KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH PENDIDIKAN KHAS (MASALAH PEMBELAJARAN)

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

Tahun 5

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CONTENT

RUKUN NEGARA

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

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

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

NATIONAL PRINCIPLES

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

We, the people of Malaysia,

pledge our united efforts to attain these ends, guided by these principles:

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

FALSAFAH PENDIDIKAN KEBANGSAAN

"Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara"

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

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

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

3. **Kurikulum Kebangsaan**

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

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

3. National Curriculum

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

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

KATA PENGANTAR

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

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

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

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

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

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

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Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

INTRODUCTION

The Standards-Based English Language Curriculum for Primary Schools (KSSR) for Special Education (Learning Disabilities) is developed based on the aspiration of the National Education Philosophy. The curriculum focuses on ensuring a holistic development of special needs pupils' potential. Pupils in Year 4, Year 5 and Year 6 will be using the Level 2 curriculum, which provides more comprehensive and challenging curriculum contents. Pupils must acquire enough knowledge and skills in preparing themselves to further their education in the secondary level.

In line with the government's initiative to strengthen English Language by benchmarking the Common European Framework of Reference for languages (CEFR), the Standards-Based English Language Curriculum for the Learning Disabilities Year 5 has aligned the mapping of the content and learning standards with CEFR.

Supports in the form of intervention and remedial activities that the pupils have received in Level 1 will be continued in Level 2 to assist pupils in mastering higher level subjects content.

Well-planned intervention activities in the Individualized Education Plan (IEP) will help in minimizing the barriers to study and maximizing pupils' potential due to their disabilities.

Intervention activities are embedded across the subjects throughout the teaching and learning processes. The Education Regulation (Special Education) 2013 gives flexibilities to teachers to make adjustments as followed:

    (i) teaching and learning strategies and techniques

    (ii) time allocation for each activities

    (iii) arrangement of activities

    (iv) teaching aids

These flexibilities enable teachers to carry out activities that enhance pupils' thinking skills and develop global perspective and understanding. Facilitating and building effective moral values through the teaching and learning processes will enhance the developmental domain of these special needs pupils towards becoming a balanced, confident and independent individual.

AIM

SBELC for Learning Disabilities Year 5 aims to equip special needs pupils with listening, speaking, reading and writing skills while making learning fun.

OBJECTIVES

By the end of Year 5, pupils with learning disabilities will be able to:

1. Understand and use phrases in daily living.
2. Increase their vocabulary lists.
3. Introduce themselves and other relevant people effectively.
4. Express their needs, preferences and thoughts in words.
5. Interact and connect with people appropriately.
6. Communicate in formal and informal situations.
7. Read English texts for information and enjoyment;
8. Write simple texts;

The objectives are developed to achieve A1 CEFR level of proficiency as shown in Table 1.

Table 1: Curriculum Target Levels Based on CEFR

Primary Education					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working towards A1	Working towards A1	Working towards A1	A1 Low	A1 Mid	A1 High

THE CURRICULUM FRAMEWORK

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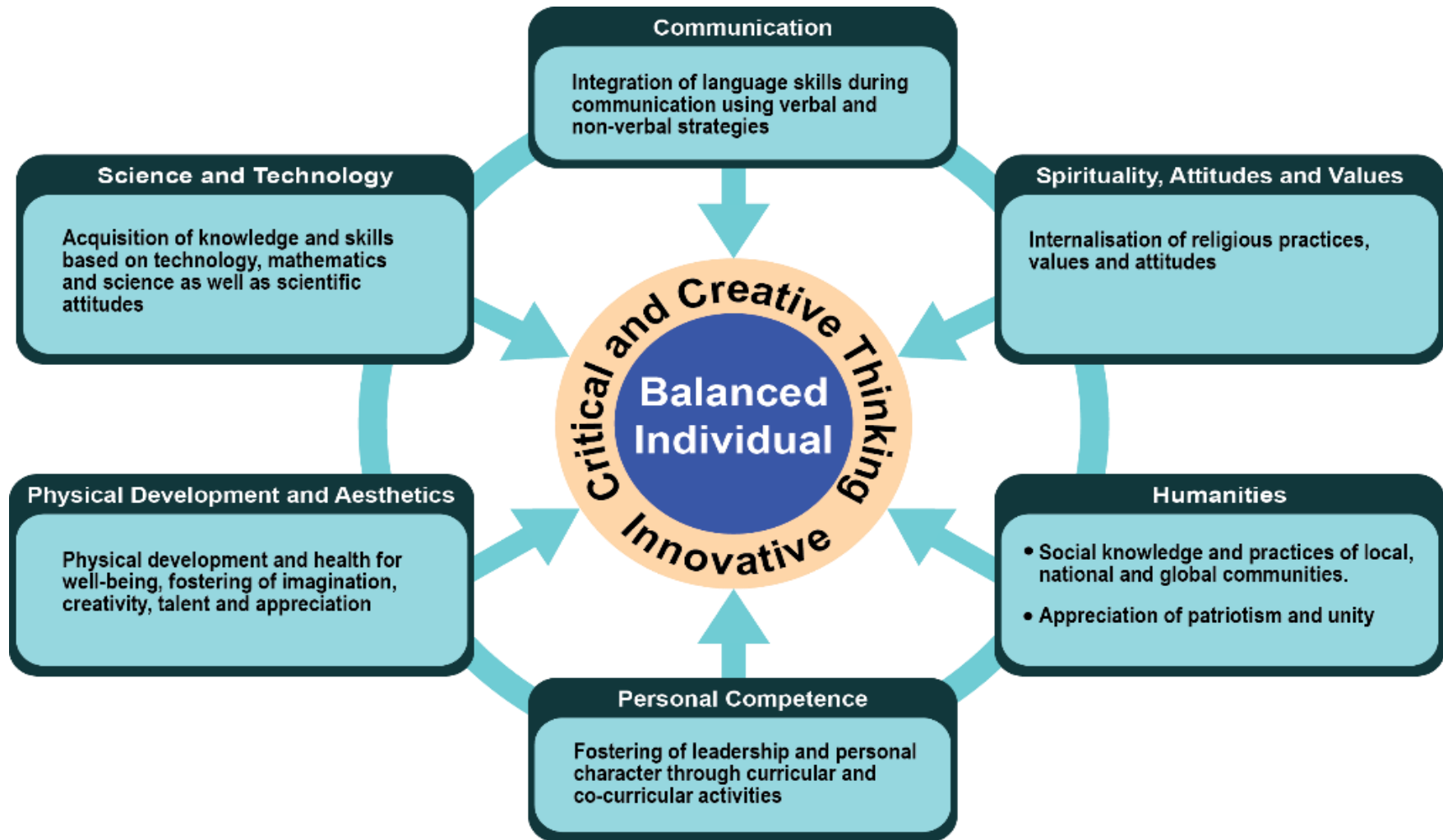
Figure 1: The Standards-Based Curriculum Framework for Primary Schools

FOCUS

The SBELC for the Learning Disabilities focuses on the pupils' competencies in expressing oneself, communicating, interacting, thinking and developing self-confident through language proficiency. Its learning environment provides opportunities for the pupils to strengthen their social skills and assume responsibilities in daily life. At the same time, the pupils will be able to maximize their visual and non-verbal skills to reinforce communication attempts and develop functional communication skills.

In order to provide meaningful learning environment and necessary language skills, the pupils must have adequate basic literacy skills as a foundation. Basic listening and speaking skills are introduced to help pupils enrich their understanding of the language. Lessons are contextualised and designed to accommodate the individualized needs to be more meaningful. Lessons should be fun and interesting through purposeful pupil-centred learning activities. It is also important to use appropriate activities, materials and interventions to tap on the pupils' full potential.

Opportunities to interact and communicate need to be enhanced by adapting relevant technologies through Augmentative Alternative Communication (AAC) system. Communication activities need to provide appropriate alternatives to reinforce positive and create a structured environment and ensure consistency of rules and routines. Teachers must establish easy and good interactive communication in classroom.

Listening, Speaking, Reading and Writing as well as instilling the aspects of Grammar and Language Arts are given due focus and attention during the teaching and learning process. The integration of these skills is exploited strategically to enhance pupils' development of specific language skills as described in the Content and Learning Standards.

21ST CENTURY SKILLS

One of the aspirations in the Standards-Based Primary Curriculum's (KSSR) is to develop pupils with the 21st Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices. The 21st Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 1. Mastery of the Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21st Century Skills. By cultivating 21st Century Skills, pupils are able to develop the aspired characteristics as mentioned in the pupils' profile (Table 2).

Table 2: Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being pupils themselves. They generate questions about learning and are opened towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Communicator	Pupils are able to voice out their thoughts, ideas and information with confidence and creatively, orally and in written form, using various types of media and technologies.

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

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

HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is stated explicitly in the curriculum so that teachers can interpret them in teaching and learning to promote structured and focused thinking among pupils. In the SBELC for Learning Disabilties, emphasis on HOTS refers to the four cognitive levels as presented in Table 3.

Table 3: Higher Order Thinking Skills

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

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

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

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

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

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

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 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 (2013-2025) where it is aspired for every pupil to be equipped with knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. The current developments in education are reflected in the Educational Emphases. These emphases are infused and incorporated where appropriate and relevant in classroom lessons to prepare pupils for the challenges of the real world. The Educational Emphases are explained briefly below:

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **Project-based Learning**

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

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

It also helps teachers assess the progress or the quality of learning of the pupils. Hence, in determining the completion of the project, pupils will be driven into the notion that they need to communicate effectively and work collaboratively with other members in the team within the stipulated time. PBL also allows the pupils to experience doing things inside and outside classroom by collaborating and cooperating with various people.

7. **Collaborative Learning**

Collaborative learning is a method of teaching and learning in which pupils work together in small groups on a structured activity to explore a significant question or create a meaningful project. The advantage of having small groups is that pupils can share their strengths and also develop their weaker skills as well as their interpersonal skills. They will learn skills to resolve conflicts. Pupils are individually accountable for their work, and the work of the group as a whole is also assessed.

In order to create an environment in which cooperative learning can take place, teachers have to ensure that pupils need to feel safe, but also challenged. Groups need to be small enough so that everyone can contribute. Diversity is celebrated, and therefore, all contributions are valued. Lastly, the task pupils work together on must be clearly defined.

8. **Inquiry-Based Learning**

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

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

9. **Learning Through Play**

Learning through play is a term used in education and psychology to describe how pupils can learn to make sense of the world around them. Through play pupils can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

Learning through play is emphasized in the process of teaching and learning for pupils with Special Educational Needs (SEN) especially, because this approach seeks to attract and create excitement in teaching and learning process. This strategy encourages pupils with SEN to conduct exploration, discovery and development of understanding based on experience, with a sense of joy and fun. This approach can improve cognitive ability and raise the curiosity, thinking and psychomotor skills, as well as skills to control emotions.

Some of the important features in this learning strategy are:

(i) Fun learning activities.

(ii) Exploration and interaction with the environment.

(iii) Well-planned activities.

(iv) Flexible in time.

(v) Trying out own ideas.

(vi) Opportunity to focus and give attention.

10. Theme-Based Teaching

Theme based teaching is used in yhe process of teaching and learning, especially for pupils with SEN. Selection of a topic or theme should correspond with pupils' environment. Theme based teaching involves:

(i) the use of a common topic across the areas of learning.

(ii) the theme chosen should reflect the pupils' ability, certain situations or events.

(iii) existing experience and systematic introduction of new experience.

(iv) establishing and strengthening knowledge and skills.

Some of the advantages of theme-based teaching are as follows:

(i) facilitates active teaching and learning.

(ii) initiates transferable learning skills, for example team work.

(iii) helps pupils to see the links between the subjects.

11. Outdoor Learning

This approach aims to provide space and opportunities for pupils to:

(i) Get real experience.

(ii) Enjoy recreational activities.

(iii) Socialise and communicate.

(iv) Enjoy fun learning activities.

(v) Explore and interact with the environment.

(vi) Enjoy fun, free and well-planned activities.

Among the recreational activities outside the classroom that can be carried out are excursions, camping/motivational courses, picnics, equestrian activities, swimming, and buying and selling activities.

CROSS CURRICULAR ELEMENTS

The cross-curricular elements are value-added elements applied in the teaching and learning process other than those specified in the Content Standards. The elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in the Schemes of Work. This benefits the pupils because today's complex and multi-dimensional world requires them to have the ability to make connections between various sources of knowledge. A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21st Century. These cross-curricular elements are as follow:

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

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

3. **Values**
   - Values are given due emphasis in the curriculum so that pupils understand and practice them in their daily lives.
   - 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 and learning 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 purposes 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 and Citizenship**

- The importance of instilling good values, knowledge, and the understanding of the duties, obligations and responsibilities of each and every citizen of this country is crucial for the well-being of the country.

- Similarly, patriotism is instilled through pupils' participation in curricular and co-curricular activities. This enables pupils to work together and collaborate towards nation-building.

6. **Creativity and Innovation**

- Creativity is the ability to use imagination to gather, comprehend and generate ideas to create something new and original.

- Innovation on the other hand, is the application of creativity through modification, revision and development of an idea.

- Creativity and innovation are mutually compatible and necessary to ensure the development of human capital to face the 21st Century challenges.

- Creativity and innovation elements need to be integrated in teaching and learning.

7. **Entrepreneurship**

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

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

8. **Information and Communication Technology Skills (ICT)**

- 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 and human well-being and development. These knowledge and values can be applied in these areas; consumerism and sustainable products, global citizenship and unity.
- The acquisition of global sustainability knowledge is imperative in preparing pupils to face the 21st century challenges at the local, national and global level.
- This element is inserted in lessons or taught directly in realated subjects.

10. Financial Education

- The integration of Financial Education aims to create a future generation that is capable of making sound financial decisions, practising ethical financial management and managing financial affairs skillfully and with accountability.
- Financial Education can be applied directly or embedded in teaching and learning through topics such as Money that contains explicit financial elements, namely the calculation of simple interest and compound interest. It can also be embedded or integrated through other topics across the curriculum. Exposure to financial management is vital to provide pupils with knowledge, skills and values that can be applied effectively and meaningfully in real life.

11. Transitional Skills

- Transitional module needs to be integrated in the curriculum for the Special Education to enhance the readiness of pupils to adapt to the changes in their physical development and lifestyle. This is also to enable them to build their relationships with family members, peers, teachers and the new communities as they go through the transitional process. This is essential because pupils with SEN will go through a few transitional

processes; preschool to primary school and primary to secondary school.

- Throughout the whole transitional process, they are going to encounter many changes; friends, teachers, curriculum, as well as physical changes. Therefore, they need to be guided so that they can adapt to those changes and it is also to ensure that they are well prepared for the teaching and learning process.

- The transitional module at primary level consists of four components:

1. Environmental adaptation skills
   Teacher guides pupils to understand and adhere to:
   (i)   rules in the classroom and school.
   (ii) timetable.
   (iii) daily routine.
   (iv) the needs to take turns.
   (v)   the needs to follow instructions.

2. Social Skills
   Teacher guides pupils to:
   (i)   fulfill responsibilities as children, pupils and peers.

(ii) have positive social behaviours where they can differentiate the boundaries within society.
(iii) control their emotions and behaviours especially when they are feeling afraid, sad, anxious, etc.

3. Pre-academic skills
   Pupils with SEN need to be equipped with basic literacy skills.

4. Building Communication and Relationship Skills
   Teacher plays an important role with family members to help pupils to go through the transitional process. They need to:
   (i)   understand pupils' background, as well as their needs in terms of interest, their favourite activities, their individual traits and home-based practices.
   (ii) get the support from parents and family members and also the school staff.
   (iii) ensure pupils are being accommodated to in all aspects; environment, timetables and daily activities.
   (iv) communicate with family and school members.

- A good establishment between the pupils, family members and teachers will be the main factor to determine how pupils learn and their level of achievement (social and academics). According to various international studies, effective transitional practice skills can help pupils to develop their social and academic skills. It is hoped that they will be able to:
  1. have the sense of belonging.
  2. understand and value the school's culture.
  3. respect and socialise with peers, teachers and school staff.
  4. engage and participate actively in learning.
  5. know their identity and their roles as pupils.
  6. continuously build positive qualities in school and at home.

INDIVIDUAL EDUCATION PLAN

An Individualized Education Plan (IEP) is a written document outlining the educational program and special support services tailored to the individual pupils. It is the responsibilities of all special education teachers to develop each special needs pupil's IEP as required by the Education (Special Education) Regulation 2013.

IEP spells out pupil's learning needs, services provided by the school and how progress will be measured. Several people including parents are involved in identifying the pupil's strengths and weaknesses. In order to determine the pupil's present level of educational performance, the pupil's current abilities, skills, weaknesses and strengths are measured through evaluations, observations and diagnostic tests.

Evaluation and tests are done with the cooperation and collaboration efforts of teachers, parents and multidisciplinary team of professionals. The professionals include psychologists, audiologists, speech pathologists or therapists, occupational therapists and other relevant professionals depending on the individual needs and the medical condition of the pupil.

Schools are required to establish the IEP committee to discuss and decide on the learning needs and the interventions as well as the transition services needed for each individual. The result of the evaluations and tests are discussed and the support and services are given to pupils as agreed upon and spelled out in the IEP.

The IEP goals need to be specific, realistic and measurable. The IEP committee or team creates the goals in the meeting. The IEP also needs to be reviewed at least once a year. The review allows modification and adjustment to the goals, expectations and intervention strategies to ensure more efficient and successful services and support for the pupils. Interventions described in the IEP will be embedded in the teaching and learning processes.

Effective IEP have key characteristics as follows:

1. Individualised and child-centredness
2. Inclusiveness
3. Holistic
4. Collaboration
5. Accessibility

CLASSROOM ASSESSMENT

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

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

- Use various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments.

- Use 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' progress based on the Learning Standards and Performance Standards.
- Perform follow-up action for remedial and enrichment purposes.

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

Specific Performance Standards Guides for Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document (DSKP). These Guides provide teachers with reference to gauge pupils' progress in the four language skills. Teachers can use the specific descriptors to determine the performance level of their pupils in the respective language skill.

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

Teachers can record pupils' progress in the record book, exercise book, notebook, checklist, schedules or other appropriate methods. The performance levels are recorded in the reporting template that has been provided after the teaching and learning of each field, theme, skill or the content and Learning Standards that have been implemented.

Classroom Assessment for pupils with SEN is slightly different because their progress needs to be based on the implementation of interventions that has been planned in the IEP. IEP has outlined the five pupils' development domains namely; cognitive, communication, socio-emotional, behavioural, gross motor and fine motor.

Any improvement and their readiness for learning can be identified and recorded in the IEP which will help teachers to determine the suitable teaching and learning strategies in line with the individual's potential.

OVERALL PERFORMANCE LEVEL

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

The judgement can be carried out based on the teacher's knowledge and experience, teacher's interaction with pupils and also discussions with colleagues. Once the performance level of each language skills has been identified, teachers can then determine their pupils' overall performance level as shown in Table 4.

Table 4: General Performance Standards Guide for A1 (Basic User)

Performance Level	Notes
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations 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 following are the Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards for Year 5 as shown in Table 5. The implementation of SBELC (Learning Difficulties) is in accordance with the Professional Circular Letter which is effective now. A minimum of 64 hours is allocated for this subject.

Table 5: The Curriculum Standards

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' secondary education. The Content Standards are over-arching educational goals that should be achieved by the end of Year 6.	The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their secondary education. It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standards. These standards should be mastered by all pupils at the end of each Year.	Express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards. These Standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.

SBELC (Learning Difficulties) 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 the learning standards in this document cover all aspects of thinking skills which are consistent with the principles of the CEFR for Languages. The column for Notes contains suggested activities and notes. Teachers are advised to perform additional activities other than those suggested according to their creativity and the need to achieve the Learning Standards.

LISTENING

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

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.2.4. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practice different listening skills in varied sequences in their English lessons.

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

Objectives for Listening in Year 5

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

1. Recognise and reproduce with support a range of target language phonemes.
2. Understand with support the main idea of short simple text
3. Understand with support specific information and details of short simple text
4. Understand with support short simple narrative
5. Understand a range of short questions on familiar topics

1.0 LISTENING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.1 Recognise and reproduce target language sound	Recognise and reproduce target language phonemes	Pupils can: 1.1.1 Recognise and reproduce with support a range of target language phonemes	**Notes**: • Expand and vary the common sight words based on the topics chosen. • Teachers are advised to refer to the following available wordlist resource: http://www.cambridgeenglish.org/images/153612-yle-handbook-for-teachers.pdf (*Teachers can simplify or may have a wordlist with accordance to the pupils' level*) • Phoneme is any one of the smallest units of speech that make one word different from another word (*Cambridge Dictionary*); it is a sound or a group of different sounds perceived to have the same function by speakers of the language. An example is the English phoneme /k/, which occurs in words such as cat, car, kite. etc. Teacher may refer to: www.phonemicchart.com/what/ • A range of target language phonemes means a suitable variety of phonemes, based on teacher's judgement of how well the pupils can listen. These are in addition to the phonemes already taught previously. • Teachers should distinguish between sounds and the meaning of words; relate words spoken to words in print and graphic. **Suggested activities**: (a) listen and tell (b) action songs (c) games

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.2 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	Pupils can: 1.2.1 Understand with support the main idea of short simple texts.	**Notes**: • Simple text refers to text in which the content is organised clearly and contains language and ideas which pupils can understand. • Oral texts can be in the term of spoken and recorded listening materials from any topics chosen. • Specific information and details can be in any form of details that support the main idea. **Suggested activities**: (a) listen and tell (b) role play (c) games (d) action songs
	Understand specific details when listening to text on familiar topics	1.2.2 Understand with support specific information and details of short simple texts.	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Understand narratives on familiar topics	Pupils can: 1.2.3 Understand with support short simple narratives	**Notes**: • Narrative is a story or a description of a series of events (*Cambridge Dictionary*). • Short simple narratives are stories which are usually more than 5 lines long. The simple narratives contain language and ideas which pupils can understand. • Teachers have to use their own judgement on short simple narrative, based on the level and interest of the pupils. • Teachers may choose materials that the pupils are familiar with. • Oral texts could be in term of spoken and recorded listening materials from any topics chosen. **Suggested activities**: (a) listen and tell (b) role play (c) listen and draw (d) listen and complete text

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Understand questions on familiar topics	Pupils can: 1.2.4 Understand a range of short questions on familiar topics	**Notes**: • Based on any topics chosen. • Teacher may use a variety of "wh" questions Example: "My Father" o *What is your father's name?* o *How old is he?* o *Where does he work?* • A range of familiar topics means a variety of topics which pupils know, topics related to oneself, family, and friends. **Suggested activities**: (a) listen and tell (b) role play (c) listen and draw (d) listen and complete text

Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	- Hardly recognises and reproduces a range of target language phonemes even with a lot of support. - Hardly understands main ideas, specific information and details of short simple texts even with a lot of support. - Hardly understands short simple narratives and short questions on familiar topics even with a lot of support.	Requires support to achieve curriculum target (A1 Mid)
2	- Recognises and reproduces a range of target language phonemes with a lot of support. - Understands main ideas, specific information and details of short simple texts with a lot of support. - Understands short simple narratives and short questions on familiar topics with a lot of support.	On track to achieve curriculum target (A1 Mid)
3	- Recognises and reproduces a range of target language phonemes with support. - Understands main ideas, specific information and details of short simple texts with support. - Understands short simple narratives and short questions on familiar topics with support.	Achieves expectations of curriculum target (A1 Mid)
4	- Recognises and reproduces a range of target language phonemes with very minimal support. - Understands main ideas, specific information and details of short simple texts with very minimal support. - Understands short simple narratives and short questions on familiar topics with very minimal support.	On track to exceed expectations (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	- Recognises and reproduces a range of target language phonemes appropriately. - Understands main ideas and specific information and details of short simple texts appropriately. - Understands short simple narratives and short questions on familiar topics appropriately.	Working towards exceeding expectations (A1 Mid)
6	- Recognises and reproduces a range of target language phonemes confidently. - Understands main ideas and specific information and details of the texts confidently. - Understands short simple narratives and short questions on familiar topics confidently.	Exceeds expectations (A1 Mid)

SPEAKING

The Speaking Content Standards focus on pupils' ability to communicate to others, their ability to use strategies when interacting with others, and their ability to communicate 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 2.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different speaking skills in varied sequences in their English lessons.

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

Objectives for Speaking in Year 5

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

1. Ask and respond to personal information.
2. Ask about and describe daily activities.
3. Ask about and make simple predictions based on stimulus given.
4. Describe people and objects using suitable simple sentences.
5. Retell very short basic stories.

2.0 SPEAKING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES

2.1 Communicate simple information	Communicate simple information about themselves	**Pupils can:**
		
		2.1.1 Ask and respond to personal information
			Notes:
			• Based on any topics chosen by the teacher.
			• Teacher may brainstorm or discuss the topic beforehand.
			• Teacher may guide pupils to speak and express themselves freely.
			• Teacher should give a lot of prompting and guidance.
			• Example:
			  What is your hobby?
			  My hobby is playing computer games.
			• Introduce Simple Present Tense and Simple Past Tense. Example:
			  I **brush** *my teeth everyday* (Simple Present Tense)
			  I **brushed** *my teeth this morning* (Simple Past Tense)
			• In accordance to pupils' ability. Teacher may introduce or teach Tenses when pupils are ready, as these are only suggestions.
			
			Suggested activities:
			(a) respond to and talk about any topics
			(b) listen and tell
			(c) role play

	Find out simple information from others	2.1.2 Ask about and describe daily activities	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate simple information	**Pupils can**: 2.1.3 Ask about and make simple predictions based on stimulus given	**Notes**: • The stimulus can be in the form of short stories, songs, pictures, video clips, short films, television commercials etc. • Teacher may use series of cards of instructions. • Teacher may encourage and motivate pupils to speak and think by asking Higher Order Thinking Skills questions. • Making simple predictions is important to teach pupils to think https://thisreadingmama.com/activities-for-making-predictions/ **Suggested activities**: (a) listen and tell (b) role play (c) guessing games

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Describe people and things	**Pupils can**: 2.1.4 Describe people and objects using suitable simple sentences	**Notes**: • Based on any topics chosen by the teacher, preferably topics that pupils are familiar with and suit to their interest. • Teacher may encourage and motivate pupils to speak. • Teacher should cultivate pupils' thinking skills by asking HOTs questions. • Teacher may refer to the website given for ideas of activities that can be conducted. Teacher may simplify or modify according to the levels of the pupils. https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/a2-level/f-rw-03-describing-people-and-things/ https://www.teachingenglish.org.uk/article/objects-around-classroom **Suggested activities**: (a) listen and tell (b) role play

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.2 Communicate appropriately to a small or large group	Communicate information, events and stories clearly to an audience	**Pupils can:** 2.2.1 Retell very short basic stories	**Notes**: • The activity should be guided by teacher completely • Teacher may encourage pupils to communicate confidently • Teacher may use well known stories as stimulus • Example of well known stories are *Frozen, Ejen Ali, Upin Ipin, Peter Rabbit, Cinderella, etc.* • Storytelling is important because it helps to remember words and helps them to relate to one another. (In consideration with their readiness, and emotional status) • Teacher may refer to: https://teach.com/great-educational-resources-the-power-of-storytelling/ **Suggested activities**: (a) Story retelling (b) role play

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	• Hardly asks and responds to personal information, asks about and describes daily activities even with a lot of support. • Hardly asks about, makes simple predictions and describes people and objects using simple sentences even with a lot of support. • Hardly retells very short basic stories even with a lot of support.	Requires support to achieve curriculum target (A1 Mid)
2	• Shows ability to ask and respond to personal information, ask about and describe daily activities with a lot of support. • Shows ability to ask about, makes simple predictions and describes people and objects using simple sentences with a lot of support. • Shows ability to retell very short basic stories with a lot of support.	On track to achieve curriculum target (A1 Mid)
3	• Shows ability to ask and respond to personal information, ask about and describe daily activities with support. • Shows ability to ask about, makes simple predictions and describes people and objects using simple sentences with support. • Shows ability to retell very short basic stories with support.	Achieves expectations of curriculum target (A1 Mid)
4	• Shows ability to ask and respond to personal information, ask about and describe daily activities with very minimal support. • Shows ability to ask about, makes simple predictions and describes people and objects using simple sentences with very minimal support. • Shows ability to retell very short basic stories with very minimal support.	On track to exceed expectations (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	• Shows ability to ask and respond to personal information, ask about and describe daily activities appropriately. • Shows ability to ask about, makes simple predictions and describes people and objects using simple sentences appropriately. • Shows ability to retell very short basic stories appropriately.	Working towards exceeding expectations (A1 Mid)
6	• Shows ability to ask and respond to personal information, ask about and describe daily activities confidently. • Shows ability to ask about, makes simple predictions and describes people and objects using simple sentences confidently. • Shows ability to retell very short basic stories confidently.	Exceeds expectations (A1 Mid)

READING

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

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 3.1.1 and finishes with 3.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

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

Objectives for Reading in Year 5

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

1. Understand the main idea of very short simple texts.

2. Understand specific information and details of very short simple texts.

3. Use with support picture dictionary to find, list and categorise words from the topics chosen.

4. Read and enjoy simple fiction or non-fiction print and digital texts of interest.

3.0 READING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.1 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	**Pupils can:** 3.1.1 Understand the main idea of very short simple texts	**Notes**: • Based on any topics chosen by the teacher. • Linear texts contain only words. Example of linear texts include dialogues, stories and descriptions. • Non-linear texts combine words and pictures. Example of linear texts include graphs and diagrams. • Specific information can be in any form of details to support the main idea. (characters, events, places or descriptions) • Teacher may refer to:
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific information and details of very short simple texts	➢ http://www.readingrockets.org/article/effective-reading-interventions-kids-learning-disabilities ➢ http://www.pbs.org/parents/education/learning-disabilities/types/reading/reading-strategies/ ➢ https://pridelearningcenter.com/2016/04/10/reading-comprehension-strategies-for-students-with-learning-disabilities/ ➢ https://study.com/academy/lesson/reading-strategies-for-students-with-learning-disabilities.html • Teacher may simplify or modify the texts according to the levels of the pupils. **Suggested activities**: (a) read and draw (b) read and match (c) read and categorise (d) read and complete text

	CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
		Use appropriate basic dictionary skills	Pupils can: 3.1.3 Use with support picture dictionary to find, list and categorise words from the topics chosen.	**Notes**: • Based on any topics chosen by the teacher. **Suggested activities**: (a) matching activity (b) match graphics with words
3.2	Read for information and enjoyment	Read and understand a variety of fiction and non-fiction texts	Pupils can: 3.2.1 Read and enjoy simple fiction or non-fiction print and digital texts of interest.	**Notes**: • Fiction text: the type of book or story that is written about imaginary characters and events and not based on real people and facts. • Non-fiction text: writing that is about real events and facts, rather than stories that have been invented. • Digital text is an electronic version of a written text. It can be found on the internet or on the computer or on a variety of hand-held electronic devices. • Based on any topics chosen by the teacher. • Teacher may guide and encourage pupils to read meaningfully. **Suggested activities**: (a) read and match (b) read and complete text (c) digital games

Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	• Hardly understands the main idea, specific information and details of very short simple texts even with a lot of support. • Hardly uses picture dictionary to find, list and categorise words even with a lot of support. • Hardly reads and enjoy simple fiction or non-fiction print and digital texts even with a lot of support.	Requires support to achieve curriculum target (A1 Mid)
2	• Shows ability to understand the main idea, specific information and details of very short simple texts with a lot of support. • Shows ability to use picture dictionary to find, list and categorise words with a lot of support. • Shows ability to read and enjoy simple fiction or non-fiction print and digital texts with a lot of support.	On track to achieve curriculum target (A1 Mid)
3	• Shows ability to understand the main idea, specific information and details of very short simple texts with support. • Shows ability to use picture dictionary to find, list and categorise words with support. • Shows ability to read and enjoy simple fiction or non-fiction print and digital texts with support.	Achieves expectations of curriculum target (A1 Mid)
4	• Shows ability to understand the main idea, specific information and details of very short simple texts with very minimal support. • Shows ability to use picture dictionary to find, list and categorise words with very minimal support. • Shows ability to read and enjoy simple fiction or non-fiction print and digital texts with very minimal support.	On track to exceed expectations (A1 Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	• Shows ability to understand the main idea, specific information and details of very short simple texts appropriately. • Shows ability to use picture dictionary to find, list and categorise words appropriately. • Shows ability to read and enjoy simple fiction or non-fiction print and digital texts appropriately.	Working towards exceeding expectations (A1 Mid)
6	• Shows ability to understand the main idea, specific information and details of very short simple texts confidently. • Shows ability to use picture dictionary to find, list and categorise words confidently and independently. • Shows ability to read and enjoy simple fiction or non-fiction print and digital texts confidently.	Exceeds expectations (A1 Mid)

WRITING

The Writing Content Standards focus on pupils' ability to communicate meaning, and to use appropriate language, form and style when doing so.

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 4.2.3. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

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

Objectives for Writing in Year 5

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

1. Write basic information using phrases and sentences.
2. Write a sequence of:
   (i) simple instructions
   (ii) simple directions
3. Write and describe people and objects using suitable phrases and simple sentences.
4. Use capital letters, full stops, question marks and comma appropriately in guided writing at sentence level.
5. Spell a range of familiar high frequency words in guided writing.
6. Plan, draft and write an increased range of simple sentences based on any familiar topics.

4.0 WRITING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.1　Write basic information for a range of purposes in print and digital media	Write basic information	Pupils can: 4.1.1 Write basic information using phrases and sentences	**Notes**: • Based on any topics chosen by the teacher. • Teacher may brainstorm on the topics beforehand. • Teacher should cultivate pupils' thinking skills by asking HOTs questions. • In accordance to pupils' ability, teacher may guide them to write words, phrases, then sentences. • Teacher may use any kind of forms, notes (information transfer) from printed or digital media as tools or learning activities. • Teacher may refer to: www.brighthubeducation.com/special-ed-inclusion-strategies/127947-the-pre-writing-stage/ https://www.ernweb.com/educational-research-articles/learning-disabilities-writing-strategies/ **Suggested activities**: (a)　listen and write (b)　fill in the blanks (c)　information transfer

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES

		Pupils can:
		
		4.1.2 Write a sequence of:
		    i) simple instructions
		    ii) simple directions
			Notes:
			
			• Instruction in daily activities. (Dressing up, Simple recipes, Giving directions)
			• Introduce preposition e.g. behind, in front of etc. and sequence connector e.g. firstly, secondly, lastly. (in accordance to pupils' ability)
			• In accordance to pupils' ability, teacher may guide them to write words, phrases, then sentences.
			• Teacher may refer to:
			  ➢ https://www.easypacelearning.com/all-lessons.com/all-lessons/learning-english-level-1/201-giving-and-asking-directions-english-lesson
			  ➢ www.learnesl.net/introduction-to-english-prepositions/
			  ➢ https://www.toppr.com/guides/english/prepositions/introductions-prepositions
			
			Suggested activities:
			(a) listen and write
			(b) fill in the blanks
			(c) information transfer

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES

	Describe people and things	Pupils can:
		
		4.1.3 Write and describe people and objects using suitable phrases and simple sentences.
			Notes:
			
			• Introduce adjectives.
			• Adjectives refer to words that describe or clarify nouns.
			• Example of phrases:
			   ○ blue car
			   ○ big book
			   ○ tall boy
			• Example of simple sentences:
			   ○ This is a blue car.
			   ○ The tall boy is my brother.
			• Based on any topics chosen by the teacher.
			• Teacher may brainstorm on the topics beforehand.
			• Teacher may guide and encourage pupils to write confidently.
			• In accordance to pupils' ability, teacher may guide them to write words, phrases, then sentences.
			• Teacher may refer to:
			   ➤ https://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html
			
			Suggested activities:
			(a) write and match
			(b) write and complete text

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.2 Write with appropriate language form and style for a range of purposes in print and digital media	Punctuate texts appropriately	Pupils can: 4.2.1 Use capital letters, full stops, question marks and comma appropriately in guided writing at sentence level	**Notes**: • Punctuate any form of written materials. • Written materials are based on any topics chosen. • Introduce proper noun and common noun knowledge to pupils. **Suggested activities**: (a) rewrite sentences and punctuate (b) identify and rewrite sentences with correct punctuation (c) sorting activities https://teachstarter.com/blog/28-punctuation-resources-activities

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES

	Spell high frequency words accurately	**Pupils can:**
		
		4.2.2 Spell a range of familiar high frequency words in guided writing
			Notes:
			
			• Spell words used in written materials.
			• Activities should be guided by teacher, and based on any topics chosen.
			• High frequency words are words which pupils use often in writing, such as colours, numbers, days of the week, and classroom objects.
			• A range of familiar high frequency words are in addition to the words that have been taught.
			• Teacher needs to use their own judgement on familiar high frequency words, according to words pupils write often in every lesson.
			• Look on the neatness, legibility and accuracy in spelling.
			• Teacher may refer to:
			  www.highfrequencywords.org/
			
			Suggested activities:
			(a) spelling games
			(b) use pictures to stimulate pupils to write words
			(c) Rebus writing – representation of a word or a syllable by a picture of an object
			  https://en.islcollective.com/resources/search_result?Tags=rebus
			(d) word search

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Plan, draft and edit work appropriately on familiar topics	**Pupils can:** 4.2.3 Plan, draft and write an increased range of simple sentences based on any familiar topics	**Notes**: • Teacher guides pupils to construct a variety of simple sentences based on any familiar topics chosen by teacher. • An increased range of simple sentences are in addition to the simple sentences that has been taught. • Teacher must guide and encourage pupils to write confidently. • Look on the neatness, legibility and accuracy in spelling. **Suggested activities**: (a) listen and write (b) write and complete text

Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	• Hardly writes basic information, simple instructions and directions even with a lot of support. • Hardly writes and describes people and objects using suitable phrases and simple sentences even with a lot of support. • Hardly punctuates at sentence level and spells a range of familiar high frequency words in guided writing even with a lot of support. • Hardly plans, drafts and writes simple sentences even with a lot of support.	Requires support to achieve curriculum target (A1 Mid)
2	• Shows ability to write basic information, simple instructions and directions with a lot of support. • Shows ability to write and describes people and objects using suitable phrases and simple sentences with a lot of support. • Shows ability to punctuate at sentence level and spells a range of familiar high frequency words in guided writing with a lot of support. • Shows ability to plan, draft and write simple sentences with a lot of support.	On track to achieve curriculum target (A1 Mid)
3	• Shows ability to write basic information, simple instructions and directions with support. • Shows ability to write and describes people and objects using suitable phrases and simple sentences with support. • Shows ability to punctuate at sentence level and spells a range of familiar high frequency words in guided writing with support. • Shows ability to plan, draft and write simple sentences with support.	Achieves expectations of curriculum target (A1Mid)

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
4	- Shows ability to write basic information, simple instructions and directions with very minimal support. - Shows ability to write and describes people and objects using suitable phrases and simple sentences with very minimal support. - Shows ability to punctuate at sentence level and spells a range of familiar high frequency words in guided writing with very minimal support. - Shows ability to plan, draft and write simple sentences with very minimal support.	On track to exceed expectations (A1 Mid)
5	- Shows ability to write basic information, simple instructions and directions appropriately. - Shows ability to write and describes people and objects using suitable phrases and simple sentences appropriately. - Shows ability to punctuate at sentence level and spells a range of familiar high frequency words in guided writing appropriately. - Shows ability to plan, draft and write simple sentences appropriately.	Working towards exceeding expectations (A1 Mid)
6	- Shows ability to write basic information, simple instructions and directions confidently. - Shows ability to write and describes people and objects using suitable phrases and simple sentences confidently. - Shows ability to punctuate at sentence level and spells a range of familiar high frequency words in guided writing confidently. - Shows ability to plan, draft and write simple sentences confidently.	Exceeds expectations (A1 Mid)

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 functional as well as non-functional resources. 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 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. Enjoy and sing:
    (i) nursery rhymes
    (ii) songs
2. Name people, things or places of interest based on any stimulus given.
3. Respond imaginatively through presenting creative works.

5.0 LANGUAGE ARTS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES

5.1 Enjoy and appreciate rhymes, poems and songs	Say the words in simple texts, and sing simple songs with correct pronunciation, rhythm and intonation	Pupils can:
		
		5.1.1 Enjoy and sing:
		    (i) nursery rhymes
		    (ii) songs
			Notes:
			
			• Any suitable songs based on any topics chosen by the teacher.
			• Teacher may guide and encourage pupils to sing and enjoy the nursery rhymes and songs.
			• Pupils may show non-verbal responses (actions, gestures, facial expressions, body language) and verbal responses (can be in oral and written form).
			• Use familiar words, phrases as lyrics for the songs.
			   https://youtu.be/jK99ZcVi0b4
			   https://youtu.be/3zJJ1S6-rMc
			
			Suggested activities:
			(a) listen and tell
			(b) sing songs

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
5.2 Express personal responses to literary texts / digital media	Identify, analyse and respond to elements in texts / digital media	Pupils can: 5.2.1 Name people, things, actions or places of interest based on any stimulus given	**Notes**: • The stimulus may be familiar to the pupils and can be based on any topics chosen by the teacher. • Teacher may guide and encourage pupils to communicate confidently. • Pupils responses can be in non-verbal and verbal. • Teacher may use stories, movies, comics etc which the pupils are familiar with. **Suggested activities**: (a) listen and tell (b) role play

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
5.3 Express an imaginative response to literary texts / digital media	Plan, prepare and produce creative work with a focus on language use.	Pupils can: 5.3.1 Respond imaginatively through presenting creative works.	**Notes**: • Based on any topics chosen by the teacher. • Teacher may guide and encourage pupils to communicate confidently and express their ideas freely and creatively. • Teacher may give a lot of prompting. • Group work with fun activities are recommended. • Teacher may use TPR (Total Physical Response), in getting the pupils motivated. • *Total Physical Response* (*TPR*) *is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces pupils inhibitions and stress.* www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr https://www.fluentu.com/blog/educator/total-physical-response • Example of creative works (art and craft, rap, song, chants) https://youtu.be/jK99ZcVi0b4 https://youtu.be/3zJJ1S6-rMc

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