tennis, batteries, Spanish, well done
World of Knowledge	9	At the beach	<p>Let's (play the guitar). Good idea.</p> <p>Where's the (blue book)? It's in the (green bag). Where are (the orange books)? They're in the (black bag).</p>	<p><b>Holidays</b> catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle, play in the sun, walk up, keep clean</p> <p><b>Adjectives</b> hot, sunny, cold, snowing, raining, cloudy, brown, famous</p> <p><b>Fixed phrases</b> Sorry, I don't want to, Good idea, I'm not sure, hand in hand, see you, bye</p> <p><b>Other vocabulary</b> sea, race (noun and verb), top, hill, map, koala, snorkel, lake, forest, whales, bagpipes, country, trip over</p>

**Year 2 vocabulary by category****Adjectives**

busy  
 brown  
 cloudy  
 cool  
 cold  
 cotton  
 famous  
 fast  
 full  
 funny  
 healthy  
 hot  
 leather  
 nice  
 perfect  
 raining  
 same  
 small  
 snowing  
 strong  
 sunny  
 super  
 unhealthy  
 warm  
 wool  
 woollen

**Animals**

Butterfly(ies)  
 camel(s)  
 caterpillar(s)  
 cheetah(s)  
 cow(s)  
 fish  
 fly(ies)  
 goat(s)  
 human(s)  
 jellyfish  
 kangaroo(s)  
 koala(s)  
 ladybird(s)  
 parrot(s)  
 penguin(s)  
 polar bear(s)  
 shark(s)  
 sheep  
 skeleton  
 whale(s)

**The body**

arm  
 bones  
 fingers  
 foot  
 hand  
 head

knee  
 leg  
 toes  
 wings

**Clothes**

cap  
 hat  
 helmet  
 jacket  
 jeans  
 shoes  
 shorts  
 skirt  
 socks  
 sweater  
 trainers  
 trousers  
 T-shirt

**Days of the week**

Monday, Tuesday, Wednesday,  
 Thursday, Friday, Saturday, Sunday,  
 hour, week

**Fixed phrases**

Bye  
 Good idea  
 Hand in hand

I don't know  
 I don't want to  
 I'm lost  
 I'm not sure  
 I'm very sorry  
 Maybe  
 No problem  
 See you  
 Sorry

### **Free time**

go swimming  
 have fun  
 keep fit  
 play football  
 play the piano  
 play tennis  
 ride a bike  
 ride a horse  
 watch TV

### **Habitats**

coral  
 country  
 desert  
 forest  
 ground  
 habitat  
 hill  
 jungle  
 lake

mountains  
 mud  
 ocean  
 polar region  
 rocks  
 sand  
 sea  
 snow

### **The home**

bathroom  
 bedroom  
 cellar  
 dining room  
 kitchen  
 living room  
 hall  
 stairs  
 Window

### **Holiday activities**

catch a fish  
 eat ice cream  
 keep clean  
 listen to music  
 look for shells  
 make a sandcastle  
 paint a picture  
 play in the sun  
 read a book  
 take a photo

walk up

### **Other vocabulary**

badminton  
 bagpipes  
 batteries  
 garden  
 map  
 Mum  
 outside  
 park  
 pear(s)  
 problem  
 robot  
 snorkel  
 Spanish  
 tennis  
 together  
 top

### **Verbs**

catch  
 crawl  
 dance  
 feel  
 find  
 fly  
 get  
 guess  
 jump  
 jump up high



live  
put  
race  
run  
skip  
sleep  
speak  
stop  
think  
trip over  
touch  
turn around  
wear

**Year 2 vocabulary in alphabetical order**

arm	eat ice cream	hill
badminton	famous	hot
bagpipes	fast	hour
bathroom	feel	human(s)
batteries	find	I don't know
bedroom	fingers	I don't want to
bones	fish	I'm lost
brown	fly	I'm not sure
busy	foot	I'm very sorry
butterfly(ies)	forest	jacket
bye	Friday	jeans
camel(s)	full	jellyfish
cap	funny	jump
catch	garden	jump up high
catch a fish	get	jungle
caterpillar(s)	go swimming	kangaroo(s)
cellar	goat(s)	keep clean
cheetah(s)	Good idea	keep fit
cloudy	Ground	kitchen
cool	guess	knee
cold	habitat	koala(s)
coral	hall	ladybird(s)
cotton	hand	lake
country	Hand in hand	leather
cow(s)	hat	leg
crawl	have fun	listen to music
dance	head	live
desert	healthy	living room
dining room	helmet	look for shells

make a sandcastle  
map  
Maybe  
Monday  
mountains  
mud  
Mum  
nice  
No problem  
ocean  
outside  
paint a picture  
park  
parrot(s)  
pear(s)  
penguin(s)  
perfect  
play football  
play in the sun  
play tennis  
play the piano  
polar bear(s)  
polar region  
problem  
put  
race  
raining  
read a book  
ride a bike  
ride a horse

robot  
rocks  
run  
same  
sand  
Saturday  
sea  
See you  
shark(s)  
sheep  
shoes  
shorts  
skeleton  
skip  
skirt  
sleep  
small  
snorkel  
snow  
snowing  
socks  
Sorry  
Spanish  
speak  
stairs  
stop  
strong  
Sunday  
sunny  
super

sweater  
take a photo  
tennis  
think  
Thursday  
toes  
together  
top  
touch  
trainers  
trip over  
trousers  
T-shirt  
Tuesday  
urn around  
unhealthy  
walk up  
warm  
watch TV  
wear  
well done  
Wednesday  
Week  
whale(s)  
wings  
wool  
woollen

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