

DRAF



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

DOKUMEN STANDARD KURIKULUM DAN PENTAKSIRAN

BAHASA INGGERIS SK TAHUN EMPAT

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RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip berikut:

KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan lagi 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 bagi melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools. The mastery of English is essential for pupils to gain access to information and knowledge written in English. In line with the government's policy on strengthening English, the curriculum has been designed to produce pupils who will be proficient in the language. The goal of the English language curriculum is to help pupils acquire the language in order to help them use it in their daily lives, to further their studies, and for work purposes.

English which is also the dominant language used in Information and Communications Technology (ICT) needs to be mastered to enable our pupils to have easy access to information that is available via the electronic media such as the Internet.

The English language curriculum also stresses the development of critical literacy. Teachers will provide opportunities for pupils to question critique and evaluate texts that they listen to, read or view. These opportunities are essential for achieving personal growth and confidence in functioning as an effective and productive member of our society. This is in line with the goals of the National Philosophy of Education which seeks to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS AND OBJECTIVES

AIMS

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 is appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils should be able to:

- i. communicate with peers and adults confidently and appropriately in formal and informal situations;
- ii. read and comprehend a range of English texts for information and enjoyment;
- iii. write a range of texts using appropriate language, style and form through a variety of media;
- iv. appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and
- v. use correct and appropriate rules of grammar in speech and writing.

UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

The approach adopted in the Standard-based curriculum is underpinned by the following principles:

i. **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 are introduced in order 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.

ii. **Learning is fun, meaningful and purposeful**

Lessons, which emphasise meaningful contexts and the integration of language skills, allow pupils to engage in fun-filled activities. Meaningful, contextualised as well as purposeful activities will promote the fun element in language learning.

iii. **Teaching is learner-centred**

Teaching approaches, lessons and curriculum 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 profiles so that their full potential can be realised. The Mastery Learning strategy will ensure that pupils master all learning standards in order to help them acquire the language.

iv. **Integration of salient new technologies**

ICT has become an integral and accepted part of everyday life for many people. As ICT literacy becomes a functional requirement for people's work, social, and personal lives, teachers and pupils are encouraged to use ICT to facilitate teaching and learning. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. ICT may also be a significant motivational factor in pupils' learning and can support pupils' engagement with collaborative learning

v. **Assessment**

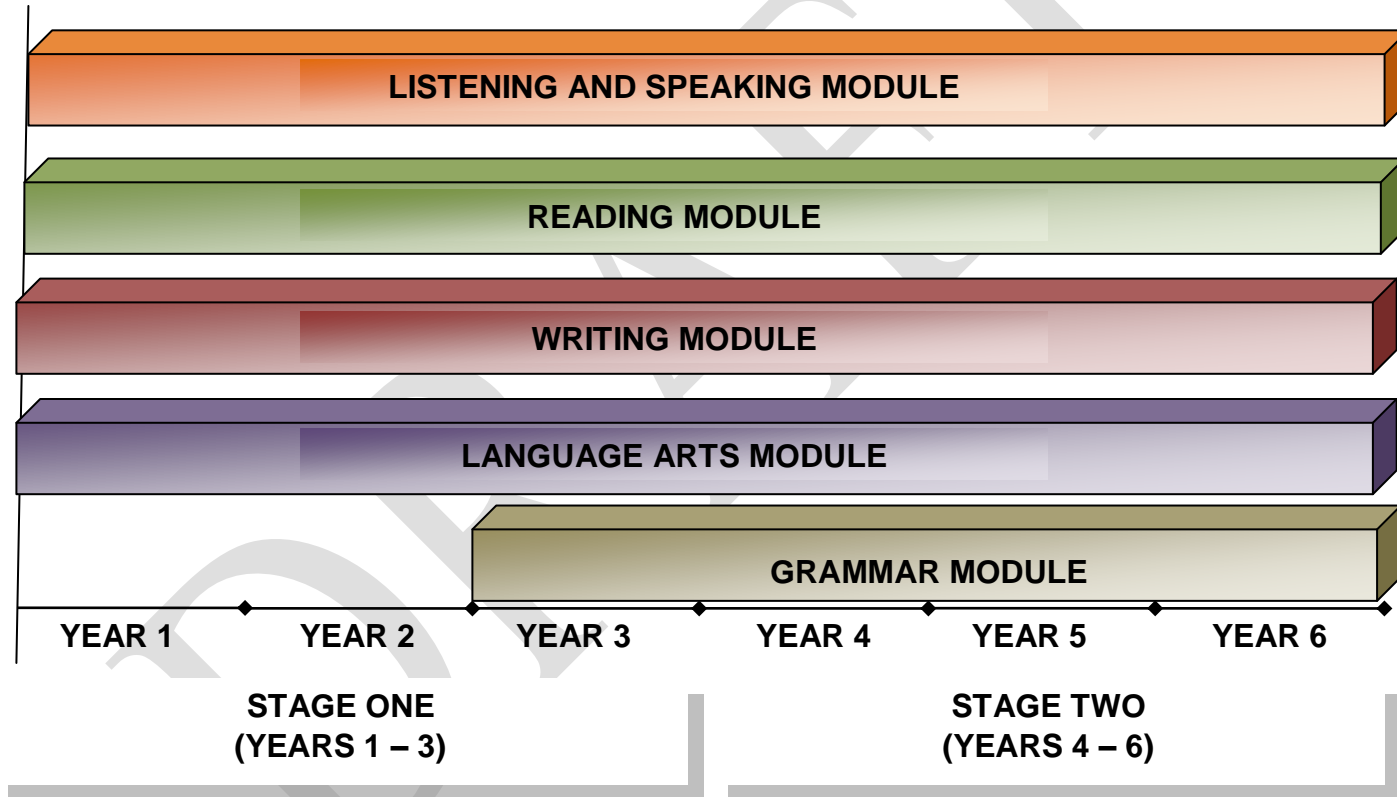
Assessment for learning is an integral part of the English language curriculum which enables teachers to assess whether pupils have acquired the learning standards taught. A range of activities can be utilised to assess pupils' performance orally or in writing. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a particular unit or term

vi. **Character-building infused**

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.

THE MODULAR CONFIGURATION

The following diagram shows the conceptual framework of the curriculum model.



The above interrelated modules contain content and learning standards that describe the knowledge, skills and understandings that pupils need to demonstrate as they progress through the different stages of schooling. Through these modules, pupils will learn how to interact with peers, listen attentively, express themselves orally, read with comprehension and write meaningfully, purposefully and with confidence.

The inclusion of the Grammar module emphasises the importance of having pupils develop a sound grasp of the language structures and grammar of Standard British English, both orally and in writing.

The inclusion of the Language Arts module allows pupils to show appreciation of and demonstrate understanding of texts read, sing songs, recite rhymes and poems as well as produce creative works for enjoyment.

CURRICULUM ORGANISATION

The Standard-Based English Language Curriculum for Malaysian National Primary Schools (SK) is designed to provide pupils with a strong foundation in the English language. Teachers should use Standard British English as a reference and model for spelling, grammar and pronunciation.

Primary education is divided into two stages:

Stage One (Level 1) - Years 1, 2 and 3

Stage Two (Level 2) - Years 4, 5 and 6.

The modules for Level 1 and Level 2 are:

| Level 1 | | Level 2 | |
|----------------|------------------------|----------------|--|
| Module One : | Listening and Speaking | Module One: | Listening and Speaking |
| Module Two : | Reading | Module Two: | Reading |
| Module Three | Writing | Module Three: | Writing |
| Module Four : | Language Arts | Module Four: | Language Arts (Contemporary Children’s Literature) |
| Module Five : | Grammar | Module Five: | Grammar |

As English is the second language for pupils in schools, it is believed to be prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils need to first develop an awareness of grammar in their first language and this is later exploited in Year 3 when English grammar is introduced. By doing so, the load and stress of learning in the early years will be reduced as the emphasis is on learning through fun and play.

A MODULAR CURRICULUM

The Standard-based English Language Curriculum is modular in structure. By organising the curriculum standards under five modules (four for Years 1 and 2), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance pupils' development of specific language skills as described in the content and learning standards in a module. This curriculum is modular in design and this is reflected in the organization of 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 curriculum. They are:

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

These are broad themes from which content topics for lessons and activities are to be drawn from to teach pupils. All language skills are to be taught through these themes which provide the context for language learning. Therefore, a balanced treatment of these themes is essential to enhance personal learning and growth which will then lead to the development of more holistic and balanced individuals.

The World of Self, Family and Friends theme 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 environment and surroundings. Topics drawn from this theme help raise pupils' awareness to the importance of self-care, care and concern for family and friends and the realisation that 'no man is an island'. Therefore, pupils need to be aware of the community and society around them. Social skills play an important role in this theme.

The World of Stories theme introduces pupils to the wonderful and magical world of stories. Stories may range from simple Malaysian folk tales to Asian folk tales, folk tales from around the region as well as tales from far-away lands. Through these stories, pupils are exposed to a wide range of vocabulary, sentence structures and aspects of creative writing. Moral values, knowledge, understanding and tolerance of other cultures and beliefs are to be imparted through the stories. Through these stories, it is hoped that pupils understand different cultural beliefs and learn to live harmoniously with others who believe and think differently.

The World of Knowledge theme encompasses general knowledge about the world and current issues which are appropriate for pupils of this level. Areas which pupils should be exposed to are general knowledge about the world around them, simple scientific and mathematical knowledge, financial literacy, environmental awareness, safety and corruption issues. Other current issues which are pertinent to pupils of this level should be included as well. Topics from this theme should enhance and increase these awareness, knowledge and understanding which are essential for daily life.

CURRICULUM CONTENT

This document lays out the English language curriculum for Year 4 - 6. The curriculum content is organised in terms of Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills, understandings and strategies that pupils need to learn. Learning Standards describe in detail the degree or quality of proficiency that pupils need to display in relation to the Content Standards for a particular year.

1.0 LISTENING AND SPEAKING

The Listening and Speaking module aims to develop pupils' ability to listen and respond to stimulus with guidance, participate in daily conversations, listen and demonstrate understanding of oral texts, and speak confidently on related topics with guidance. Pupils should be taught how to listen carefully and be encouraged to speak with the correct pronunciation, stress and intonation in various situational contexts. In addition, pupils are also encouraged to recognise, understand and use verbal and non-verbal communication.

Relationships are established through the ability to communicate. Pupils first learn to listen, then speak and share thoughts, ideas and feelings. They need to listen carefully and respond to what others say, and think about the needs of their listeners. Social conventions in listening and speaking such as turn taking, politeness and courtesy need to be observed. These are crucial especially in group discussions where viewpoints and opinions are exchanged. The use of various text types is

recommended; ranging from teacher-simulated texts to media broadcasts and authentic dialogues. So, by the end of Year 6 of primary schooling, pupils will become confident speakers who can communicate effectively, appropriately and coherently in any given context

2.0 READING

Pupils are taught reading strategies such as applying word attack skills to identify homographs and homophones, using contextual clues to get meaning of words and identify proverbs, phrasal verbs, idioms and similes. In addition, pupils are expected to apply dictionary skills to locate words to find their meanings and apply this knowledge to help them understand the meaning of words in context. Then, as pupils begin to read words, phrases and sentences from linear and non-linear texts, their reading skills should be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading, and equally, enable them to comprehend a text more effectively and efficiently so that they become avid and independent readers.

3.0 WRITING

In Level One, pupils were taught penmanship skills. From this, pupils developed their skills in the mechanics of writing where they were first taught to write letters, then words before moving on to phrases and sentences in neat legible print. Along with this, they were also taught to use the correct punctuation when writing. In Level Two, pupils progress to cursive writing of words, phrases, and sentences in paragraphs. At this level, pupils are also expected to express their ideas clearly in writing with the teacher's guidance and later progress to become independent writers.

4.0 LANGUAGE ARTS

The Contemporary Children's Literature component is taught during the Language Arts lessons to expose pupils to different literary genres such as short stories, poems and graphic novels. Teachers are to exploit texts in these genres to create fun-filled and meaningful activities in language learning so that pupils enjoy the learning experience and gain exposure to the aesthetic use of language. The learning standards for Language Arts allow teachers to explore the texts through stories, poems, jazz chants and songs to activate pupils' imagination, interest and creativity. This component provides opportunities for pupils in Level Two to explore a variety of literary works and engage them in preparing, performing and producing creative works.

5.0 GRAMMAR

The teaching and learning of grammar starts from Year 3 and this continues on to Level 2. Teachers should employ various strategies in teaching grammar so that learning becomes effective, interesting, fun and relevant. Grammar should be taught in context as well as explicitly so that pupils learn the rules of grammar and how to apply these rules in speech and writing. Various activities such as language games, quizzes, grammar songs and meaningful grammar drills will make the learning of grammar more accessible and enjoyable. Through these, pupils will understand, grasp and apply grammatically correct structures in speech and writing.

EDUCATIONAL EMPHASES

The Educational Emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world. In this respect, Moral Education, Citizenship Education, Patriotism, Thinking Skills, Mastery Learning, Information and Communication Technology Skills, Multiple Intelligences, Constructivism, Contextual Learning, Learning How to Learn Skills, Creativity and Innovation, Entrepreneurship and 21st Century Skills are incorporated where appropriate and relevant in lessons. The educational emphases included are explained briefly below:

Higher Order Thinking Skills

The National Curriculum aims to produce wholesome, resilient, curious, principled, knowledgeable and patriotic pupils who have thinking, communicative and collaborative skills. Pupils need to be equipped with 21st Century skills for them to compete globally. This is outlined in the National Education Blueprint where every pupil will be equipped with leadership skills, bilingualism, ethics and spiritualism, social identity, knowledge and thinking skills.

Thinking skills have been emphasised in the curriculum since 1994 with the introduction of Creative and Critical Thinking Skills Beginning 2011, the Standard Curriculum for Primary School, *KSSR* gives emphasis to higher order thinking skills, (HOTS).

Higher order thinking skills encompass the ability to apply knowledge, skills and values along with reasoning and reflective skills to solve problems, make decisions and be innovative and creative. Higher Order Thinking Skills refer to the skills of applying, analysing, evaluating and creating as reflected in Table 1.

| HOTS | Explanation |
|--------------------|---|
| Application | <ul style="list-style-type: none"> Using knowledge, skills and values in different situations to complete a piece of work |
| Analysis | <ul style="list-style-type: none"> Ability to break down information into smaller parts in order to understand and make connections between these parts. |
| Evaluation | <ul style="list-style-type: none"> Ability to consider, make decisions using knowledge, experience, skills, and values; and justify decisions made. |
| Creation | <ul style="list-style-type: none"> Produce an idea or product using creative and innovative methods. |

HOTS are explicitly written in the curriculum of each subject and can be applied in the classroom through teaching and learning activities in the form of reasoning, inquiry learning, problem solving and project work. Teachers and pupils need to use thinking tools such as mind maps, thinking maps and Thinking Hats along with higher order questioning methods in and out of the classroom to encourage pupils to think. In doing so, pupils are given responsibility towards their own learning.

Mastery Learning

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

Information and Communication Technology Skills (ICT)

Information and Communication Technology Skills (ICT) include the use of multimedia resources such as TV documentaries and the Internet, as well as the use of computer-related activities such as e-mailing, networking and interacting with electronic courseware.

Multiple Intelligences

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

Constructivism

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

Contextual Learning

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

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

Values and Citizenship

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

Knowledge Acquisition

In teaching the language, content is drawn from various subject disciplines across the curriculum. Content is also drawn from the various media to keep abreast with current affairs.

Creativity and Innovation

Creativity is the ability to produce something new in an imaginative and fun-filled way. Innovation is the process of idea generation and utilising the creative idea in relevant contexts. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

Entrepreneurship

Fostering the entrepreneurial mind set among pupils at their young age is essential in this new world. Some of the elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success. In level two, elements of entrepreneurship are incorporated in lessons through activities.

School Based Assessment

Formative assessment is a part of school-based assessment. Formative assessment, or assessment for learning is an important aspect of teaching and learning in the classroom and good pedagogy always includes assessment. Formative assessment is carried out for teachers to gain feedback on their pupils' learning and provide them with the necessary information regarding their pupils' learning so that they can make changes to their teaching to enhance their pupils' learning. Thus, formative assessment is carried out during teaching and learning in the classroom.

In order to help teachers to carry out effective school based assessment, the assessment element has been incorporated into this document together with the content and learning standards. Teachers should refer to the Performance Standard to help them ascertain the level of their pupils' acquisition of the various learning standards. The levels are meant to help teachers gauge the level of their pupils' understanding and acquisition of the skills taught. With this knowledge, teachers may change their approach or methodology to help their pupils master the intended learning standard.

Teachers may also use this document to assess their pupils after a few units of study or at the end of the term to help them determine the achievement levels of their pupils. Pupils are assessed to determine their performance level in the different skills of listening and speaking, reading, writing and language arts.

Multiple sources of evidence like checklists, observations, presentations, quizzes and tests can be used to document the attainment of the learning standards. Through this process, teachers will be able to build a profile of their pupils' language development through an ongoing assessment.

Performance Standard

The Performance Standard details six levels of performance with descriptors for each level based on clusters of learning standards. These levels serve as a guide to teachers in assessing their pupils' development and growth in the acquisition of the learning standards that are taught. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the different levels of pupils' achievement, as shown below:

| Performance Level | Descriptor |
|-------------------|--------------|
| 1 | Very Limited |
| 2 | Limited |
| 3 | Satisfactory |
| 4 | Good |
| 5 | Very Good |
| 6 | Excellent |

The table below shows the overall generic levels of the acquisition of skills for Year 4.

| PERFORMANCE STANDARD | |
|----------------------|---|
| Performance Level | Descriptor |
| 1 | <p>Show very limited command of the language. Requires plenty of guidance to perform basic language tasks:</p> <ul style="list-style-type: none"> • Can listen to and understand familiar words and some basic phrases concerning familiar topics. • Can listen and follow simple instructions. • Can use words and some basic phrases to talk haltingly about familiar topics • Can answer simple oral questions on familiar topics. • Can read and understand short simple texts and answer lower order comprehension questions. • Can label names of familiar objects in clear, legible print. • Can participate in a very limited way in a performance based on literary works. |

| | |
|---|--|
| 2 | <p>Show limited command of the language. Requires guidance to perform basic language tasks:</p> <ul style="list-style-type: none"> • Can listen to and understand words and phrases and some basic sentences concerning familiar topics. • Can listen to and follow simple instructions and directions. • Can use phrases and short sentences to talk haltingly about familiar topics. • Can ask and answer simple oral questions about familiar topics. • Can read and understand simple texts on familiar topics and answer lower order comprehension questions • Can write labels and short notices in clear, legible print. • Can spell some familiar words and use partially correct grammar. • Can participate in a limited way in a performance based on literary works. |
| 3 | <p>Show satisfactory command of the language. Has the ability to use language independently to a certain degree but requires guidance for some language tasks:</p> <ul style="list-style-type: none"> • Can listen to and understand most words, phrases and sentences concerning familiar topics. • Can listen and follow instructions and directions adequately. • Can give simple instructions and directions. • Can identify the main point in short oral texts on familiar topics. • Can use phrases and sentences to talk about some topics using mostly correct pronunciation. • Can participate in simple daily conversations. • Can read and understand texts, can answer some higher order comprehension questions and sequence information found in texts. • Can write labels, notices and messages in clear, legible print and cursive writing. • Can spell familiar words correctly and use correct grammar to a satisfactory extent. • Can give short, simple personal responses to literary works. • Can prepare and participate in performances based on literary works. |
| 4 | <p>Show good command of the language. Has the ability to use language independently but requires guidance for more complex language tasks:</p> |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Can listen to and understand words, phrases and sentences concerning familiar and a limited range of unfamiliar topics. • Can listen to, follow and give instructions and directions. • Can give simple instructions and directions. • Can identify the main points in oral texts on a wide range of topics • Can talk well about familiar topics and participate in short conversations. • Can read and answer some higher order comprehension questions, sequence information found in written texts and predict sensible outcomes. • Can write labels, notices and messages in clear, legible print and cursive writing using correct spelling. • Can spell and use correct grammar with some minor slips. • Can create a variety of linear and non-linear texts. • Can give personal response to literary texts and prepare and participate in performances based on literary works. |
| 5 | <p>Show very good command of the language. Has the ability to use language independently almost independently.</p> <ul style="list-style-type: none"> • Can listen to and understand words, phrases and sentences on a wide range of topics. • Can listen to, follow and give clear instructions and directions very well. • Can identify the main points in extended oral texts on a wide range of topics • Can participate in extended conversations on familiar topics fluently. • Can talk about a wide range of topics with correct pronunciation and intonation correctly. • Can read and answer a wide range of comprehension questions, sequence information and predict several possible outcomes. • Can spell and use correct grammar with occasional minor slips. • Can create a variety of interesting linear and non-linear texts in clear, legible print and cursive writing. • Can give interesting personal response to literary texts, plan, prepare and participate in performances based on literary works. |

| | |
|---|---|
| 6 | <p>Show excellent command of the language. Has the ability to use language independently without any guidance</p> <ul style="list-style-type: none">• Can listen to and understand extended oral texts on a wide range of topics.• Can listen to, follow and give clear, detailed instructions and directions confidently.• Can identify the main points and supporting details in extended oral texts on a wide range of topics• Can participate in extended conversations fluently and talk about a wide range of topics using correct pronunciation and intonation confidently.• Can read and answer a wide range of higher order comprehension questions, sequence explicit and implicit information and predict outcomes in a creative manner.• Can spell and use grammar accurately and confidently..• Can create a variety of interesting and creative linear and non-linear texts.• Can give an extended and creative personal response to literary texts confidently.• Can lead in the planning, preparation and participation in performances based on literary works. |
|---|---|

CONTENT, LEARNING AND PERFORMANCE LEVELS

The Content Standards represent the specific standards that need to be achieved by the end of Year 6. The Learning Standards for Year 4 detail the specific skills and knowledge that need to be attained in order to fulfil a particular Content Standard. The Performance Standard detail the Performance Levels of pupils in the respective skills.

LISTENING & SPEAKING SKILLS

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|---|--|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. | 1.1.1 Able to speak with correct word stress | 1 | Can talk about related topics with a very limited level of fluency and very limited use of correct word stress |
| | 1.1.4 Able to talk about related topics with guidance | 2 | Can talk about related topics with a limited level of fluency and limited use of correct word stress |
| | | 3 | Can talk about related topics with a satisfactory level of fluency and satisfactory use of correct word stress |
| | | 4 | Can talk about related topics with a good level of fluency and good use of correct word stress |

| | | | |
|--|---|---|---|
| | | 5 | Can talk about related topics with a very good level of fluency and very good use of correct word stress |
| | | 6 | Can talk about related topics with an excellent level of fluency and excellent use of correct word stress |
| | 1.1.2 Able to listen to and enjoy stories | 1 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with a very limited level of correct pronunciation, rhythm and intonation |
| | 1.1.3 Able to listen to and recite poems, tongue twisters and sing songs, paying attention to pronunciation, rhythm and intonation | 2 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with a limited level of correct pronunciation, rhythm and intonation |
| | | 3 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with a satisfactory level of correct pronunciation, rhythm and intonation |
| | | 4 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with a good level of correct pronunciation, rhythm and intonation |
| | | 5 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with a very good level of correct pronunciation, rhythm and intonation |
| | | 6 | Can listen to, enjoy stories and: <ul style="list-style-type: none"> recite poems, tongue twisters and sing songs with an excellent level of correct pronunciation, rhythm and intonation |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|---|--|---|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 1.2 By the end of the 6 year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes. | 1.2.1 Able to participate in daily conversations: (a) extend an invitation (b) accept an invitation (c) decline an invitation (d) express sympathy 1.2.4 Able to participate in guided conversations with peers | 1 | Can participate in daily and guided conversations with peers with a very limited level of fluency and appropriateness |
| | | 2 | Can participate in daily and guided conversations with peers with a limited level of fluency and appropriateness |
| | | 3 | Can participate in daily and guided conversations with peers with a satisfactory level of fluency and appropriateness |
| | | 4 | Can participate in daily and guided conversations with peers with a good level of fluency and appropriateness |
| | | 5 | Can participate in daily and guided conversations with peers with a very good level of fluency and appropriateness |
| | | 6 | Can participate in daily and guided conversations with peers with an excellent level of fluency and appropriateness |
| | | 1.2.2 Able to listen to, follow and give instructions 1.2.3 | 1 |
| 2 | Can listen to, follow and give instructions and directions around the neighbourhood with | | |

| | | |
|---|---|--|
| <p>Able to listen to, follow and give directions around the neighbourhood</p> <p>1.2.4 Able to participate in guided conversations with peers</p> | | limited ability |
| | 3 | Can listen to, follow and give instructions and directions around the neighbourhood with satisfactory ability |
| | 4 | Can listen to, follow and give instructions and directions around the neighbourhood with good ability |
| | 5 | Can listen to, follow and give instructions and directions around the neighbourhood with very good ability |
| | 6 | Can listen to, follow and give instructions and directions around the neighbourhood with excellent ability |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|--|---|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| <p>1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.</p> | <p>1.3.1 Able to listen to and demonstrate understanding of oral texts by: (a) asking and answering questions (b) sequencing (c) predicting with guidance</p> | 1 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with very limited ability |
| | | 2 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with limited ability |
| | | 3 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with |

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| | | | satisfactory ability |
| | | 4 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with good ability |
| | | 5 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with very good ability |
| | | 6 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with excellent ability |
| | | 1 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with very limited ability |
| | | 2 | Can listen to and demonstrate understanding of oral texts by asking and answering questions; sequencing, and predicting with limited ability |

READING SKILLS

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|--|--|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 2.2 By the end of the 6 year primary schooling, pupils will be able to demonstrate understanding of variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. | 2.2.1 Able to apply word attack skills by identifying: (a) homographs (b) homophones | 1 | Can read but show very limited understanding of: <ul style="list-style-type: none"> phrases and sentences from linear and non-linear texts in: homographs and homophones dictionary skills: locate words, meaning of base word |
| | 2.2.2 Able to read and understand phrases and sentences from: (a) linear texts (b) non-linear texts | 2 | Can read but show limited understanding of: <ul style="list-style-type: none"> phrases and sentences from linear and non-linear texts in: homographs and homophones dictionary skills: locate words, meaning of base word |
| | 2.2.4 Able to apply dictionary skills: (a) locate words (b) meaning of base word | 3 | Can read and show satisfactory understanding of: <ul style="list-style-type: none"> phrases and sentences from linear and non-linear texts in: homographs and homophones dictionary skills: locate words, meaning of base word |
| | | 4 | Can read and show good understanding of: <ul style="list-style-type: none"> phrases and sentences from linear and non-linear texts in: homographs and homophones dictionary skills: locate words, meaning of base word |

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| | | 5 | <p>Can read and show very good understanding of:</p> <ul style="list-style-type: none"> • phrases and sentences from linear and non-linear texts in: • homographs and homophones • dictionary skills: locate words, meaning of base word |
| | | 6 | <p>Can read and show excellent understanding of:</p> <ul style="list-style-type: none"> • phrases and sentences from linear and non-linear texts in: • homographs and homophones • dictionary skills: locate words, meaning of base word |
| | 2.2.3 Able to read and demonstrate understanding of texts by: (a) sequencing (b) predicting with guidance | 1 | <p>Can read but show very limited understanding of texts by:</p> <ul style="list-style-type: none"> • sequencing • making predictions |
| | | 2 | <p>Can read but show limited understanding of texts by:</p> <ul style="list-style-type: none"> • sequencing • making predictions |
| | | 3 | <p>Can read and show satisfactory understanding of texts by:</p> <ul style="list-style-type: none"> • sequencing • making predictions |
| | | 4 | <p>Can read and show good understanding of texts by:</p> <ul style="list-style-type: none"> • sequencing • making predictions |

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| | | 5 | Can read and show very good understanding of texts by: <ul style="list-style-type: none"> sequencing making predictions |
| | | 6 | Can read and show excellent understanding of texts by: <ul style="list-style-type: none"> sequencing making predictions |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|--|--|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment | 2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non-fiction | 1 | Can read aloud and/or silently but show very limited understanding of fiction and non-fiction texts |
| | | 2 | Can read aloud and/or silently but show limited understanding of fiction and non-fiction texts |
| | | 3 | Can read aloud and/or silently and show satisfactory understanding of fiction and non-fiction texts |
| | | 4 | Can read aloud and/or silently and show good understanding of fiction and non-fiction texts |
| | | 5 | Can read aloud and/or silently and show very good understanding of fiction and non-fiction texts |
| | | 6 | Can read aloud and/or silently and show excellent understanding of fiction and non- |

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| | | | fiction texts |
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WRITING SKILLS

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 3.1 By the end of the 6 year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. | 3.1.1 Able to write in neat legible print with correct spelling: (a) phrases (b) sentences (c) numerals in word form | 1 | Can write phrases, sentences, numerals in word form with a very limited level of: <ul style="list-style-type: none"> neatness and legibility accuracy in spelling |
| | | 2 | Can write phrases, sentences, numerals in word form with a limited level of: <ul style="list-style-type: none"> neatness and legibility accuracy in spelling |
| | | 3 | Can write phrases, sentences, numerals in word form with a satisfactory level of: <ul style="list-style-type: none"> neatness and legibility accuracy in spelling |
| | | 4 | Can write phrases, sentences, numerals in word form with a good level of: <ul style="list-style-type: none"> neatness and legibility accuracy in spelling |
| | | 5 | Can write phrases, sentences, numerals in word form with a very good level of: <ul style="list-style-type: none"> neatness and legibility accuracy in spelling |

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| | | 6 | Can write phrases, sentences, numerals in word form with an excellent level of: <ul style="list-style-type: none"> • neatness and legibility • accuracy in spelling |
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| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|---|--|----------------------|---|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 3.1 By the end of the 6 year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. | 3.1.2 Able to write in neat cursive writing with correct spelling: (a) words (b) phrases numerals in word form | 1 | Can write words, phrases and numerals in word form in cursive writing with a very limited level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |
| | | 2 | Can write words, phrases and numerals in word form in cursive writing with a limited level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |
| | | 3 | Can write words, phrases and numerals in word form in cursive writing with a satisfactory level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |
| | | 4 | Can write words, phrases and numerals in word form in cursive writing with a good level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |

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| | | 5 | Can write words, phrases and numerals in word form in cursive writing with a very good level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |
| | | 6 | Can write words, phrases and numerals in word form in cursive writing with an excellent level of: <ul style="list-style-type: none"> • neatness • accuracy in spelling |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language form and style for a range of purposes. | 3.2.1 Able to transfer information with guidance to complete: (a) linear texts non-linear texts | 1 | Can transfer information to complete linear and non-linear texts with a very limited level of accuracy |
| | | 2 | Can transfer information to complete linear and non-linear texts with a limited level of accuracy |
| | | 3 | Can transfer information to complete linear and non-linear texts with a satisfactory level of accuracy |
| | | 4 | Can transfer information to complete linear and non-linear texts with a good level of accuracy |

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| | | 5 | Can transfer information to complete linear and non-linear texts with a very good level of accuracy |
| | | 6 | Can transfer information to complete linear and non-linear texts with an excellent level of accuracy |

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| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language form and style for a range of purposes. | 3.2.2 Able to write with guidance: (a) labels (b) notices (c) messages | 1 | Can write labels, notices and messages with a very limited level of accuracy |
| | | 2 | Can write labels, notices and messages with a limited level of accuracy |
| | | 3 | Can write labels, notices and messages with a satisfactory level of accuracy |
| | | 4 | Can write labels, notices and messages with a good level of accuracy |
| | | 5 | Can write labels, notices and messages with a very good level of accuracy |
| | | 6 | Can write labels, notices and messages with an excellent level of accuracy |
| | 3.2.3 Able to punctuate correctly: (a) apostrophe (b) speech markers | 1 | Can punctuate and spell with a very limited level of accuracy |
| | | 2 | Can punctuate and spell with a limited level of accuracy |
| | | 3 | Can punctuate and spell with a satisfactory level of accuracy |
| | 3.2.4 Able to spell words by applying spelling rules | 4 | Can punctuate and spell with a good level of accuracy |
| | | 5 | Can punctuate and spell with a very good level of accuracy |
| | | 6 | Can punctuate and spell with an excellent level of accuracy |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style. | 3.3.1 Able to create simple texts using a variety of media with guidance: (a) non-linear (b) linear | 1 | Can create simple linear and non-linear texts with a very limited level of accuracy and appropriateness |
| | | 2 | Can create simple linear and non-linear texts with a limited level of accuracy and appropriateness |
| | | 3 | Can create simple linear and non-linear texts with a satisfactory level of accuracy and appropriateness |
| | | 4 | Can create simple linear and non-linear texts with a good level of accuracy and appropriateness |
| | | 5 | Can create simple linear and non-linear texts with a very good level of accuracy and appropriateness |
| | | 6 | Can create simple linear and non-linear texts with an excellent level of accuracy and appropriateness |

LANGUAGE ARTS

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|---|--|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs. | 4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response | 1 | <ul style="list-style-type: none"> Can show enjoyment and appreciation of rhymes, poems and songs with very limited non-verbal and verbal responses Can sing songs, recite jazz chants and poems with a very limited level of correct stress, pronunciation, rhythm and intonation |
| | 4.1.2 Able to sing songs and recite jazz chants and poems with correct stress, pronunciation, rhythm and intonation | 2 | <ul style="list-style-type: none"> Can show enjoyment and appreciation of rhymes, poems and songs with limited non-verbal and verbal responses Can sing songs, recite jazz chants and poems with a limited level of correct stress, pronunciation, rhythm and intonation |
| | | 3 | <ul style="list-style-type: none"> Can show enjoyment and appreciation of rhymes, poems and songs with satisfactory non-verbal and verbal responses Can sing songs, recite jazz chants and poems with a satisfactory level of correct stress, pronunciation, rhythm and intonation |
| | | 4 | <ul style="list-style-type: none"> Can show enjoyment and appreciation of rhymes, poems and songs with good non- |

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| | | | <p>verbal and verbal responses</p> <ul style="list-style-type: none"> • Can sing songs, recite jazz chants and poems with a good level of correct stress, pronunciation, rhythm and intonation |
| | | 5 | <ul style="list-style-type: none"> • Can show enjoyment and appreciation of rhymes, poems and songs with very good non-verbal and verbal responses • Can sing songs, recite jazz chants and poems with a very good level of correct stress, pronunciation, rhythm and intonation |
| | | 6 | <ul style="list-style-type: none"> • Can show enjoyment and appreciation of rhymes, poems and songs with excellent and creative non-verbal and verbal responses • Can sing songs, recite jazz chants and poems with an excellent level of correct stress, pronunciation, rhythm and intonation |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts. | 4.2.1 Able to respond to literary texts: (a) characters (b) place and time (c) values | 1 | Can express very limited personal responses to literary texts on character(s), place and time and, values |
| | | 2 | Can express limited personal responses to literary texts on character(s), place and time and, values |
| | | 3 | Can express satisfactory personal responses to literary texts on character(s), place and time and, values |
| | | 4 | Can express good personal responses to literary texts on character(s), place and time and, values |
| | | 5 | Can express very good personal responses to literary texts on character(s), place and time and, values |
| | | 6 | Can express excellent personal responses to literary texts on character(s), place and time and, values |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|--|---|----------------------|--|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 4.3 By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment. | 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance 4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works | 1 | <ul style="list-style-type: none"> • Can plan, produce and display very limited creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at a very limited level |
| | | 2 | <ul style="list-style-type: none"> • Can plan, produce and display limited creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at a limited level |
| | | 3 | <ul style="list-style-type: none"> • Can plan, produce and display satisfactory creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at a satisfactory level |
| | | 4 | <ul style="list-style-type: none"> • Can plan, produce and display good creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at a good level |
| | | 5 | <ul style="list-style-type: none"> • Can plan, produce and display very good creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at a very good level |
| | | 6 | <ul style="list-style-type: none"> • Can plan, produce and display excellent creative works based on literary texts using a variety of media • Can plan, prepare and participate in a performance based on literary works at an excellent level |

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
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| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 4.3 By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment. | 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance 4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works | 1 | <ul style="list-style-type: none"> Can plan, produce and display very limited creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at a very limited level |
| | | 2 | <ul style="list-style-type: none"> Can plan, produce and display limited creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at a limited level |
| | | 3 | <ul style="list-style-type: none"> Can plan, produce and display satisfactory creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at a satisfactory level |
| | | 4 | <ul style="list-style-type: none"> Can plan, produce and display good creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at a good level |
| | | 5 | <ul style="list-style-type: none"> Can plan, produce and display very good creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at a very good level |
| | | 6 | <ul style="list-style-type: none"> Can plan, produce and display excellent creative works based on literary texts using a variety of media Can plan, prepare and participate in a performance based on literary works at an excellent level |

GRAMMAR

| CONTENT STANDARD | LEARNING STANDARD | PERFORMANCE STANDARD | |
|---|---|----------------------|---|
| | | PERFORMANCE LEVEL | DESCRIPTOR |
| 5.1 By the end of the 6 year primary schooling, pupils will be able to use different word classes correctly and appropriately. | 5.1.1 Able to use nouns correctly and appropriately: (a) common nouns (b) singular nouns (c) plural nouns (d) countable nouns (e) uncountable nouns | 1 | Can use the different word classes with a very limited level of accuracy |
| | 5.1.2 Able to use pronouns correctly and appropriately: (a) possessive (b) interrogative 5.1.3 Able to use verbs correctly and appropriately: (a) irregular verbs (b) verbs that do not change | 2 | Can use the different word classes with a limited level of accuracy |

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| | <p>form (c) present continuous tense (d) past continuous tense</p> <p>5.1.4 Able to use conjunctions correctly and appropriately:</p> <p>(a) because (b) so</p> | 3 | Can use the different word classes with a satisfactory level of accuracy |
| | <p>5.1.5 Able to use prepositions correctly and appropriately:</p> <p>(a) above (b) below (c) beside (d) next to (e) between (f) near</p> | 4 | Can use the different word classes with a good level of accuracy |
| | <p>5.1.6 Able to use adjectives correctly and appropriately:</p> <p>(a) comparative (b) superlative</p> <p>5.1.7 Able to use articles correctl and appropriately:</p> | 5 | Can use the different word classes with a very good level of accuracy |

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| | <p>(a) the (b) zero article (-)</p> <p>5.1.8 Able to use adverbs correctly and appropriately:</p> <p>(a) manner (b) time (c) place</p> | 6 | Can use the different word classes with an excellent level of accuracy |
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***Grammar items are to be assessed through Speaking and Writing Skills where suitable and applicable**

WORD LIST FOR LEVEL 2

The word list for Level 2 pupils is divided into 3 sections:

- a list of High Frequency Words that pupils need to master by the end of Year 6
- a suggested list of words that will help pupils acquire vocabulary related to various themes and content introduced in Level 2
- a list of related vocabulary pupils will engage with during the teaching and learning of mathematics and science in the first language

In order to enhance pupils' engagement in English both in formal and non-formal contexts, it is hoped that teachers are able to use the stipulated words in oral and written form. Teachers are also encouraged to use the words from the word list in their various forms as this will allow pupils to acquire a myriad of words by the end of their primary schooling years.

Teachers may also introduce other words that they deem necessary in order to facilitate a particular teaching learning context or classroom instruction.

High Frequency Words

above
across
almost
along
also
always
animal
any
around
asked
baby
balloon
before
began
being
below
better
between
birthday
both
brother
brought
below
better
between
birthday
both

brought
brother
can't
change
children
clothes
coming
didn't
different
does
don't
show
sister
small
something
sometimes
sound
started
still
stopped
such
suddenly
sure
swimming
think
those
thought

through
today
together
told
tries
turn
turned
under
walked
walking
watch
where
while
white
whole
happy
why
window
without
woke
woken
word
work
happy
why
window
without

woke

Suggested Thematic Word List

Year 4

among
arrange
below
blow
borrow
bridge
bucket
celebration
centre
competition
country
decorate
direction
factory
fail
flood
fold
frighten
gather
glad
gold
hope
instrument
junction
lake
leave

Year 5

after
ambition
apology
around
border
bulb
century
compass
condolence
congratulations
crutches
downstairs
drain
edge
entrance
escalator
exit
fire extinguisher
flutter
gender
hundred thousands
interest
lift
machine
plug

semester

Year 6

analogy
appear
assemble
bargain
beverage
bottom
boundary
calculator
condition
consider
continent
create
crocery
determine
encourage
engaged
excited
expect
explore
fear
figure
fuel
garage
general
generator

hundred thousand

Year 4

lend
lift
located
magazine
match
over
party
peel
polish
present
press
pretend
programme
receive
repair
route
rush

score
scream
seat
serve
sign
slip
spin
spread
stain
state

Year 5

stove
ten thousands
term
upstairs
wheelchair

- personality traits
- occupations
- ways people travel
- rules and regulations

Year 6

imagine
mangrove
million
moss
mushroom
operate
pastry
platform
stitch
success
suggest
terminal
towards
twig
unite
upper
utensil
view

Suggested Mathematics and Science Terms

| | | | | | |
|---------------|-------------|------------|--------------|--------------|-------------|
| absorb | conversion | fur | latex | percentage | sting |
| accuracy | cube | gas | leaflets | perimetre | sweat |
| addition | cuboid | graph | leather | predict | urinate |
| algae | curl | grease | length | profit | vaccine |
| antibiotic | defecate | grid | life cycle | pulse | value |
| area | device | hatch | limitation | quantity | virus |
| average | diagram | height | liquids | range | volume |
| axis | discount | horizontal | litre | reaction | width |
| bacteria | disease | income | lung | recycle | wind pipe |
| beaker | dividend | infer | magnify | reduce | young plant |
| birth | drug | inhale | mankind | reference | |
| breadth | electricity | innovate | mass | reproduce | |
| breath | diet | insulator | maximum | reuse | |
| breathe | digit | investment | mean | round off | |
| calculate | excessive | latex | measurement | scale | |
| cause | excretion | leaflets | metal | schedule | |
| centimetre | experiment | leather | millipede | shelter | |
| chart | explain | length | mimosa | shoot | |
| circumference | explore | height | minimum | silk | |
| classify | extinct | horizontal | mixture | solar system | |
| compare | faeces | income | mode | stem | |
| condition | fern | infer | movement | solids | |
| conductive | float | inhale | oblong | spores | |
| conductor | fraction | innovate | parallel | square | |
| construction | frequency | insulator | parent plant | stage | |
| contact | fungus | investment | pendulum | stimuli | |

