



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

# Bahasa Inggeris

**Sekolah Jenis Kebangsaan**

Dokumen Standard Kurikulum dan Pentaksiran

**Tahun 5**





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Dokumen Standard Kurikulum dan Pentaksiran

## Tahun 5

Bahagian Pembangunan Kurikulum  
NOVEMBER 2020

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## **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.

**DATIN SRI HAJAH NOR ZAMANI BINTI ABDOL HAMID**

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 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 Year One 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 5 are aligned to the CEFR proficiency level A2 Low.

Table 1: Curriculum Target Levels based on the CEFR

PRIMARY						SECONDARY					
1	2	3	4	5	6	Remove Class	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.

**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, Attitude 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 innovation thinking as illustrated in Figure 1.

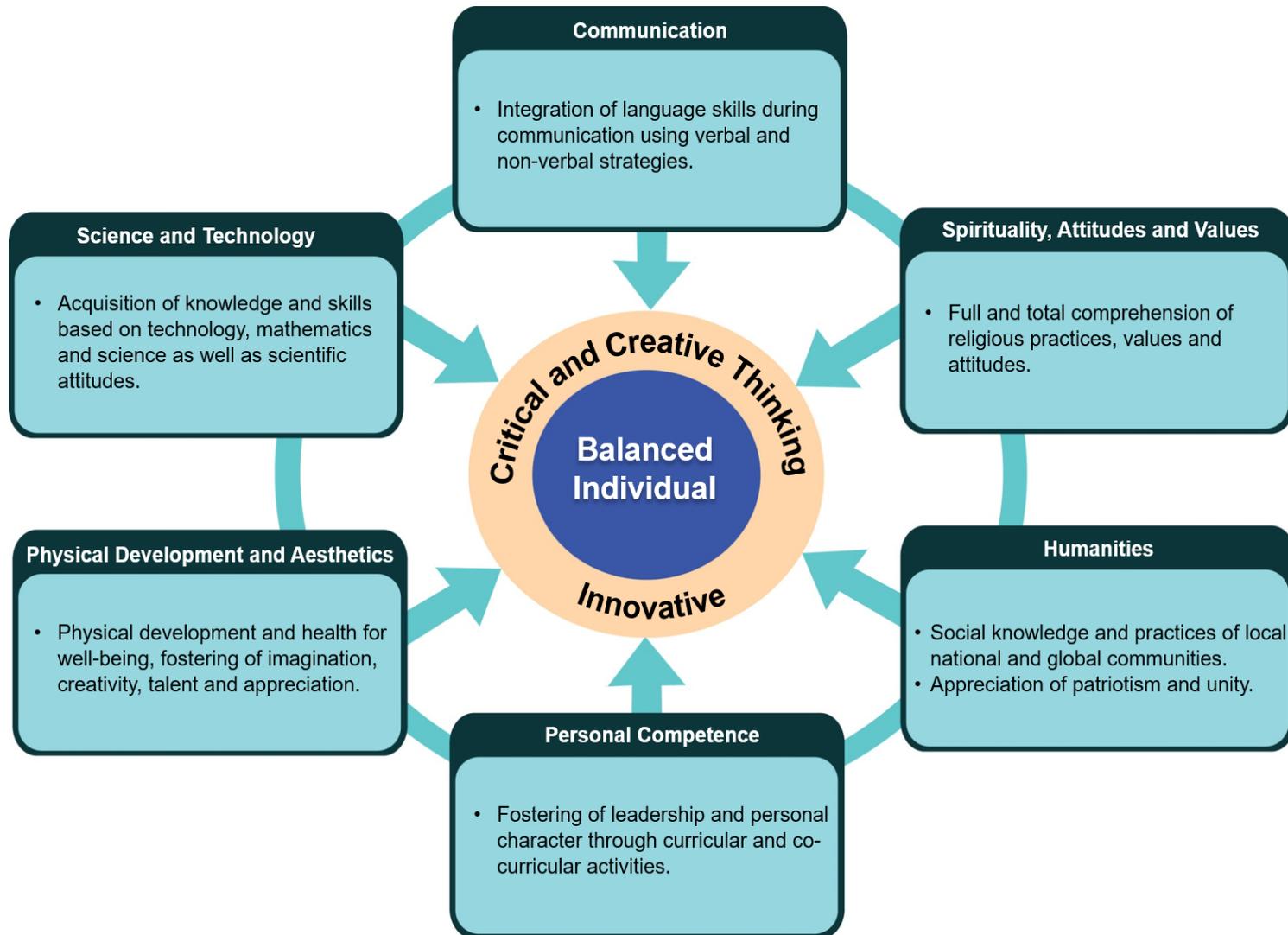


Figure 1: The Standards-Based Curriculum Framework for Primary Schools

## 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.

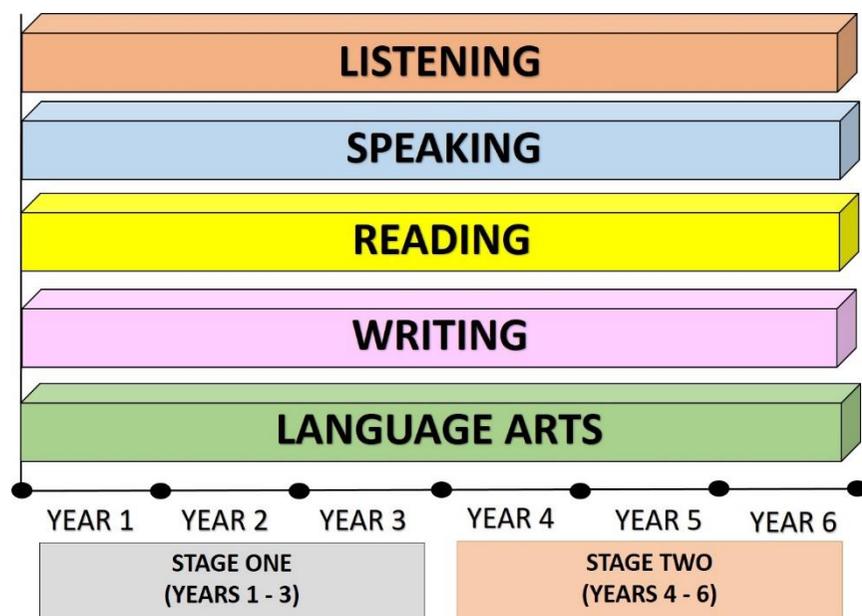


Figure 2: Lesson Organisation

### Lesson Organisation

The SBELC for Primary Schools Stage 2 (Years 4, 5 and 6) enables pupils to engage effectively in daily life activities. The language skills progress from basic literacy skills acquired in the early years of primary schooling to the ability to communicate by expressing themselves in their immediate environment.

The SBELC 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. 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.

Teachers teaching English Language in National-Type schools (SJK) must optimise the reduced contact hours in learning via proper planning prior to teaching and learning. The National-Type school 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. The Scheme of Work in particular, is developed specifically to the allotted contact hours for English Language in National-Type Schools. 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. The Contemporary Children's Literature component is taught during the Language Arts lessons to expose pupils to different types of literary genres such as poems, short stories and graphic novels. Teachers explore texts of these genres to create fun-filled and meaningful activities so that pupils will benefit from the learning experience and gain exposure to the aesthetic use of the language. The Contemporary Children's Literature provides opportunities for

pupils to immerse in a variety of literary works and engage them in planning, organising, producing and performing creative works. By the end of Year 5, pupils will be able to appreciate and respond to a variety of literary texts.

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

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

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 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
<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.
<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, sympathy 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 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
<b>Applying</b>	Able to use knowledge, skills and values in different situations to complete a piece of work.
<b>Analysing</b>	Able to break down information into smaller parts in order to understand and make connections between these parts.
<b>Evaluating</b>	Able to consider, make decisions using knowledge, experience, skills, and values and justify decisions made.
<b>Creating</b>	Able to produce 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 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. 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 real 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 skills, organisation and time management skills, exploration and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, as well as critical thinking. 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 develop their weaker 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 skilfully and with accountability.
- With the introduction of consumerism and financial awareness elements, pupils will learn to make wise financial decisions and managing their own finances. It can also be embedded or integrated through other topics across the curriculum.

## 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 students' 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, re-strategise 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, schedules 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 students 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 A2  
(Basic User)

<b>PERFORMANCE LEVEL</b>	<b>NOTES</b>
1	Pupil displays minimal ability to achieve the curriculum target.
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 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 96 hours per year is allocated for English Language learning (Primary National-Type 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
<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 or the expected achievement by the end of Year Six.</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>

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 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 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 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' achievements.

### Objectives for Listening in Year 5

By the end of Year 5, pupils are able to:

1. recognise and reproduce with little or no support a wide range of target language phonemes.
2. understand with support the main idea of longer simple texts on a range of familiar topics.
3. understand with support specific information and details of longer simple texts on a range of familiar topics.
4. understand with support longer simple narratives on a range of familiar topics.
5. understand a sequence of supported classroom instructions.
6. understand a sequence of supported questions.
7. guess the meaning of unfamiliar words from clues provided by other known words.

**1.0 Listening Skills**

<b>CONTENT STANDARD</b>	<b>FOCUS</b>	<b>LEARNING STANDARD</b>
1.1 Recognise and reproduce target language sounds	Recognise and reproduce target language phonemes intelligibly	1.1.1 Recognise and reproduce with little or no support a wide 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 longer simple texts on a range of familiar topics
	Understand specific details when listening to texts on familiar topics	1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics
	Understand narratives on familiar topics	1.2.3 Understand with support longer simple narratives on a range of familiar topics
	Understand classroom instructions	1.2.4 Understand a sequence of supported classroom instructions
	Understand questions on familiar topics	1.2.5 Understand a sequence of 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 from clues provided by other known words

### Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS
1	<ul style="list-style-type: none"> <li>• Can recognise and reproduce minimal target language phonemes with a lot of support.</li> <li>• Can display minimal understanding of the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with a lot of support.</li> <li>• Can guess meaning of a few unfamiliar words with a lot of support.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can recognise and reproduce some target language phonemes with a lot of support.</li> <li>• Can display some understanding of the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with a lot of support.</li> <li>• Can guess meaning of some unfamiliar words with a lot of support.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can recognise and reproduce a wide range of target language phonemes with little or no support.</li> <li>• Can display understanding of the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with support.</li> <li>• Can guess meaning of unfamiliar words from clues provided by other known words.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can recognise and reproduce a wide range of target language phonemes with little or no support.</li> <li>• Can understand the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with support by responding to given tasks at times.</li> <li>• Can guess meaning of unfamiliar words from clues provided by other known words.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can recognise and reproduce a wide range of target language phonemes with little or no support.</li> <li>• Can understand the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with support by responding to given tasks most of the time.</li> <li>• Can guess meaning of unfamiliar words from clues provided by other known words.</li> </ul>

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS
6	<ul style="list-style-type: none"><li>• Can recognise and reproduce a wide range of target language phonemes with little or no support.</li><li>• Can display understanding of the main idea, specific information and details of longer simple texts and narratives, a sequence of supported questions and classroom instructions with support by responding to given tasks easily.</li><li>• Can guess meaning of unfamiliar words from clues provided by other known words.</li><li>• Can guide others in a given task.</li></ul>

## 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' achievements.

### Objectives for Speaking in Year 5

By the end of Year 5, pupils are able to:

1. give detailed information about themselves.
2. find out about and describe experiences up to now.
3. ask for, give and respond to simple advice.
4. ask about and describe future plans.
5. describe people, places and objects using suitable statements.
6. keep interaction going in short exchanges by asking suitable questions.
7. agree a set of basic steps needed to complete short classroom tasks.
8. narrate short basic stories and events.

**2.0 Speaking Skills**

<b>CONTENT STANDARD</b>	<b>FOCUS</b>	<b>LEARNING STANDARD</b>
<b>SPOKEN INTERACTION</b>		
2.1 Communicate simple information intelligibly	Communicate simple information about themselves clearly	2.1.1 Give detailed information about themselves
	Find out simple information from others	2.1.2 Find out about and describe experiences up to now
	Communicate simple information clearly	2.1.3 Ask for, give and respond to simple advice
		2.1.4 Ask about and describe future plans
	Describe people and things clearly	2.1.5 Describe people, places and objects using suitable statements
2.2 Use appropriate communication strategies	Manage interaction appropriately	2.2.1 Keep interaction going in short exchanges by asking suitable questions
	Manage classroom tasks appropriately	2.2.2 Agree a set of basic steps needed to complete short classroom tasks
<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 Narrate short basic stories and events

### Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS
1	<ul style="list-style-type: none"> <li>• Can communicate simple information about themselves using fixed phrases with a lot of support.</li> <li>• Can manage interaction and classroom task by providing short and simple responses with a lot of support.</li> <li>• Can describe people, places and objects using fixed phrases with a lot of support.</li> <li>• Can narrate short basic stories and events with difficulty even with a lot of support.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can communicate simple information about themselves with a lot of support.</li> <li>• Can manage interaction and classroom task appropriately with a lot of support.</li> <li>• Can describe people, places and objects using basic statements with a lot of support.</li> <li>• Can narrate short basic stories and events with a lot of support.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can communicate simple information about themselves clearly.</li> <li>• Can manage interaction and classroom task appropriately.</li> <li>• Can describe people, places and things using suitable statements adequately.</li> <li>• Can narrate short basic stories and events adequately.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can communicate simple information about themselves clearly by providing some relevant details.</li> <li>• Can manage interaction and classroom task appropriately by sustaining communication at times.</li> <li>• Can describe people, places and things clearly using suitable statements with very few relevant details.</li> <li>• Can narrate short basic stories and events clearly at an appropriate pace.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can communicate simple information about themselves clearly by providing a lot of relevant details.</li> <li>• Can manage interaction and classroom task appropriately by sustaining communication most of the time.</li> <li>• Can describe people, places and things clearly using suitable statements with some relevant details.</li> <li>• Can narrate short basic stories and events with clear diction and articulation.</li> </ul>

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS
6	<ul style="list-style-type: none"><li>• Can communicate simple information about themselves with a lot of relevant details clearly and confidently.</li><li>• Can manage interaction and classroom task appropriately by sustaining communication naturally.</li><li>• Can describe people, places and things creatively using suitable statements.</li><li>• Can narrate short basic stories and events creatively with clear diction and articulation.</li><li>• Can display exemplary model of language use and guide others.</li></ul>

## 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' achievements.

### Objectives for Reading in Year 5

By the end of Year 5, pupils are able to:

1. understand the main idea of simple texts of two paragraphs or more.
2. understand specific information and details of two paragraphs or more.
3. guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.
4. use with support familiar print and digital resources to check meaning.
5. read and enjoy A2 fiction/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 <i>No learning standard</i>  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 <i>No learning standard</i>  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 <i>No learning standard</i>  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 <i>No learning standard</i>  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 simple texts of two paragraphs or more
	Understand specific details in a variety of text types on familiar topics	3.2.2 Understand specific information and details of two paragraphs or more
	Use appropriate word attack skills to understand specific meaning	3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words
	Use appropriate basic dictionary skills	3.2.4 Use with support familiar print and digital resources to check meaning
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 A2 fiction/non-fiction print and digital texts of interest

### Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS
1	<ul style="list-style-type: none"> <li>• Can display minimal understanding of the main idea, specific information and details of simple texts of two paragraphs or more with a lot of support.</li> <li>• Can guess meaning of very few unfamiliar words from clues provided by title, topic and other known words as well as use a limited range of dictionary skills with a lot of support.</li> <li>• Can read A2 fiction or non-fiction print and digital texts of interest haltingly with a lot of support.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can display some understanding of the main idea, specific information and details of simple texts of two paragraphs or more with a lot of support.</li> <li>• Can guess meaning of some unfamiliar words from clues provided by title, topic and other known words as well as use limited range of dictionary skills with a lot of support.</li> <li>• Can read A2 fiction or non-fiction print and digital texts of interest at a slower pace with a lot of support.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can understand the main idea, specific information and details of simple texts of two paragraphs or more by responding adequately to given tasks.</li> <li>• Can guess the meaning of unfamiliar words from the clues provided by title, topic and other known words as well as use dictionary skills adequately.</li> <li>• Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding adequately to given tasks.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can understand the main idea, specific information and details of simple texts of two paragraphs or more by responding clearly to given tasks most of the time.</li> <li>• Can guess the meaning of unfamiliar words from the clues provided by title, topic and other known words as well as use dictionary skills according to given tasks.</li> <li>• Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding clearly to given tasks most of the time.</li> </ul>

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS
5	<ul style="list-style-type: none"> <li>• Can understand the main idea, specific information and details of simple texts of two paragraphs or more by responding clearly to given tasks with ease.</li> <li>• Can guess the meaning of unfamiliar words from the clues provided by title, topic and other known words as well as use dictionary skills according to given tasks with ease.</li> <li>• Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding clearly to given tasks with ease.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Can understand the main idea, specific information and details of simple texts of two paragraphs or more by responding creatively to given tasks.</li> <li>• Can guess the meaning of unfamiliar words from the clues provided by title, topic and other known words as well as use dictionary skills effectively.</li> <li>• Can read fluently and understand a range of A2 fiction or non-fiction print and digital texts of interest.</li> <li>• Can guide others in a given task.</li> </ul>

## 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' achievements.

### Objectives for Writing in Year 5

By the end of Year 5, pupils are able to:

1. give detailed information about themselves.
2. ask for, give and respond to simple advice.
3. narrate factual events and experiences of interest.
4. describe people, places and objects using suitable statements.
5. connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns.
6. use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.
7. spell a range of high frequency words accurately in independent writing.
8. produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback.

#### 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 <i>No learning standard</i>  This learning standard has been covered in Year 1
	Develop early writing skills* *all children	4.1.2 <i>No learning standard</i>  This learning standard has been covered in Year 1, Year 3 and Year 4
4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Communicate basic personal information clearly	4.2.1 Give detailed information about themselves
	Communicate basic information clearly	4.2.2 Ask for, give and respond to simple advice
		4.2.3 Narrate factual events and experiences of interest
	Describe people and things clearly	4.2.4 Describe people, places and objects using suitable statements
Organise basic information appropriately	4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns	

CONTENT STANDARD	FOCUS	LEARNING STANDARD
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, commas in lists and question marks appropriately in independent writing at discourse level
	Spell high frequency words accurately	4.3.2 Spell a range of high frequency words accurately in independent writing
	Plan, draft and edit work appropriately on familiar topics	4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback

### Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS
1	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects using fixed phrases with a lot of support.</li> <li>• Can display minimal ability to spell words and use punctuations in independent writing as well as connect sentences into a paragraph with a lot of support.</li> <li>• Can display minimal ability to produce and modify a plan or draft of one paragraph in response to feedback.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects using basic statements with a lot of support.</li> <li>• Can spell words and use punctuations in independent writing as well as connect sentences into a paragraph with a lot of support.</li> <li>• Can produce and modify a plan or draft of one paragraph in response to feedback with a lot of support.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects using suitable statements adequately.</li> <li>• Can spell words accurately and use punctuations in independent writing as well as connect sentences into one or two coherent paragraphs.</li> <li>• Can produce and modify a plan or draft of one or two paragraphs in response to feedback.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects using suitable statements with very few relevant details.</li> <li>• Can spell words accurately and use punctuations in independent writing as well as connect sentences into one or two coherent paragraphs with very few relevant details.</li> <li>• Can produce and modify a plan or draft of one or two paragraphs in response to feedback with very few relevant details.</li> </ul>

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS
5	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects using suitable statements with some relevant details.</li> <li>• Can spell words accurately and use punctuations in independent writing as well as connect sentences into one or two coherent paragraphs with some relevant details.</li> <li>• Can produce and modify a plan or draft of one or two paragraphs in response to feedback with some relevant details.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Can communicate basic and personal information as well as describe people, places and objects with a variety of relevant details.</li> <li>• Can spell words accurately and use punctuations in independent writing as well as connect sentences into one or two coherent paragraphs creatively.</li> <li>• Can produce and modify a plan or draft of one or two paragraphs in response to feedback with a variety of relevant details.</li> <li>• Can display exemplary model of language use and guide others.</li> </ul>

## 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 5

By the end of Year 5, pupils are able to:

1. explain in simple language why they like or dislike an event, description or character in a text.
2. respond imaginatively and intelligibly through creating simple role-plays and simple poems.

## 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>No learning standard</i> This learning standard has been covered in Year 1, Year 2 and Year 3
	Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation	5.1.2 <i>No learning standard</i> This learning standard has been covered in Year 1, Year 2 and Year 3
5.2 Express personal responses to literary texts	Identify, analyse and respond to elements in texts	5.2.1 Explain in simple language why they like or dislike an event, description or character 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 role-plays and simple poems  Other imaginative responses as appropriate

# **SYLLABUS**

## Primary Year 5

## Primary Year 5 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 5. It explains how Year 5 content is organised, the place of thinking skills in Year 5, and helping pupils to read and improve their pronunciation. It also sets out text types suitable for pupils in Year 5.

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

### 3. Contemporary Children's Literature

The Contemporary Children's Literature (CCL) component is taught during the Language Arts lessons to expose pupils to different literary genres such as poems, short stories and graphic novels.

Teachers are to explore texts of these genres to create fun-filled and meaningful activities so that pupils will benefit from the learning experience and gain exposure to the aesthetic use of the language. The values that MOE Malaysia wish the teachers to impart to their pupils predominantly appear in the CCL texts and activities relating to them.

The CCL module provides opportunities for pupils to immerse themselves in a variety of literary works and engage them in planning, organising, producing and performing creative works. This will further stimulate pupils' imagination, interest and creativity.

### 4. Higher Order Thinking Skills (HOTS) and 21<sup>st</sup> Century Skills

Pupils have frequent opportunities to develop HOTS and 21<sup>st</sup> Century Skills as they learn English in Year 5. Lessons encourage developing 21<sup>st</sup> Century Skills by helping pupils develop aspirational characteristics stated in pupils' profiles according to the Standards-Based Curriculum and Assessment Document (DSKP), for example, by becoming thinkers and communicators.

Pupils will develop HOTS while learning English by undertaking tasks that encourage using knowledge, skills and values in thinking, applying, reflecting, problem-solving, decision-making, innovating and creating. These are skills which should be evident across English lessons.

## 5. Pronunciation

Year 5 pupils will already be able to read quite well at word and simple sentence level. In Year 5 they progress to encounter a variety of text types which are usually 70 words in length or longer. 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 lots of exceptions. Examples from the Year 5 words list are the different pronunciations of the bold letter groups in the words: **change/earache**; **horse/world**; **brave/café**; **kick/kind**. Pupils will continue to need help to read words which do not follow the sound letter patterns which they have learned up to now.

## 6. Year 5 Content and Learning Standards and Progress through the CEFR

The learning standards for Year 5 indicate what language skills pupils develop when they learn new structures, language functions, and vocabulary, and recycle<sup>1</sup> language from Years 1–4.

During Years 1–4, learning is mainly focused on the A1 level of the Common European Framework of Reference (CEFR), and the Content and Learning Standards reflect that. By the end of Year 5, most pupils should reach A2 Low level of the CEFR in the Content and Learning Standards for Year 5 for Listening, Speaking, Reading, Writing and Language Arts. The content and learning standards for Year 5 are listed in full in the curriculum framework documentation.

## 7. 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 appropriate to pupils in Year 5 covering A1 High to A2 Low. Some additional text types have been added for this year as a result of pupils reaching an A2 level within the CEFR. When designing or choosing Year 5 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 familiar and should include support for pupils, for example pictures or titles to support understanding.

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<sup>1</sup> 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.

**8. Suggested Text Types:**

Articles	Greetings	Raps
Blogs	Instructions	Poems
Chants	Interviews	Questionnaires
Charts	Labels	Quizzes <sup>2</sup>
Crosswords	Lists	Short forms
Descriptions	Maps	Songs
Dialogues	Postcards	Stories
Emails	Posters	

These text types will often be supported by visuals and would usually be 70 words in length or longer. Other text types which suit pupils' needs or interests, for example suitable websites or encyclopaedia entries, are of course, possible.

**9. Grammar and Language Functions**

Pupils encounter grammar and language functions all the time as they learn English. The aim of learning English in Year 5 is to build on a successful introduction to A1 level grammar and functions in Years 1–4. In these years meaning and enjoyment helped pupils to build positive attitudes and confidence with learning English. Mistakes with grammar are part of the process of learning and are natural and inevitable. At the early stages of learning language, positive attitudes, enjoyment and confidence for young children are to be encouraged more than grammatical accuracy or awareness of a grammatical rule.

<sup>1</sup> 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.

<sup>2</sup> 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 5 textbook.

In Year 4 pupils focused more explicitly on grammar and started to become aware of the underlying conventions of language use. They began to understand that some words share grammar properties, for example, most nouns require /s/ or /z/ to be added when they are in the plural.

This growing awareness of grammar should continue in Year 5. Pupils should now be conceptually ready to understand grammar concepts and these concepts can help their learning. For example, pupils will have heard words like *past* and *present*, *verb*, *adjective*, *singular* and *plural* etc. At this point, it is probably useful to extend pupils' knowledge of English words which are used to describe grammar and language, e.g. *comparative adjective*, *pronoun*, *past simple*. Grammar should be taught in a meaningful context and not in isolation. This should be done through example, practice, correction and use, not long descriptions of grammar points.

Year 5 teachers may also wish to refer to Appendix 1 at the back of this syllabus which lists the structures and functions which were introduced in Year 4. Additionally, they can refer to syllabi from Years 1–3 for structures and functions taught in previous years.

### 10. Year 5 Grammar and Language Functions

The following is a list of grammar and language functions that are suitable for Year 5. The Student's Book contents page includes more detail about the grammar areas (in the 'Language Focus' sections) and language functions listed below. The list below also highlights recycled grammar from Year 4.

#### Year 5 Grammar

1. Adjectives: a range of comparative and superlatives forms
2. Adverbs: sequencing, e.g. *First*, *..Next .. After that*
3. Object pronouns, e.g. *him; her; them*
4. Conjunctions, e.g. *and; or; but; so*
5. *Can* for ability
6. Imperatives, e.g. ***Eat healthy food; Don't go to bed late***
7. *Will* and *won't* for predictions
8. *Also*
9. Time expressions, e.g. *the weekend; the summer*
10. *Can* for permission
11. Questions words and phrases, e.g. *What time; How often*
12. *Will* for promises
13. Adverbs of frequency, e.g. *sometimes; usually*

**Recycle and consolidate (grammar from Year 4)**

1. Possessive adjectives, e.g. *my dog*; *your friend*; *our house*
2. *much/many* with countable and uncountable nouns
3. Past simple regular and irregular forms, e.g. *played*; *watched*; *did*; *came*; *went*
4. *Be going to* for future plans
5. Prepositions of place, e.g. *under*; *in*; *on*
6. Verb + *ing*, e.g. *I like dancing*.
7. *There is* and *there are*
8. Present continuous for ongoing actions, e.g. *The students are studying*.
9. Conjunction *because*

**Year 5 Language Main Functions**

1. Ask about and describe future plans
2. Request, give and refuse permission
3. Describe people, places and objects
4. Express location and position
5. Order food
6. Give examples
7. Make comparisons
8. Express likes and dislikes
9. Give advice and make suggestions
10. Express ability
11. Keep interaction going in short exchanges by asking suitable questions
12. Make and respond to simple offers and invitations
13. Narrate short basic stories and events

## 11. Vocabulary

The Year 5 syllabus indicates the vocabulary to be covered and learned in Year 5. The wordlists are organised by category and alphabetically.

Year 5 wordlist is based on common words used by A1 and A2 language learners and collected by the Cambridge English Corpus<sup>3</sup>. The Year 5 wordlist may be modified in the light of an assigned textbook, i.e. there may be additional words available in the textbook. Many of these words that are introduced in the textbook will be recycled across Year 5 lessons. Lessons in the Scheme of Work may also suggest additional vocabulary if necessary. Teachers can prioritise 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 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 Year 1–5 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 1–4 in their new vocabulary for Year 5.

Learning to spell words with 100% accuracy is not required, as complete accuracy in spelling is above early A2 targets in the CEFR. However increasing accuracy of spelling, especially of high frequency words, should be encouraged.

Year 5 teachers may also wish to refer to the alphabetic wordlist in Appendix 2 at the back of this syllabus. This wordlist gives the words which were introduced in Year 4. For wordlists for previous years, see the Year 4 syllabus.

Another useful tool for checking the suggested 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. The EVP begins with words at A1 of the CEFR. Teachers will have to use their judgment of CEFR classifications of words as how words are used may vary from place to place or according to the age of users. 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 the UK.

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<sup>3</sup> 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).

## 12. Year 5 Core Vocabulary

### Year 5 Vocabulary by category

Adjectives	Home	Weather
Animals	Instructions	Work
Body	Materials	World around us
Classroom objects	Numbers	
Colours	Places and directions	<b>Other</b>
Clothes	School	Eid
Family and friends	Sports and leisure	festival
Fixed phrases	Toys	Hajj
Free time	Time	New Year
Food and drink	Transport	
Health	Verbs	

**Year 5 vocabulary in Alphabetical order**

a few <i>det</i>	century <i>n</i>	entrance <i>n</i>
a little <i>adv + det</i>	chase <i>v</i>	envelope <i>n</i>
a.m. (for time)	chat <i>v</i>	everywhere <i>adv</i>
accident <i>n</i>	chess <i>n</i>	excited <i>adj</i>
across <i>prep</i>	chopsticks <i>n</i>	expensive <i>adj</i>
adventure <i>n</i>	comb <i>n + v</i>	factory <i>n</i>
after <i>adv + conj</i>	comfortable	fall (UK autumn) <i>n</i>
ago <i>adv</i>	competition <i>n</i>	far <i>adj + adv</i>
alone <i>adj</i>	cooker <i>n</i>	February <i>n</i>
also <i>adv</i>	corner <i>n</i>	fill in <i>v</i>
anyone <i>pron</i>	costume <i>n</i>	find out <i>v</i>
anything <i>pron</i>	cotton <i>n + adj</i>	finish <i>v</i>
April <i>n</i>	crown <i>n</i>	fire <i>n</i>
as ... as <i>adv</i>	cushion <i>n</i>	flour <i>n</i>
at the moment <i>adv</i>	cut <i>v</i>	fog <i>n</i>
August <i>n</i>	cycle <i>v</i>	foggy <i>adj</i>
autumn (US fall) <i>n</i>	dance <i>n</i>	for <i>prep of time</i>

away <i>adv</i>	dark <i>adj</i>	fork <i>n</i>
basement <i>n</i>	dear (as in <i>Dear Harry</i> ) <i>adj</i>	freeze <i>v</i>
before <i>adv + conj</i>	December <i>n</i>	fridge <i>n</i>
begin <i>v</i>	deep <i>adj</i>	friendly <i>adj</i>
bicycle <i>n</i>	delicious <i>adj</i>	frightening <i>adj</i>
biscuit (US cookie) <i>n</i>	diary <i>n</i>	full <i>adj</i>
blanket <i>n</i>	dictionary <i>n</i>	furry <i>adj</i>
blond(e) <i>adj</i>	diet <i>n + v</i>	gate <i>n</i>
bored <i>adj</i>	drum <i>n</i>	get dressed <i>v</i>
bracelet <i>n</i>	dry <i>v</i>	get undressed <i>v</i>
broken <i>adj</i>	during <i>prep</i>	glass <i>adj</i>
brush <i>n + v</i>	eagle <i>n</i>	glove <i>n</i>
butter <i>n</i>	early <i>adj + adv</i>	glue <i>n + v</i>
by myself <i>adv</i>	east <i>n</i>	Go away! <i>excl</i>
by yourself <i>adv</i>	else <i>adv</i>	gold <i>adj + n</i>
calendar <i>n</i>	empty <i>adj</i>	golf <i>n</i>
camp <i>v</i>	empty <i>v</i>	half <i>adj + n</i>
card <i>n</i>	enormous <i>adj</i>	hate <i>v</i>

castle <i>n</i>	enough <i>adj + pron</i>	heavy <i>adj</i>
cave <i>n</i>	November <i>n</i>	high <i>adj</i>
honey <i>n</i>	nowhere <i>adv</i>	snowboarding <i>n</i>
horrible <i>adj</i>	October <i>n</i>	snowman <i>n</i>
hotel <i>n</i>	of course <i>adv</i>	soap <i>n</i>
hurry <i>v</i>	olives <i>n</i>	soft <i>adj</i>
husband <i>n</i>	oven <i>n</i>	somewhere <i>adv</i>
ice skates <i>n</i>	p.m. (for time) <i>n</i>	sore <i>adj</i>
illness <i>n</i>	pancake <i>n</i>	south <i>n</i>
improve <i>v</i>	path <i>n</i>	space <i>n</i>
In a minute! <i>excl</i>	pepper <i>n</i>	spaceship <i>n</i>
insect <i>n</i>	perhaps <i>adv</i>	spoon <i>n</i>
instead <i>adv</i>	piece <i>n</i>	spring <i>n</i>
interested <i>adj</i>	pizza <i>n</i>	stamp <i>n</i>
interesting <i>adj</i>	planet <i>n</i>	step <i>n</i>
invitation <i>n</i>	pleased <i>adj</i>	still <i>adv</i>
jam <i>n</i>	pocket <i>n</i>	stone <i>n</i>
January <i>n</i>	poor <i>adj</i>	storm <i>n</i>

July <i>n</i>	pop music <i>n</i>	straight on <i>adv</i>
June <i>n</i>	popular <i>adj</i>	stripe <i>n</i>
key <i>n</i>	post office <i>n</i>	striped <i>adj</i>
kilometre <i>n</i>	post <i>v</i>	such <i>det</i>
king <i>n</i>	postcard <i>n</i>	suddenly <i>adv</i>
knife <i>n</i>	prize <i>n</i>	sugar <i>n</i>
late <i>adj + adv</i>	problem <i>n</i>	summer <i>n</i>
later <i>adv</i>	programme <i>n</i>	sunglasses <i>n</i>
lazy <i>adj</i>	pull <i>v</i>	surname <i>n</i>
letter (as in mail) <i>n</i>	push <i>v</i>	swan <i>n</i>
lift (ride) <i>n</i>	puzzle <i>n</i>	swing <i>n + v</i>
lift <i>v</i>	pyjamas <i>n</i>	taxi <i>n</i>
look after <i>v</i>	pyramid <i>n</i>	team <i>n</i>
lovely <i>adj</i>	quarter <i>n</i>	telephone <i>n</i>
low <i>adj</i>	queen <i>n</i>	tent <i>n</i>
lucky <i>adj</i>	racing (car; bike) <i>adj</i>	tidy <i>v</i>
magazine <i>n</i>	railway <i>n</i>	time <i>n</i>
March <i>n</i>	Ramadhan <i>n</i>	timetable <i>n</i>

married <i>adj</i>	ready <i>adj</i>	toothbrush <i>n</i>
match (football) <i>n</i>	restaurant <i>n</i>	toothpaste <i>n</i>
material <i>n</i>	rich <i>adj</i>	torch (US flashlight) <i>n</i>
May <i>n</i>	rocket <i>n</i>	tortoise <i>n</i>
meal <i>n</i>	rucksack <i>n</i>	tour <i>n</i>
meet <i>v</i>	sailing <i>n</i>	tractor <i>n</i>
member <i>n</i>	salt <i>n</i>	tune <i>n</i>
menu <i>n</i>	scissors <i>n</i>	umbrella <i>n</i>
midday <i>n</i>	score <i>n</i>	unhappy <i>adj</i>
midnight <i>n</i>	season <i>n</i>	uniform <i>n</i>
minute <i>n</i>	secret <i>n</i>	unkind <i>adj</i>
mix <i>v</i>	sell <i>v</i>	untidy <i>adj</i>
money <i>n</i>	September <i>n</i>	usually <i>adv</i>
month <i>n</i>	shall <i>v</i>	violin <i>n</i>
museum <i>n</i>	shampoo <i>n</i>	visit <i>v</i>
necklace <i>n</i>	should <i>v</i>	volleyball <i>n</i>
neighbour <i>n</i>	silver <i>adj + n</i>	wash up <i>v</i>
nest <i>n</i>	snack <i>n</i>	way <i>n</i>

next *adj + adv*

noisy *adj*

no-one *pron*

whisper *v*

whistle *v*

who *pron*

wife *n*

wild *adj*

snowball *n*

snowboard *n*

wing *n*

winner *n*

winter *n*

wonderful *adj*

x-ray *n*

west *n*

where *pron*

which *pron*

yoghurt *n*

you're welcome *excl*

**287 words**

## Appendix 1: Year 4 Grammar and Language Functions

Below is an overview of grammar and language functions covered in Year 4. Years 4–6 constitute Primary Level 2, whereas Years 1–3 form Primary Level 1. For Years 1–3, please see the syllabus for Year 4.

### Grammar Year 4

1. Adjectives: possessive adjectives and comparison of short, irregular and multi-syllable adjectives
2. Adverbs, of manner e.g. *loudly, carefully,*
3. Be going to
4. Conjunction *because*
5. Could (past form of can)
6. *much/many* with countable and uncountable nouns
7. Prepositions: *after by, down, opposite, out, up, upstairs, downstairs etc.*
8. Past simple regular and irregular forms
9. Possessives: use of 's and s'
10. Pronouns: *demonstrative, possessive,*
11. Question words: *whose, why*
12. *Some/any* with countable and uncountable nouns
13. *There is* and *there are*
14. Verb + infinitive, e.g. *want, ask*
15. Verb + ing e.g. *like, love, enjoy*
16. What is/was .... like?
17. Go for a + Noun

### Language Main Functions Year 4

1. Ask about, make and respond to simple predictions
2. Ask about and express and express for simple opinions, for example on a story and give reasons
3. Contrast routine actions and actions happening at the time of speaking, e.g. *I usually wear black shoes for school, but today I am wearing white ones.*
4. Co-ordinate sentences and start to use simple subordination, e.g. *When it rains, I take my umbrella.*

## Appendix 2: Years 1–4 alphabetical wordlist combined

Underlined words are from the Year 4 syllabus, words in bold are from Year 3, words in italics are from Year 2 and words in normal font are from Year 1.

<b>a lot adv + pron</b>	<u>bat n</u>	brother
<b>a lot of det</b>	<b>bath n</b>	brown
<b>about prep</b>	<i>bathroom</i>	<u>build v</u>
<u>above prep</u>	<i>batteries</i>	<u>building n</u>
<b>add v</b>	<u>be called v</u>	<b>burger n</b>
<u>address n</u>	<b>beach n</b>	<b>bus n</b>
<u>afraid adj</u>	<b>bean n</b>	<u>bus station n</u>
<u>after prep</u>	<b>bear n</b>	<u>bus stop n</u>
<b>afternoon n</b>	<u>beard n</u>	<i>busy</i>
<b>again adv</b>	beautiful	<b>but conj</b>
<u>age n</u>	<u>because conj</u>	butterfly
<b>alien n</b>	<b>bed n</b>	<u>buy v</u>
<u>all adj + adv + det + pron</u>	<i>bedroom</i>	<u>by prep</u>
<u>all right adj + adv</u>	<b>bedroom n</b>	Bye!
<u>along prep</u>	<u>before prep</u>	<u>café n</u>

<b>alphabet</b> <i>n</i>	<b>behind</b> <i>prep</i>	<u>cage</u> <i>n</i>
<b>always</b> <i>adv</i>	<u>below</u> <i>prep</i>	cake
amazing	<u>best</u> <i>adj + adv</i>	<u>call</u> <i>v</i>
<b>and</b> <i>conj</i>	<u>better</u> <i>adj + adv</i>	camel
<b>angry</b> <i>adj</i>	<b>between</b> <i>prep</i>	<b>camera</b> <i>n</i>
animal	big	cap
<u>another</u> <i>det + pron</i>	bike	<b>cap</b>
<b>answer</b> <i>n + v</i>	bird	car
<u>any</u> <i>det + pron</i>	<b>birthday</b> <i>n</i>	<u>car park</u> <i>n</i>
<u>app</u> <i>n</i>	blue	<u>careful</u> <i>adj</i>
apple	<b>board</b> <i>n</i>	<u>carefully</u> <i>adv</i>
arm	boat	carrot
<b>armchair</b> <i>n</i>	<b>body</b> <i>n</i>	<u>carry</u> <i>v</i>
<u>around</u> <i>prep</i>	bones	cat
<b>ask</b> <i>v</i>	book	catch (a ball, a fish)
<u>asleep</u> <i>adj</i>	<b>bookcase</b> <i>n</i>	<b>catch (e.g. a ball)</b> <i>v</i>
<b>at</b> <i>prep of place</i>	<b>bookshop</b> <i>n</i>	<u>catch (e.g. a bus)</u> <i>v</i>
<u>at</u> <i>prep of time</i>	<b>boots</b> <i>n</i>	caterpillar

aunt *n*awake *adj***baby** *n*back *adj + adv + n*bad *adj*badly *adv**badminton*

bag

*bagpipes*balcony *n*

ball

balloon

banana

**baseball** *n***basketball** *n***bat (sport equipment)** *n*boring *adj*both *det + pron*bottle *n*bottom *adj + n***bounce** *v*bowl *n***box** *n***boy** *n*brave *adj***bread** *n*break *n***breakfast** *n*brilliant *adj*Brilliant! *exc!*bring *v*

broccoli

CD *n**cellar*centre *n***chair** *n*change *v*

cheese

*cheetah*

chicken

**child/children** *n***chips (US fries)** *n***chocolate** *n***choose** *v***Christian** *n + adj***church** *n*cinema *n*

circle

<u>circus</u> <i>n</i>	day	<u>everything</u> <i>pron</i>
<u>city</u> <i>n</i>	<b>day</b> <i>n</i>	<b>example</b> <i>n</i>
<u>city/town centre</u> <i>n</i>	<u>dentist</u> <i>n</i>	<u>exciting</u> <i>adj</i>
<b>clap</b> <i>v</i>	<i>desert</i>	<u>excuse me</u> <i>convention</i>
<b>class</b> <i>n</i>	desk	<b>eye</b> <i>n</i>
<b>classmate</b> <i>n</i>	diamond	<b>face</b> <i>n</i>
<b>classroom</b> <i>n</i>	<u>difference</u> <i>n</i>	<u>fair</u> <i>adj</i>
<i>clean</i>	<u>different</u> <i>adj</i>	<u>fall</u> <i>v</i>
clever	<u>difficult</u> <i>adj</i>	<b>family</b> <i>n</i>
<u>climb</u> <i>v</i>	<i>dining room</i>	<i>famous</i>
<b>clock</b> <i>n</i>	<b>dinner</b> <i>n</i>	<b>fantastic</b> <i>adj</i>
close (your book)	<b>dirty</b> <i>adj</i>	<b>Fantastic!</b> <i>excl</i>
<b>close</b> <i>v</i>	<b>do</b> <i>v</i>	<u>farm</u> <i>n</i>
<b>closed</b> <i>adj</i>	<u>doctor</u> <i>n</i>	<u>farmer</u> <i>n</i>
<b>clothes</b> <i>n</i>	dog	<i>fast</i>
<u>cloud</u> <i>n</i>	doll	fat
<i>cloudy</i>	<u>dolphin</u> <i>n</i>	<b>father</b> <i>n</i>
<u>clown</u> <i>n</i>	<b>don't worry</b> <i>excl</i>	favourite

coat *n*

coconut(s)

coffee *n**cold***colour (US color)** *n + v*

come back

come on! *excl*comic book *n*comic *n***complete** *v*

computer game

cook *n*cook *v*

cool

*coral*

corn

**correct** *adj**cotton***donkey** *n***door** *n***double** *adj*down *adv + prep*downstairs *adv + n***draw** *v***drawing** *n*dream *n + v***dress** *n*dress up *v***drink** *n + v*drive *n***drive** *v*driver *n*drop *v*dry *adj + v*

duck

DVD *n*feed *v**feel*field *n*

fifteen

**fifty** *n*film *n + v*film star *n*

find

fine

fine *adj + excl**finger*first *adj + adv*

fish

fish *v***fishing** *n**fit*

five

fix *v*

cough *n*

could (past of can) *v*

**count** *v*

*country*

countryside *n*

**cousin** *n*

*cow*

*crawl*

**crayon** *n*

crocodile

**cross** *n + v*

cry *v*

cup *n*

**cupboard** *n*

curly *adj*

**dad** *n*

dance

dangerous *adj*

**ear** *n*

earache *n*

easy *adj*

*eat*

e-book *n*

**egg** *n*

eight

eighteen

**eighty** *n*

elephant

eleven

email *n + v*

**end** *n*

**English** *adj + n*

**enjoy** *v*

etc. *n*

**evening** *n*

every *det*

**flat (US apartment)** *n*

floor (e.g. ground, 1<sup>st</sup>) *n*

**floor** *n*

**flower** *n*

*fly*

**food** *n*

*foot*

**foot/feet** *n*

*football*

**for** *prep*

*forest*

**forty** *n*

four

fourteen

*Friday*

**friend** *n*

**fries (UK chips)** *n*

frightened *adj*

<u>daughter</u> <i>n</i>	<u>everyone</u> <i>pron</i>	frog
<b>from</b> <i>prep</i>	<b>have</b> <i>v</i>	<u>inside</u> <i>adv + n + prep</i>
fruit	he	<u>internet</u> <i>n</i>
<i>full</i>	<i>head</i>	<u>into</u> <i>prep</i>
<i>fun</i>	<u>headache</u> <i>n</i>	<u>invite</u> <i>v</i>
<u>funfair</u> <i>n</i>	healthy	<u>island</u> <i>n</i>
<i>funny</i>	<b>helicopter</b> <i>n</i>	it
<b>game</b> <i>n</i>	<i>helmet</i>	<u>its</u> <i>pron</i>
<i>garden</i>	<u>help</u> <i>v</i>	<i>jacket</i>
<i>get</i>	<b>help</b> <i>v</i>	<i>jeans</i>
<u>get off</u> <i>v</i>	her	<i>jellyfish</i>
<u>get on</u> <i>v</i>	<b>her</b> <i>poss adj</i>	juice
<u>get up</u> <i>v</i>	<b>here</b> <i>adv</i>	<i>jump</i>
giraffe	here's	<i>jungle</i>
<b>girl</b> <i>n</i>	<u>hers</u> <i>pron</i>	<i>kangaroo</i>
<b>give</b> <i>v</i>	<b>Hi!</b> <i>excl</i>	<i>keep</i>
<u>glass</u> <i>n</i>	<u>hide</u> <i>v</i>	<b>keyboard (computer)</b> <i>n</i>
<b>glasses</b> <i>n</i>	<i>high</i>	<u>kick</u> <i>n</i>

go	<i>hill</i>	<b>kick v</b>
<u>go shopping v</u>	<b>him pron</b>	<b>kid n</b>
<b>go to bed v</b>	<b>Hindu n + adj</b>	<u>kind n</u>
<b>go to sleep v</b>	<b>hippo n</b>	<i>kitchen</i>
<b>go v</b>	his	kite
<u>goal n</u>	<u>his pron</u>	<u>kitten n</u>
<i>goat</i>	<b>hit v</b>	<b>kiwi n</b>
go-kart	<b>hobby n</b>	<i>knee</i>
<i>good</i>	<b>hockey n</b>	<i>know</i>
<b>goodbye excl</b>	<b>hold v</b>	<b>know v</b>
<u>granddaughter n</u>	<u>holiday n</u>	<i>koala</i>
<b>grandfather n</b>	<b>home n + adv</b>	<i>ladybird</i>
<b>grandma n</b>	<u>homework n</u>	<i>lake</i>
<b>grandmother n</b>	<b>Hooray! excl</b>	<b>lamp n</b>
<b>grandpa n</b>	<u>hop v</u>	<u>laptop n</u>
<u>grandparent n</u>	<b>horse n</b>	<u>last adj + adv</u>
<u>grandson n</u>	<u>hospital n</u>	<u>laugh n + v</u>
<b>grape n</b>	hot	leaf/leaves

grass	hot dog	<b>learn v</b>
great	hour	<i>leather</i>
green	<b>house n</b>	<b>left n</b>
green bean	how	<i>leg</i>
grey	<u>how adv</u>	<b>lemon n</b>
<b>grey adj</b>	<b>how many int</b>	<b>lemonade n</b>
ground	<b>how often adv + int</b>	<b>lesson n</b>
grow	<u>huge adj</u>	<b>let's v</b>
<u>grown-up n</u>	<i>human</i>	<b>letter (as in alphabet) n</b>
guess	<u>hundred n</u>	<u>library n</u>
<b>guitar n</b>	<b>hundred n</b>	<u>lift (US elevator) n</u>
<i>habitat</i>	hungry	<b>like prep + v</b>
<b>hair n</b>	<u>hurt v</u>	<b>lime n</b>
<i>hall</i>	I	<b>line n</b>
<i>hand</i>	<b>ice cream n</b>	<u>lion n</u>
<b>handbag n</b>	<u>ice n</u>	listen
<b>happy adj</b>	<u>ice skating n</u>	<u>little adj</u>
<i>hat</i>	<u>idea n</u>	<i>live</i>

<i>have (fun)</i>	<i>ill <u>adj</u></i>	<i>living room</i>
<i><u>have (got) to v</u></i>	<b><i>in front of prep</i></b>	<i>lizard</i>
<i>log</i>	<i>mud</i>	<i><u>pair n</u></i>
<i>long</i>	<i>mum</i>	<i><u>panda n</u></i>
<i>look at</i>	<i>mushroom</i>	<b><i>paper adj + n</i></b>
<i>look for</i>	<i>music</i>	<i>parallelogram</i>
<b><i>look v</i></b>	<b><i>Muslim n + adj</i></b>	<b><i>pardon int</i></b>
<b><i>lorry n</i></b>	<i>my</i>	<i><u>parent n</u></i>
<i><u>lose v</u></i>	<i><u>naughty adj</u></i>	<i>park</i>
<b><i>lots adv + pron</i></b>	<i><u>near adv + prep</u></i>	<i>parrot</i>
<b><i>lots of det</i></b>	<i><u>neck n</u></i>	<b><i>part n</i></b>
<i><u>loud adj</u></i>	<i><u>need v</u></i>	<i><u>party n</u></i>
<i><u>loudly adv</u></i>	<i><u>net n</u></i>	<i>pass</i>
<b><i>love v</i></b>	<b><i>never adv</i></b>	<i><u>pasta n</u></i>
<i>lunch</i>	<i>new</i>	<i>pea</i>
<i><u>lunch n</u></i>	<b><i>next to prep</i></b>	<i>peach</i>
<i><u>machine n</u></i>	<i>nice</i>	<i>pear</i>
<i>make a sandcastle</i>	<b><i>night n</i></b>	<i>pen</i>

**man/men** *n***mango** *n***many** *det**map*market *n***mat** *n*matter *n**Maybe***me** *pron***me too** *dis*mean *v***meat** *n***meatballs** *n*message *n***milk** *n*milkshake *n*mine *pron***mirror** *n*

nine

nineteen

**ninety***No problem*noise *n*noodles *n***nose** *n***not** *adv*

notebook

nothing *pron***now** *adv***number** *n*nurse *n*o'clock *adv**ocean***of** *prep*off *adv + prep***often** *adv*

pencil

pencil case

*penguin*

pepper

*perfect***person/people** *n***pet** *n***phone** *n + v**photo***pick up** *v*picnic *n**picture***pie** *n*

pineapple

pink

pirate *n*

pizza

place *n*

<b>Miss title</b>	<b>oh dear excl</b>	plane
<u>mistake n</u>	<b>oh dis</b>	<u>plant n + v</u>
<u>model (toy) n</u>	old	<u>plate n</u>
Monday	<u>on adv + prep of time</u>	play
<b>monkey n</b>	one	<u>player n</u>
monster	onion(s)	<b>playground n</b>
<u>moon n</u>	<u>only adv</u>	please
<u>more adv + det + pron</u>	open	<b>point v</b>
<b>morning n</b>	<u>opposite prep</u>	polar bear
<b>mosque n</b>	<b>or conj</b>	polar region
<u>most adv + det + pron</u>	orange	<u>pool n</u>
<b>mother n</b>	orange	<u>pop star n</u>
<b>motorbike n</b>	orange juice	<b>poster n</b>
mountain	<b>our poss adj</b>	potato
<b>mouse (computer) n</b>	<u>ours pron</u>	<u>practice n</u>
<b>mouse/mice n</b>	<u>out adv</u>	<u>practise v</u>
<u>moustache n</u>	<u>out of prep</u>	<b>pray v</b>
<b>mouth n</b>	outside	<b>prayer n</b>

move v**Mr title****Mrs title**puppy n

purple

put

put away

put on v**question n**quick adjquickly advquiet adjquietly advrabbit n

race

race

**radio n**rain n + v**page n***paint***painting n****school n**score v*sea*seat nsecond adj + adv*See you*send v**sentence n**

seven

seventeen

**seventy**shape n

shark

sheep

*shell*present npretty adj*problem**socks***sofa n****some det**someone pronsomething pron**sometimes adv**son n**song n**

Sorry

soup n*Spanish*

speak

**spell v**

spend

spider

rainbow *n**raining*

rat

read

**really** *adv*

rectangle

red

**rice** *n**ride*ride *n***right (as in correct)** *adj***right (direction)** *n***right** *dis*river *n*road *n*

robot

*rock*roller skates *n***ship** *n**shoe***shop** *n*shop *v*shopping centre *n*shopping *n*

short

*shorts*shoulder *n*shout *v***show** *v*shower *n*sick *adj*

silly

sing

sister

sit

six

**sport** *n*sports centre *n*

square

*stairs***stand** *v*star *n***start** *v*station *n*

steak

stomach *n*stomach-ache *n*

stop

**story** *n***straight (on)** *adv*straight *adj*

strawberry

**street** *n**strong*

roller skating *n*roof *n***room** *n*round *adj + adv + prep*

rubber

**rug** *n*

ruler

run

**sad** *adj*safe *adj*sail *n + v*salad *n*

same

sand

sandcastle

sandwich

Saturday

sauce *n*

sixteen

**sixty** *n*skate *n + v***skateboard** *n***skateboarding** *n*

skeleton

skip

skirt

sky *n*

sleep

slow *adj*slowly *adv*

small

**smile** *n + v*snail *n*

snake

snorkel

snow

**sun** *n*

Sunday

sunny

super

supermarket *n*

sure

surprised *adj*

sweater

sweet

sweet *adj*swim *n***swim** *v*

swimming

swimming pool *n*swimsuit *n***table** *n***table tennis** *n***tablet** *n*

sausage	<u>snow</u> <i>n + v</i>	<b>tail</b> <i>n</i>
<b>say</b> <i>v</i>	<i>snowing</i>	<i>take</i>
<u>scarf</u> <i>n</i>	<b>so</b> <i>dis</i>	<u>take off</u> <i>v</i>
<b>scary</b> <i>adj</i>	<b>soccer (UK football)</b> <i>n</i>	take out
<u>take</u> <i>v</i>	<u>tooth/teeth</u> <i>n</i>	<u>website</u> <i>n</i>
<b>talk</b> <i>v</i>	<u>toothache</u> <i>n</i>	<i>Wednesday</i>
tall	<i>top</i>	<i>week</i>
<u>tall</u> <i>adj</i>	touch	<u>weekend</u> <i>n</i>
tangram	<u>towel</u> <i>n</i>	<u>well</u> <i>adj + adv</i>
<u>tea</u> <i>n</i>	<u>town</u> <i>n</i>	<b>well</b> <i>dis</i>
<u>teach</u> <i>v</i>	<b>toy</b> <i>n</i>	<i>well done</i>
<b>teacher</b> <i>n</i>	train	<u>wet</u> <i>adj</i>
<b>teddy (bear)</b> <i>n</i>	<i>trainers</i>	<i>whale</i>
<b>television/TV</b> <i>n</i>	<u>travel</u> <i>v</i>	what
tell me	<u>treasure</u> <i>n</i>	<u>when</u> <i>adv + conj + int</i>
<u>temperature</u> <i>n</i>	trees	where
<b>temple</b> <i>n + adj</i>	triangle	<b>which</b> <i>int</i>
ten	<u>trip</u> <i>n</i>	<b>white</b> <i>adj</i>

*tennis***tennis racket** *n*terrible *adj*text *n + v***than** *conj + prep*

thank you

**thanks** *dis***that** *det + pron***the** *det***their** *poss adj*theirs *pron***them** *pron*then *adv***then** *dis***there** *adv*

there is/are

these *det + pron***they** *pron**trip over**trousers***try** *n + v**T-shirt**Tuesday*

turn

**TV/television** *n*

twelve

twenty

two

ugly

uncle *n up adv + prep***under** *prep***understand** *v us pron*undressed *v*

unhealthy

upstairs *adv + n*

vegetable

**who** *int*whose *int*why *int*wind *n***window** *n*windy *adj**wings***with** *prep***woman/women** *n**wool**woollen***word** *n*work *n + v*world *n*worse *adj + adv*worst *adj + adv***would like** *v*would *v*

<u>thin</u> <i>adj</i>	<i>very</i>	<b>wow!</b> <i>excl</i>
<b>thing</b> <i>n</i>	<u>video</u> <i>n + v</i>	<i>write</i>
<i>think</i>	<u>wait</u> <i>v</i>	<u>wrong</u> <i>adj</i>
<u>third</u> <i>adj + adv</i>	<u>wake (up)</u> <i>v</i>	<b>year</b> <i>n</i>
<u>thirsty</u> <i>adj</i>	<u>walk</u> <i>n</i>	<i>yellow</i>
<i>thirteen</i>	<i>walk up</i>	<b>yellow</b> <i>adj</i>
<b>thirty</b>	<b>wall</b> <i>n</i>	<b>yes</b> <i>adv</i>
<i>this</i>	<i>want</i>	<b>you</b> <i>pron</i>
<u>those</u> <i>det + pron</i>	<i>warm</i>	<b>young</b> <i>adj</i>
<i>three</i>	<u>wash</u> <i>n + v</i>	<b>your</b> <i>poss adj</i>
<b>throw</b> <i>v</i>	<b>watch</b> <i>n + v</i>	<u>yours</u> <i>pron</i>
<i>Thursday</i>	<i>watch out</i>	<i>yummy</i>
<b>tick</b> <i>n + v</i>	<i>watch TV</i>	<b>zebra</b> <i>n</i>
<u>ticket</u> <i>n</i>	<b>water</b> <i>n</i>	<b>zoo</b> <i>n</i>
<i>tiger</i>	<u>water</u> <i>v</i>	
<u>tired</u> <i>adj</i>	<u>waterfall</u> <i>n</i>	<b>978 entries</b>
<b>to</b> <i>prep</i>	<b>watermelon</b> <i>n</i>	
<b>today</b> <i>adv + n</i>	<u>wave</u> <i>n</i>	

*toes*

**wave v**

*together*

**we pron**

tomato

weak adj

**tomorrow**

*wear*

**too adv**

weather n

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