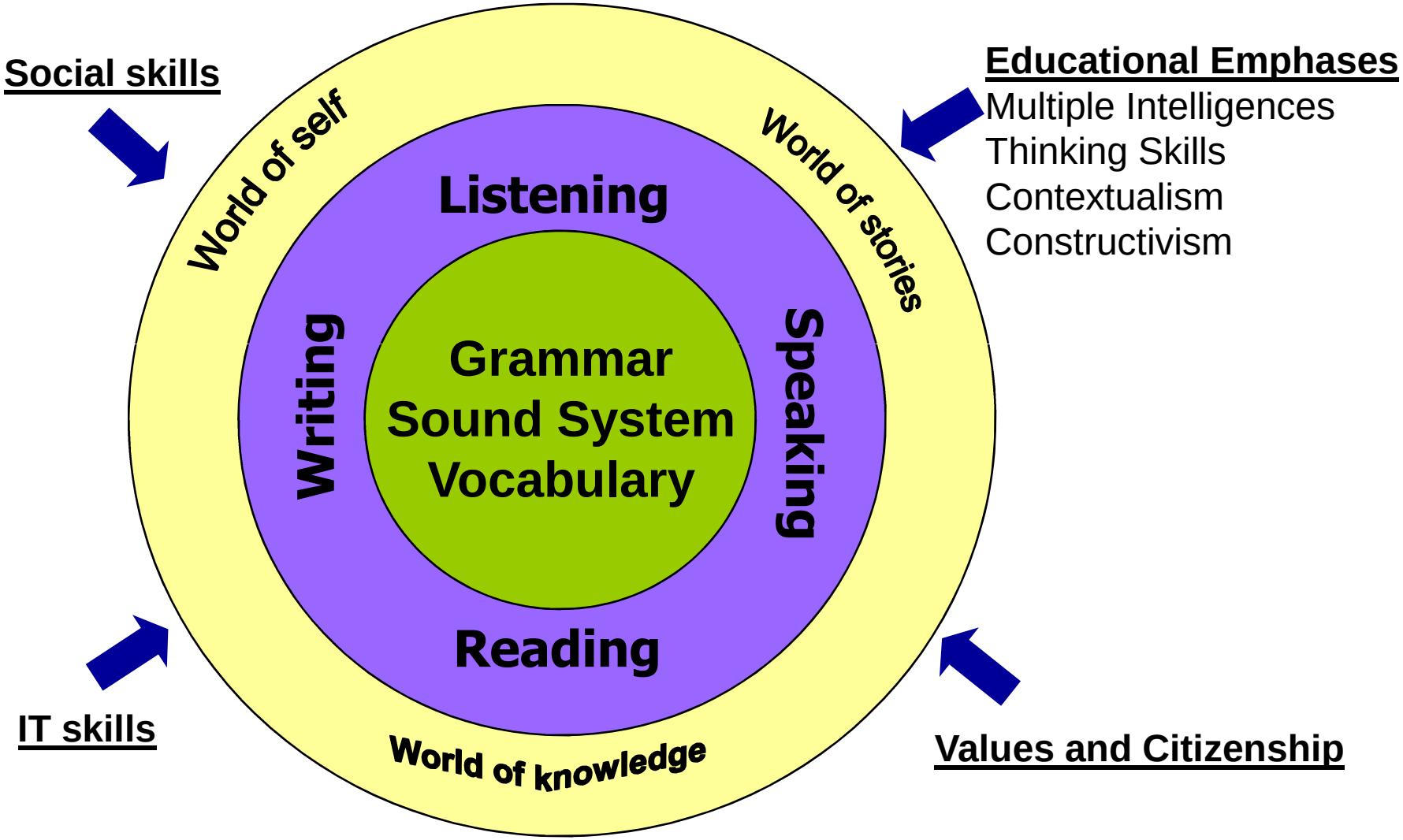
KURSUS JURULATIH UTAMA KURIKULUM STANDARD SEKOLAH RENDAH(KSSR) 2010
BAHASA INGGERIS-TAHUN 1

2011 PRIMARY ENGLISH LANGUAGE CURRICULUM

BAHAGIAN PEMBANGUNAN KURIKULUM
KEMENTERIAN PELAJARAN MALAYSIA

KBSR ENGLISH 2001



NEW CURRICULUM MATRIX

PRIMARY

	Language Focus	Language Arts
LEVEL 2 (YEARS 4, 5 & 6)	**Skills - Listening, Speaking, Reading & Writing** **Vocabulary** (includes Science & Maths themes as well as **Grammar**)	**Readers** **+** **(Literature)** **English at Play:** Music, Poetry & Drama
LEVEL 1 (YEARS 1,2 & 3)	**Skills - Listening, Speaking, Reading & Writing** **Vocabulary** **Grammar (Year 3)** **(phonics & penmanship)**	**Readers** - Big Books Lady Bird Series Music, Poetry & Drama
	STRAND 1	**STRAND 2**
Pre-school		

PRESENT & FUTURE

2003 SYLLABUS

One syllabus (SK and SJK)

Curriculum Specifications
(different for SK and SJK)

Focus on 4 language skills through
3 broad areas:-

World of Self
World of Stories
World of Knowledge

3 levels of skills
Integration of skills

Educational Emphasis and ICT
skills
Grammar in context

Sound System

2011 STANDARDS-BASED SYLLABUS

Content Standards and Learning Standards (Different for SK and SJK)

Focus on 4 language skills including *language arts and grammar* through 3 broad areas.

A modular approach with focus on language skills, grammar, & language arts

Phonics in Years 1 and 2. (SJK Yrs 1-3)

Reinforcement of generic skills across languages; e.g. penmanship and decoding

Grammar introduced formally from Year 3. Taught in context .

Educational Emphases and ICT skills

Assessment - a combination of formative and summative methods.

PRINCIPLES

- **Back to basics**
  - building a strong foundation of competencies in basic literacy skills; reading through phonics, penmanship, basic listening and speaking

- **Learning is fun, meaningful, purposeful**
  - activities are contextualized, meaningful and purposeful; fun-filled activities
  - Integration of skills

- **Teaching is learner-centred**
  - learner's needs and salient learner factors (environment, family, language use contexts, entry behaviour)

- **Integration of salient new technologies**
  - use of ICT to facilitate and encourage meaningful language practice
  - creative and innovative use of the new technologies by pupils to enhance language learning in the classroom

- **Character-building infused**
  - inculcating moral values

GENERAL AIMS

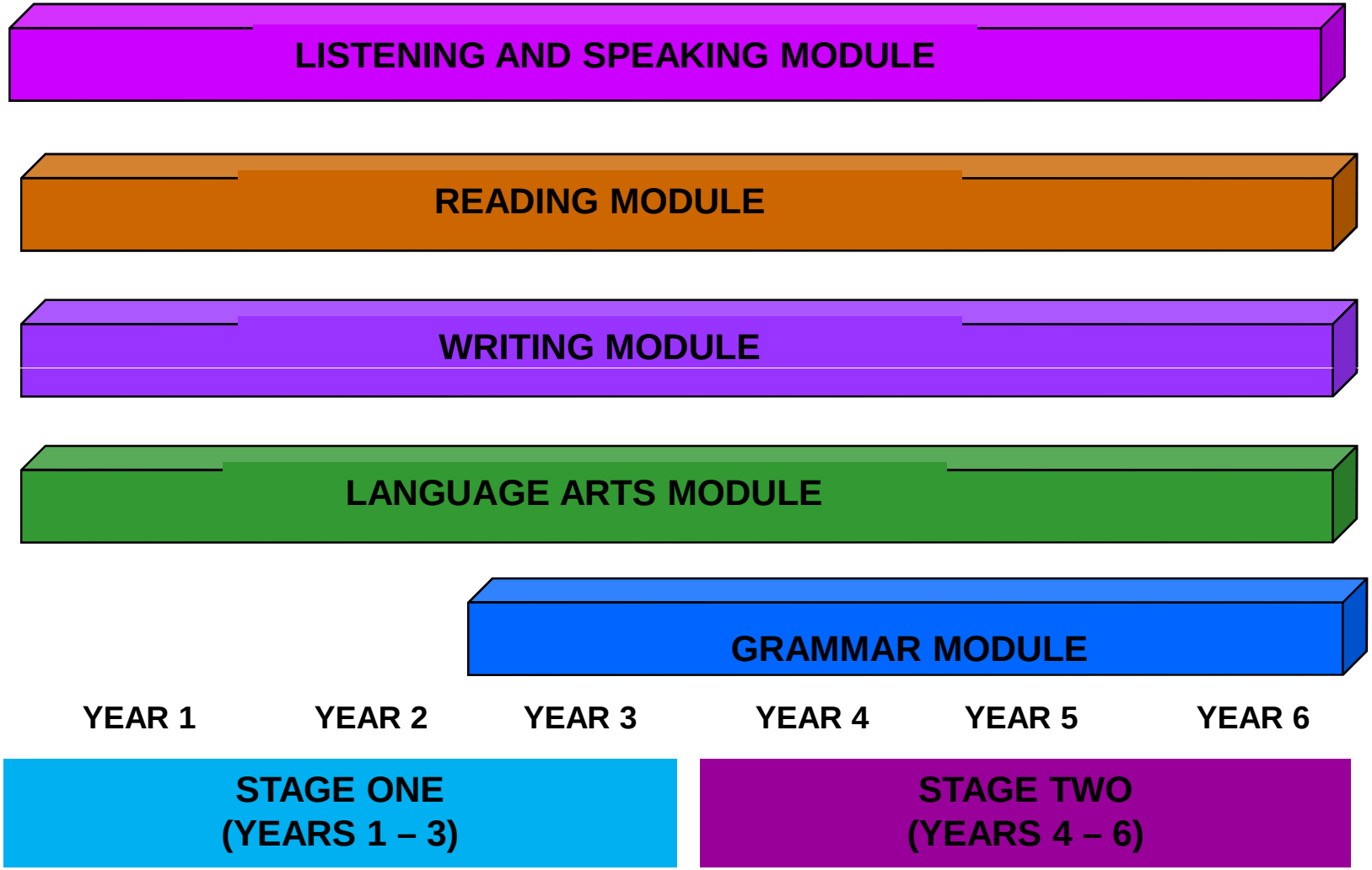
Primary (exit after Year 6)

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's appropriate to the pupils level of development.

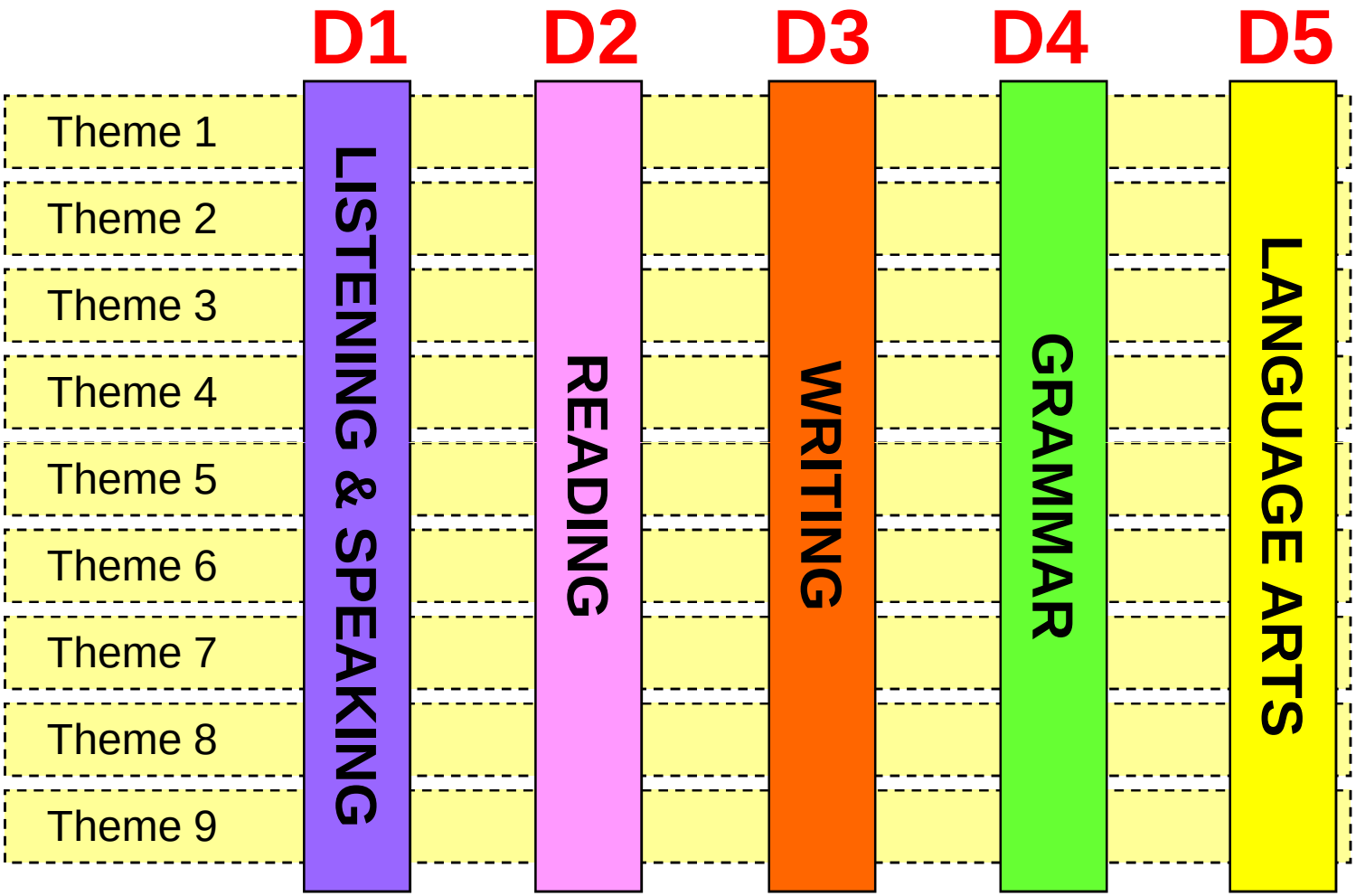
Secondary (exit after Form 5)

Pupils will be able to communicate effectively, read and respond to texts independently, produce well-structured written texts, enjoy and respond to literary works and make confident presentations.

A MODULAR APPROACH



CONTENT CONFIGURATION



WEEKLY LESSON STRUCTURE

WEEK	THEME/TOPIC	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
		LISTENING & SPEAKING	READING	WRITING	LANGUAGE ARTS
1	**WORLD OF SELF, FAMILY & FRIENDS** - **E.g.** - **Six Satay Sticks**	1.1.1 Able to listen and respond to stimulus given with guidance: a. environmental sounds 1.1.4 Able to talk about a stimulus with guidance.	2.1.2 Able to recognize and articulate initial, medial and the final sounds in single syllable words within given contexts: a) s 2.2.1 Able to read and apply word recognition and word attack skills by matching words with: a) graphics b) spoken words	3.1.2 Able to copy and write in neat legible print: a) small (lowercase) letters	4.1.1 Able to enjoy nursery rhymes , jazz chants and action songs through non-verbal response. 4.1.2 Able to recite nursery rhymes and jazz chants, sing action songs with correct pronunciation and rhythm.

SAMPLE LESSON STRUCTURE

Pre-listening

- Listening to environmental sounds.
- Talking about a stimulus.

While-listening

- Listen to rhymes/songs.
- Listen to stories.
- Repeat song or rhyme after the teacher.

Post-listening

- Recite or sing rhymes/songs.
- Sequence pictures.
- Match pictures with phrases.
- Fill in the blanks with suitable words.

CONTENT AND LEARNING STANDARDS

(Year 1 Sample)

LISTENING & SPEAKING

1.1 Pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.

1.1.1 Able to listen and respond to stimulus given with guidance:
- (a) environmental sounds
- (b) instrumental sounds

1.1.2 Able to listen to and enjoy simple stories.

1.1.4 Able to talk about a stimulus with guidance.

1.2 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) exchange greetings
- (b) introduce oneself

LISTENING & SPEAKING

1.3 Pupils will be able to understand and respond to oral texts in a variety of contexts.

1.3.1 Able to listen to and demonstrate understanding of oral texts by:

(a) giving Yes/No replies
(b) answering simple Wh-Questions

READING

2.1 Pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.

2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.

2.1.2 Able to recognise and articulate initial, medial and the final sounds in single syllable words within given context:

(a) s a t p

2.1.3 Able to blend two to four phonemes into recognisable words and read them aloud.

2.1.4 Able to segment words into phonemes to spell.

READING

2.2 Pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.

2.2.2 Able to read and understand phrases in linear and non-linear texts.

2.2.3 Able to read and understand sentences (3-5 words) with guidance.

2.2.4 Able to read a paragraph of 3 – 5 simple sentences.

2.3 Pupils will be able to read independently for information and enjoyment.

2.3.1 Able to read simple texts with guidance:

(a) fiction

(b) non-fiction

WRITING

3.1 Pupils will be able to form letters and words in neat legible print including cursive writing.

3.1.1 Able to demonstrate fine motor control of hands and fingers by:

(a) handling objects and manipulating them.

(b) moving hands and fingers using writing apparatus

3.1.2 Able to copy and write in neat legible print:

(a) small (lowercase) letters

(b) capital (uppercase) letters

3.2 Pupils will be able to write using appropriate language, form and style for a range of purposes.

3. 2.1 Able to complete with guidance:

(a) forms with personal details

(b) lists

WRITING

3.3 Pupils will be able to write and present ideas through a variety of media.

3.3.1 Able to create simple non-linear texts using a variety of media with guidance:

(a) greeting cards

(b) lists

LANGUAGE ARTS

4.1 Pupils will be able to enjoy and appreciate rhymes, poems and songs through performance.

4.1.1 Able to listen to and enjoy nursery rhymes, jazz chants and action songs through non-verbal response.

4.1.2 Able to listen to and recite nursery rhymes, jazz chants and sing action songs with correct pronunciation and rhythm.

4.2 Pupils will be able to demonstrate understanding of and express personal response to literary texts.

4.2.1 Able to listen to and talk about stories with guidance:

(a) book covers

(b) pictures in books

LANGUAGE ARTS

4.3 Pupils will be able to plan, organize and produce creative works for enjoyment.

4.3.1 Able to produce simple creative works with guidance based on:

(a) nursery rhymes
(b) action songs
(c) jazz chants
(d) stories

4.3.2 Able to take part with guidance in a performance based on:

(a) nursery rhymes
(b) action songs
(c) jazz chants
(d) stories

GRAMMAR

5.1 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) proper nouns
(c) singular nouns
(d) plural nouns

5.2 Pupils will be able to construct various sentence types correctly.

5.1.2 Able to construct declarative sentences correctly.

Terima kasih