



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

**KURIKULUM STANDARD SEKOLAH MENENGAH  
PENDIDIKAN KHAS**

# **English For Communication**

**Dokumen Standard Kurikulum dan Pentaksiran**

**Tingkatan 4 dan 5**





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PENDIDIKAN KHAS**

# **English For Communication**

**Dokumen Standard Kurikulum dan Pentaksiran**

## **Tingkatan 4 dan 5**

**Bahagian Pembangunan Kurikulum**

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## **RUKUN NEGARA**

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

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan 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 Menengah (KSSM) yang dilaksanakan secara berperingkat mulai tahun 2017 akan menggantikan Kurikulum Bersepadu Sekolah Menengah (KBSM) yang mula dilaksanakan pada tahun 1989. KSSM digubal bagi memenuhi keperluan dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum yang dilaksanakan di sekolah menengah setanding dengan standard antarabangsa. Kurikulum berasaskan standard yang menjadi amalan antarabangsa telah dijelmakan dalam KSSM 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 KSSM, 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 KSSM, 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 KSSM. Semoga pelaksanaan KSSM akan mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan.

**Dr. MOHAMED BIN ABU BAKAR**  
Timbalan Pengarah  
Bahagian Pembangunan Kurikulum  
Kementerian Pendidikan Malaysia



## INTRODUCTION

The Standards-Based English For Communication Curriculum (SBECC) takes into account the ability and potential of pupils with Special Educational Needs (SEN). Pupils with SEN regardless of their disabilities; hearing disabilities, visual disabilities, physical disabilities, speech disabilities and multiple disabilities should be given the same space and opportunities to study and to use this curriculum.

SBECC is developed to equip pupils with language competency, communicate and acquire knowledge, information, ideas, skills and values to meet the needs in daily business, education and towards career. Communication is given due focus to prepare pupils with SEN to the real world experience. In this era of global competitiveness, the mastery of English is vital for pupils to equip themselves with the necessary skills in order to keep pace in a rapidly emergent global economy as indicated in The Malaysia Education Blueprint 2013-2025.

SBECC incorporates the Content Standards, Learning Standards, Performance Standards and are aligned to Common European Framework of Reference (CEFR). The Content Standards determine the goals the pupils have to achieve at the end of Form 5. The Learning Standards determine what the pupils are expected to know and able to do at a particular year in their secondary education. The Performance Standards and assessment track pupils' learning progress in the form of formative assessment.

The curriculum standards for Form 4 and Form 5 English For Communication (Special Education) are aligned to the CEFR proficiency level Revised A2 to B1 Low. The CEFR aligned curriculum is built on the foundations of communicative competence and fully caters for cognitive progression in its learning standards.

## **AIM**

The Standards-Based English For Communication Curriculum (SBECC) aims to equip pupils with SEN with basic language skills to enable them to communicate and interact confidently in a variety of contexts.

## **OBJECTIVES**

By the end of secondary school education, pupils with SEN will be able to acquire knowledge, skills and values as follows:

1. Introduce themselves and someone else to others.
2. Listen to and respond to spoken English on variety of social topics.
3. Demonstrate the understanding of English Language for specific instructions and information.
4. Acquire vocabulary for specific purposes, spell words correctly and construct simple sentences.
5. Use language expressions to deal with everyday situations.
6. Display positive attitudes towards learning English.
7. Converse meaningfully in conversations in order to purchase things and to ask for information and help.
8. Express feelings as well as opinions towards the given situations in spoken language.
9. Read informative texts to widen their experiences in daily lives.
10. Extract information from spoken and written texts.



## **THE CURRICULUM FRAMEWORK**

The Standards-Based Curriculum for Secondary Schools (KSSM) is based on the six strands which are Communication, Spirituality, Attitude and Values, Humanities, Personal Competence, Physical Development and Aesthetics, and Science and Technology.

These six learning strands are the main domains that complement one another and are integrated with critical, creative and innovative thinking. The integration aims to develop human capital that inculcates moral values based on religion, knowledge, competence, critical, creative and innovative thinking as illustrated in Figure 1.

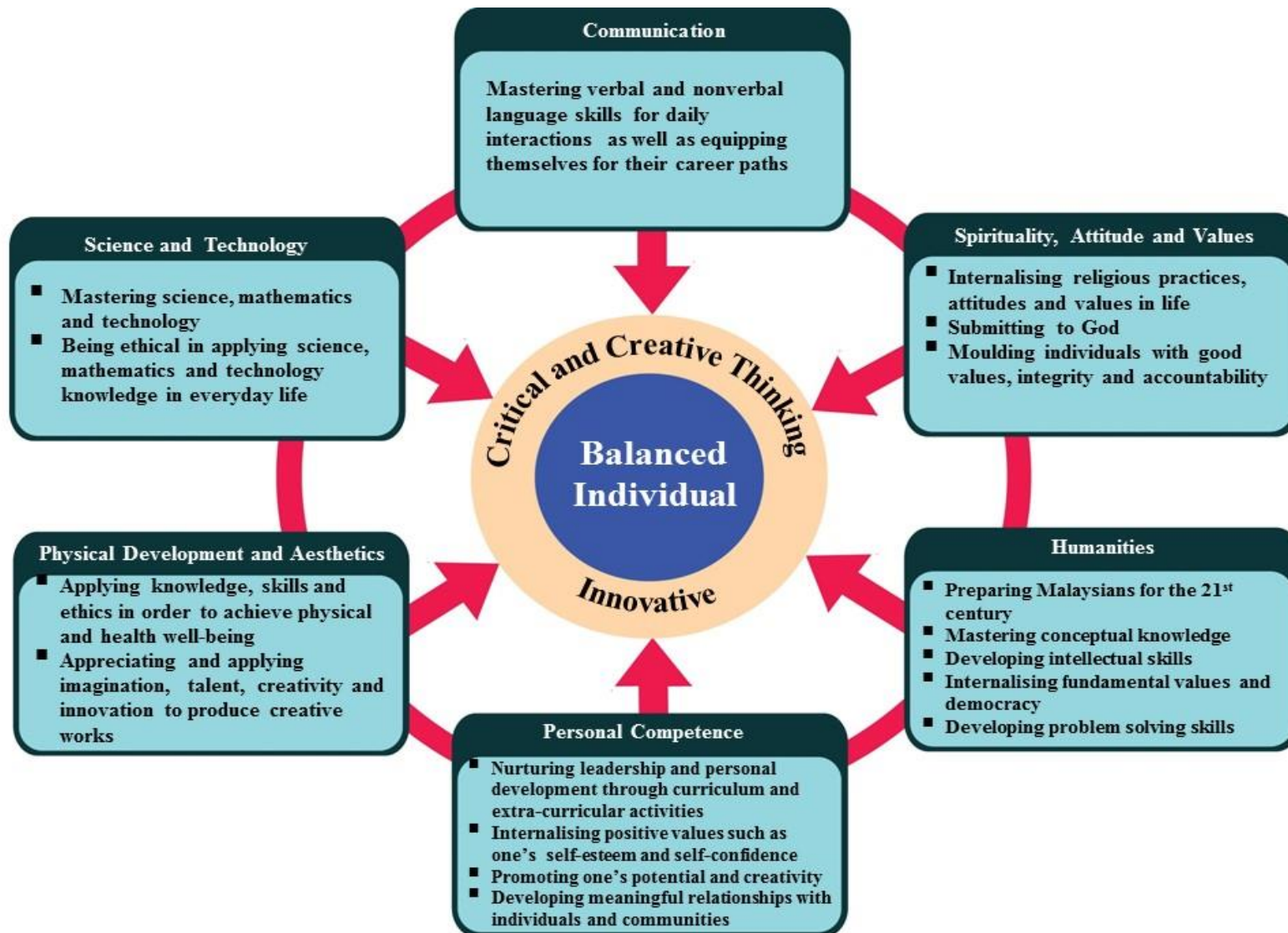


Figure 1: The Standards-Based Curriculum Framework for Secondary Schools

## FOCUS

The SBECC has four focus areas that are imperative in enabling pupils to meet the challenges and demands of a diverse, globalised and dynamic era. These areas are curriculum principles, curriculum organisation, curriculum approach and lesson organisation.

### Curriculum Principles

The SBECC is based on the following five guiding principles that meet the challenges and demands of the 21<sup>st</sup> century:

- Preparing for the Real World
- Sustaining Language Use
- Acquiring Global Competencies
- Acquiring Pupil Differences
- Developing Confident and Competent Communicators

#### 1. Preparing for the Real World

The challenges of the 21<sup>st</sup> century demand an education system that prepares pupils to be competent, knowledgeable and confident. The SBECC takes into account skills and knowledge that are necessary for pupils to function in the real world. This is achieved by making use of real-life issues which

are meaningful and “hands-on” in nature for classroom activities and project work. Hence, pupils are able to apply knowledge skills to real world settings which would lead to greater success in their future.

#### 2. Sustaining Language Use

The SBECC emphasises the importance of sustaining the use of English Language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is depicted in the four broad themes:

- People and Culture
- Science and Technology
- Health and Environment
- Consumerism and Financial Awareness

These themes are incorporated into the teaching and learning process, allowing pupils to engage in classroom activities that relate to real life situations. Pupils are able to develop a deeper understanding and awareness of their surroundings, and work towards sustaining an English Language environment.

### 3. Acquiring Global Competencies

The world today is highly interconnected and is important in preparing pupils to become competent global citizens. The concept of global competence incorporates the knowledge and skills pupils need in the 21<sup>st</sup> century. Globally-competent pupils are equipped with the knowledge and skills to:

- investigate the world; being aware, curious, and interested in learning about the world and how it works;
- communicate ideas to diverse audience on various topics through different mediums and rapidly emerging technologies; and
- become global players by taking responsibilities for their actions and weighing the consequences.

### 4. Acknowledging Pupil Differences

In implementing the teaching approaches, lessons and curriculum materials, teachers must take into account the varying needs and abilities of pupils. In addition, sufficient opportunities to practise the desired language skills should be provided to ensure that Learning Standards are achieved. Therefore, it is important that appropriate activities and materials be used for pupils of different learning styles so that their full potential can be realised.

### 5. Developing Confident and Competent Communicators

Effective communication is pivotal in today's fast-paced world. We need to be able to communicate our thoughts and ideas in a coherent and cohesive manner through various modes, verbally and non-verbally. Therefore, our pupils need to acquire the language skills and engage in activities that further develop their confidence and competence in communication to face the real world.

#### Curriculum Organisation

The SBECC curriculum are organised as shown in Table 1.

Table 1: Curriculum Organisation for English for Communication (Special Education)

STAGES	LEVEL	CURRICULUM TARGET	CONTACT HOURS
Lower Secondary	Form 1, Form 2 and Form 3	A1 High to Revise A2	32 hours
Upper Secondary	Form 4 and Form 5	Revise A2 to B1 Low	32 hours

### **Curriculum Approach**

The SBECC emphasises the modular approach. This approach ensures that all the four language skills; Listening, Speaking, Reading and Writing are given due focus and attention during the teaching and learning process. During teaching and learning, the four language skills are connected through topics that are related to the following themes:

- People and Culture
- Science and Technology
- Health and Environment
- Consumerism and Financial Awareness

These themes are developed based on the aims and objectives of the subject. These themes are essential in enhancing the development of the four language skills through the selection of a variety of topics. Thus, language strategies and activities can be planned and carried out successfully.

### **Lesson Organisation**

The SBECC focuses on the four language skills, starting with Listening, Speaking, Reading and Writing.

A teacher may begin a topic by focusing on Listening skills while other skills such as Speaking, Reading and Writing are incidental. This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Speaking skills during which Listening, Reading and Writing skills are incidental. When the Reading skill or Writing skill is in focus, all other language skills are incidental. The curriculum does not specify order of teaching the language skills.

All the four language skills are linked through a topic of a selected theme. Aspects of Grammar are infused during the teaching of these language skills. When planning lessons, teachers should take into account that pupils learn through connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to their experiences in the real world.

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

One of the Standards Based Secondary Curriculum (KSSM) aspirations is to develop pupils with the 21<sup>st</sup> Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices. The 21<sup>st</sup> Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 2. The mastery of Content and Learning Standards in the curriculum contributes to the pupils' acquisition of the 21<sup>st</sup> Century Skills.

Table 2: Pupil's Profile

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

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

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

## HIGHER ORDER THINKING SKILLS

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

Table 3: Higher Order Thinking Skills

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

Higher Order Thinking Skills (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 judgments through logical and rational evaluation.

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

HOTS can be applied in the classroom through reasoning, inquiry, problem solving activities and projects. In order to encourage pupils to think, thinking tools such as thinking and mind maps as well as high level of questioning techniques can be used by teachers and pupils.



## TEACHING AND LEARNING STRATEGIES

The teaching and learning in the 21<sup>st</sup> century is pupil-centred and the teacher acts as a facilitator. Teaching and learning is more effective when strategies are applied appropriately in supportive environments. These teaching and learning strategies involve:

- Cognitive processes in learning and understanding information, such as paraphrasing sentences and summarising texts.
- Metacognitive processes, which is thinking about thinking, encompasses planning, regulating, monitoring and modifying the cognitive learning processes so as to acquire and understand information. For example, while reading pupils may decide to change their reading strategy in order to achieve a specific purpose.
- Resource management, in controlling resources required in the teaching and learning activities such as time, effort, affect and support.

The following teaching and learning strategies accommodate differences in learning styles. Teachers are encouraged to use their professional judgement to review the suggested strategies and then decide on the most appropriate for meeting the needs of their pupils. As teachers know their pupils' learning styles and needs, they may need to select alternative teaching and learning strategies

or adapt those suggested to deliver the content. Some of the strategies recommended in the SBECC are:

### **Inquiry-Based Learning**

The purpose of inquiry in the teaching and learning of language is to plan strategic pupil-centred learning activities based on explorative learning. Pupils will be actively involved and engaged during the duration of the teaching and learning process, subsequently, improving their language proficiency. This language teaching approach is dynamic and effective in raising curiosity, shaping proactive attitudes, instilling critical and creative ability and sustaining pupils' interest. Pupils are trained to pose questions, give opinions and suggestions, gather, organise, and analyse information, to explore, make judgements, solve problems, apply learning to new situations and make reflections.

In addition, teachers can pose questions that require pupils to think creatively, innovatively, logically, critically, and respond appropriately as well as being able to evaluate their own learning. Besides questioning, inquiry in language learning can also be realised through methods and techniques such as project-based learning, surveys, brainstorming, demonstration, simulation, role-

play, group work, drama, forum, and dialogue for pupils' continued engagement in the teaching and learning process.

### **Pupils-Centredness**

In pupil-centred classrooms, the learning tasks or activities are geared towards discovery learning. Pupils engage in tasks that require inquire learning and collaborating with one another.

Pupils are encouraged to get information through communicating with others, reading or sourcing information through various media such as the Internet, in order to complete the tasks. In reality, an increasing proportion of learning occurs online outside formal school hours. As such, pupils have to keep abreast with rapid changes in technology.

In addition, the pupils' awareness and knowledge of filtering relevant information from various sources are important; to differentiate the facts from the fiction; the good from the bad; the ethical from the unethical; and the truth from the lies.

As facilitators, teachers guide the pupils throughout the learning process while completing their tasks. Pupils have to be taught to think methodically and coherently, and this can be done through the

use of various thinking tools. During the learning process, making mistakes is inevitable; however, it should be seen in a positive light as pupils learn through making mistakes.

### **Cooperative Learning**

Group work is recommended for activities or tasks to familiarise pupils with the idea of working in teams. To ensure that every group member is productive and responsible, it is recommended that the size of groups is kept small. Every pupil should take turns to play the role of a group leader as leadership qualities are pivotal in the 21<sup>st</sup> century.

Through group work, pupils learn to manage time, practise soft skills, learn to compromise and collaborate in completing their task. Simultaneously, they learn to be responsible for their part, to deal with differences amongst themselves, to come up with creative and innovative alternatives in solving problems and to make informed judgement and calculated decisions through consensus.

### **Constructivism Learning**

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests

that humans construct knowledge and meaning from their experience. Some of the important features in this learning strategy are:

- (i) Teachers take into account existing knowledge of pupils.
- (ii) Learning process is based on pupils' effort.
- (iii) Learning occurs when pupils connect the original idea with new ideas and restructure these ideas.
- (iv) Pupils have the opportunity to collaborate, share ideas and experiences, and reflections.

### **Contextual Learning**

Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that pupils are able to construct meaning based on their own experiences. Learning occurs when teachers relate subject matter to real world situations. Pupils are motivated to make connections between knowledge and its applications to their lives as family members, citizens and workers.

### **Task Analysis in Special Education**

Task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. This approach can be implemented in the special education setting to help pupils who might have processing disorders or difficulty with organisation. It is necessary to take the time to express the different parts of a task until the pupil has mastered each one. Task analysis approach can be deconstructed into steps:

- (i) Determine the task for the pupil to perform.
- (ii) Figure out the steps that will be required to complete the task.
- (iii) Teach each step until pupils display mastery of it.
- (iv) Decide how to teach the steps. Teacher might have the pupil to master the last step, then second to last and so on until the entire task can be done completely. Or vice versa, pupil start from the first to the last. This process is known as chaining.
- (v) As each part of the process is learned, add it to the chain until the task can be completed independently.

Task Analysis approach can be an invaluable tool for a special educator trying to help pupils gain independence. Whether the pupils have cognitive, physical or communication impairments, they can benefit from this approach.

### **Project-Based Learning**

Project-Based Learning (PBL) keeps pupils engaged through the process of working on a project, letting them develop their ideas over time, and appeals to pupils with different learning styles and abilities.

As most special needs pupils have difficulties with communication, collaboration, and acceptance in the classroom, PBL approach enable them to collaborate with their peers through the project. When collaborating ideas with peers, they will also work on their communication skills. There are actually many benefits to PBL that will specifically work for special education learners:

- (i) Projects often incorporate many different learning styles, so that a pupil with a language-based learning disability will be able to shine by showcasing interpersonal or artistic talents, for example.
- (ii) PBL is usually based on essential skills or outcomes. Pupils get at these outcomes via the project, and as long as they all understand the same ideas at the end, they can work at their own pace or from their own strengths.
- (iii) Projects are usually collaborative, so pupils with social and emotional goals and struggles gain practice working with others.

- (iv) PBL gives pupils a sense of self-efficacy, or confidence in their own ability to accomplish things. This is often very beneficial to pupils with special needs.
- (v) With the right scaffolding, working on projects over time can develop the memory, management and overall executive function skills of special education pupils.

### **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 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) The activity is well-planned.
- (iv) Flexible in time.
- (v) Try own ideas.
- (vi) Opportunity to focus and give attention.

### **Theme-Based Teaching**

Theme based teaching is used in the process of teaching and learning, especially for the pupils with SEN. Selection of a topic or theme must necessarily correspond with pupils' environment.

Theme based teaching involves:

- (i) The use of a common topic across the areas of learning.
- (ii) The theme chosen must suit to the pupils' ability, certain situations or events.
- (iii) Related to existing experience and gain new experience systematically.
- (iv) Establishing and strengthening knowledge and skills.

Theme based teaching can have many advantages such as:

- (i) It facilitates active teaching and learning.
- (ii) It initiates transferable learning skills, for example team work.
- (iii) It helps pupils to see the links between the subjects.

### **Experiential Learning**

Experiential Learning means learning from experience or learning by doing. It first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking. In experiential learning, the student manages their own learning, rather than being told what to do and when to do it. This strategy needs teacher to:

- (i) Ensure a positive atmosphere for learning
- (ii) Explain the role of pupils in assignments given
- (iii) Ensure sources for the learning process are available and obtainable
- (iv) Share feelings and thoughts with pupils without dominating and stifling them

Experiential learning activities and programs can take place in all levels, and they can be repeated. When they are organized in a way that meets a pupil's life and career development needs, experiential learning can maximize pupil's growth and development, and should be encouraged. Experiential learning programs and activities help pupils to:

- (i) Engage more fully in their secondary school program
- (ii) Develop their knowledge, talents and skills

- (iii) Apply their learning in real-life settings
- (iv) Prepare more fully for their post-secondary destination

### **Outdoor Learning**

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

- (i) Get real experience.
- (ii) Enjoy recreational activities.
- (iii) Socialize 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 excursion, camping/motivational courses, picnic, equestrian activities, swimming and buying and selling activities.

### **CROSS-CURRICULAR ELEMENTS**

The cross-curricular elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in SBECC. 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 pupil's ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21<sup>st</sup> Century. These cross-curricular elements are as follows:

#### **1. Language**

- The correct usage of 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 English for Communication so that pupils understand and practice them in their daily lives. These values encompass aspects of spirituality, humanity and citizenship.

### 4. Science and Technology

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

### 5. Patriotism and Citizenship

- The importance of instilling good values, knowledge, and the understanding of the duties, obligations and

responsibilities of each and every citizen of this country is crucial for the well-being of the country.

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

### 6. Creativity and Innovation

- Creativity is the ability to use imagination to gather, comprehend and generate ideas to create something new and original.
- Innovation on the other hand, is the application of creativity through modification, revision and development of an idea.
- Creativity and innovation are closely related and are vital components for the development of individuals to face the challenges of the 21st century. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

### **7. Entrepreneurship**

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

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

- Information and Communications Technology (ICT) is intended to ensure pupils apply and enhance their knowledge and ICT skills. Application of ICT will not only drive pupils to be creative but also makes teaching and learning more interesting and fun, and subsequently improves the quality of learning.
- In line with globalization, ICT-related skills are incorporated into the Learning Standards in the English for Communication (Special Education). These skills involve using resources such as multimedia and the Internet in teaching and learning. Some examples of activities that can be carried out include e-mailing, chatting, blogging and

tweeting as well as networking and interacting with electronic software and course

### **9. Global Sustainability**

- This element aims at developing pupils' awareness, knowledge and values relating to global environmental change 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 readying pupils to face the 21<sup>st</sup> century challenges at the local, national and global level.

### **10. Financial Education**

- The integration of Financial Education elements aims to create a future generation that is capable of making sound financial decisions, practicing ethical financial management and managing financial affairs with skill and accountability.
- Financial Education elements can be applied in teaching and learning directly or through insertion. Direct approach can be carried out through topics such as Money that contains explicit financial elements such as the calculation



of simple interest and compound interest. Insertion approach is also integrated through other topics across the curriculum. Exposure to financial management in real life is vital to provide pupils with effective, meaningful knowledge, skills and values.

- In English for Communication (Special Education), financial education is given due importance with the introduction of the Consumerism and Financial Awareness theme.

#### **11. Transitional Skills Towards Career**

- Transitional module towards career needs to be integrated in the curriculum for the special education to ensure pupils with SEN are better equipped to pursue themselves into the career world. They need to learn to adapt to changes in their physical development, the level of thinking and social skills. The transition to career is aimed at improving pupils' readiness in soft skills. Among the essential skills needed is self-advocacy that provides pupils with the ability and self-confidence to fight for their rights. The knowledge, skills and values instilled from the curriculum is reinforced through transitional activities which allow pupils to adapt themselves with the working environment; as a result, they will be able to perform well.

- The transition towards career will enhance pupils' commitment to improve their social relationships in daily life especially with the family members, peers, colleagues and community members in school, training centre, as well as their workplace. Transitional program towards career is based on six components namely; life skills, self-advocacy skills, adult life skills, career skills, assessing their readiness to work and their skills at workplace. These are very important to enhance pupils' marketability at the end of their secondary schooling.

The transition towards career focuses on 3 important aspects:

- (i) Psychological, emotional and mental support for pupils with SEN to adapt to the environment, individuals and communities in school, facilities and workplace.
- (ii) Fostering self-confidence and advocacy through soft skills and social skills.
- (iii) Exposure and hands-on experience at work through industrial training programmes.

## **INDIVIDUAL EDUCATION PLAN (IEP)**

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 pupils' IEP as required by law; Education (Special Education) Regulation 2013.

IEP spells out the pupils learning needs, the services the school will provide 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, evaluations, observation and diagnostic tests are carried out.

The evaluation and tests are done with the cooperation and collaborative efforts of teachers, parents and multidisciplinary team of professional supports. There is psychologist, audiologist, speech pathologist or therapist, occupational therapist and others 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 intervention as well as the

transition services needed for each individual pupil. The result of the evaluation and tests are discussed and the support and services the pupil will receive are 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 in a year. The review allows modification and adjustment of 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.

The key characteristics of the effective IEP are as followed:

- (i) Individualized and child-centered
- (ii) Inclusive
- (iii) Holistic
- (iv) Collaborative
- (v) Accessible

## 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 assessment or instruments, examine, record and report levels of acquisition that are taught based on the Standards-Based Curriculum and Assessment Document. To ensure that 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 to document pupils' progress in learning.
- Use of various assessment strategies that can be carried out by teachers and pupils.
- Take into account the various levels of knowledge and skills learned.
- Allows 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.

The formative assessment is an important aspect of teaching and learning in the classroom. Formative assessment is an ongoing and continuous process. It is carried out during teaching and learning and provides immediate feedback. Various methods of assessment

such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document pupils' progress in learning.

Specific Performance Standards Guides for Listening, Speaking, Reading and Writing are provided in the Standards-Based Curriculum and Assessment Document. 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 and they are arranged in a hierarchy. The levels take into account the knowledge, skills and values stipulated in the curriculum.

Teachers can record pupils' progress in the record book, exercise book, notebook, checklist, schedules or through other appropriate methods. The performance levels are recorded in the reporting template that has been provided after the teachers have completed teaching the Learning Standards.

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 Individual Education Plan (IEP). IEP has outlined the 5 pupils' development domain namely; cognitive, communication, socio-emotional, behavioural, gross motor and fine motor. Any improvement and their readiness for learning can be identified and recorded in 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. Professional 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 skill has been identified, teachers can then determine pupils' overall performance level using the guide in Table 4.

**Table 4: Overall Performance Standards Guide for A2 (Basic User)**

Performance Level	Notes
1	Pupils 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 of the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupils exceeds expectations of the curriculum target.

## CONTENT ORGANISATION

The implementation of English For Communication is in accordance with the Professional Circular Letter (KP/KPPM/6 Jld.2(23) dated 2 November 2016) which is in effect now. A minimum of 32 hours is allocated for this subject. The Curriculum Standard that encompass the Content Standards, Learning Standards and Performance Standards are explained in Table 5.

Table 5: The Curriculum Standards

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
<p>Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' secondary education. The Content Standards are over-arching educational goals that should be achieved by the end of Form Five.</p>	<p>The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their 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 Form.</p>	<p>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.</p>

The SBECC adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the performance standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the learning standards to describe the thinking process which are measurable through the learning outcomes. In addition, the Content and Learning Standards in this curriculum cover all aspects of thinking skills which are consistent with the CEFR principles. Focus in the curriculum framework refers to what is expected to be achieved by pupils at the end of secondary education.

**Standard Kandungan,  
Standard Pembelajaran  
dan Standard Prestasi  
Tingkatan 4**





## LISTENING

Effective communication is to articulate thoughts and ideas in various forms and purposes, contexts and for various purposes using both verbal and non-verbal communication skills.

The two Content Standards focus on pupils' ability to understand meaning, to use appropriate listening strategies, and to recognise typical features of spoken texts.

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 1.2.1. 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.

### Objectives for Listening in Form 4

By the end of Form 4, pupils are able to:

1. Understand with support or little support the **main ideas** in simple longer texts on a range of familiar topics
2. Understand with support or little support **specific information and details** in simple longer texts on a range of familiar topics
3. Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topic

## 1.0 LISTENING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.1 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	<p>Pupils can:</p> <p>1.1.1 Understand with support or little support the main idea in simple longer texts on a range of familiar topics</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teachers will need to find suitable listening texts for these activities, preferably on the topics that pupils are familiar with. Example websites where teachers can find listening texts:  <a href="http://www.ello.org/index.htm">http://www.ello.org/index.htm</a>  <a href="http://esl-lab.com/">http://esl-lab.com/</a>  <a href="https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice">https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice</a>  <a href="https://www.englishclub.com/listening/">https://www.englishclub.com/listening/</a></li> <li>- Oral texts can be in term of spoken and recorded listening materials.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) role play</li> <li>(c) games</li> <li>(d) action songs</li> </ul>
	Understand specific details when listening to texts on familiar topics	<p>1.1.2 Understand with support or little support specific information and details in simple longer texts on a range of familiar topics</p>	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.2 Use appropriate listening strategies in a variety of contexts	Use strategies to understand meaning on familiar topics	Pupils can:  1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Expand and varied the common sight words.</li> <li>- Expand vocabularies.</li> <li>- Teacher can find a listening text with 4 – 5 unfamiliar words, and ask pupils to guess the meaning of the words with clues provided.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) role play</li> <li>(c) games</li> <li>(d) actions songs</li> </ul>

### Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly understands the main ideas and specific details in a text even with a lot of support.</li> <li>• Hardly shows any understanding of unfamiliar words even with a lot of support and guidance from the teacher.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Acquires very limited understanding of the listening skills in identifying the main ideas and specific details in a text with a lot of support and guidance from the teacher.</li> </ul> <p>Shows very limited understanding of unfamiliar words with a lot of support and guidance from the teacher.</p>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Acquires limited understanding of the listening skills in identifying the main ideas and specific details in a text with support from the teacher.</li> </ul> <p>Shows limited understanding of unfamiliar words with support from the teacher.</p>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Acquires adequate understanding of the listening skills in identifying the main ideas and specific details in a text.</li> <li>• Shows satisfactory understanding of unfamiliar words with support from the teacher.</li> </ul>	Working towards exceeding expectations
5	<ul style="list-style-type: none"> <li>• Acquires good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> <li>• Shows good understanding of unfamiliar words.</li> </ul>	On track to exceed expectations
6	<ul style="list-style-type: none"> <li>• Acquires very good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> <li>• Shows very good understanding of unfamiliar words.</li> </ul>	Exceeds expectations

**SPEAKING**

The two Content Standards focus on pupils' ability to communicate meaning, and to communicate appropriately when speaking alone to a small or large 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.

**Objectives for Speaking in Form 4**

By the end of Form 4, pupils are able to:

1. Ask about and give detailed information about themselves and others.
2. Ask for and respond appropriately to simple suggestions.
3. Ask about and describe future plans or events.
4. Express opinions or feelings about character and personality.
5. Narrate short stories, events and experiences.

## 2.0 SPEAKING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.1 Communicate information, ideas, opinions and feelings on familiar topics	Communicate information clearly	Pupils can:  2.1.1 Ask about and give detailed information about themselves and others	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may encourage pupils to speak and express their opinions (brainstorming).</li> <li>- It is important to allow space for the pupils to practice speaking without worrying about accuracy.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell; share information pertaining to family, hobbies, school, etc.</li> <li>(b) exchange greetings</li> </ul>
	Find out about and communicate information clearly	2.1.2 Ask for and respond appropriately to simple suggestions	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may discuss, stimulate or brainstorm on the topic and motivate pupils to speak.</li> <li>- Teacher can ask pupils to work with a partner and talk about any topic.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) role play</li> </ul>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate plans and ambitions	Pupils can:  2.1.3 Ask about and describe future plans or events	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may brainstorm on the topic.</li> <li>- Teacher may encourage pupils to talk and express their ideas and thoughts.</li> <li>- Teacher can divide pupils into groups, ask them to work together and discuss.</li> <li>- Teacher can choose any topics to assign the pupils, ask them to work in groups to highlight their ideas on the topics. (future plans and events)</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) sharing information</li> </ul>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate feelings clearly	Pupils can:  2.1.4 Express opinions or feelings about character and personality	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Encourages pupils to talk and express their thoughts and feelings.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) sharing information</li> <li>(c) teacher asks pupils to choose any personality/role model/ and express opinions or feelings about them</li> </ul>



CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.2 Communicate appropriately to a small or large group on familiar topics	Communicate information, events, stories, feelings and ideas to an audience	Pupils can:  2.2.1 Narrate short stories, events and experiences	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Encourages pupils to talk and express their ideas.</li> <li>- Teacher may brainstorm on the topics beforehand.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) sharing information</li> <li>(c) story telling</li> <li>(d) pupils can talk about simple stories, or any events and experiences that they encounter in their daily life</li> </ul>

### Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly communicates and gives information clearly.</li> <li>• Hardly expresses opinions or feelings and hardly narrates short stories and events even with a lot of support and guidance from the teacher.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited ability to communicate and give information clearly.</li> <li>• Provides very limited response in expressing opinions or feelings and in narrating short stories and events with a lot of support from the teacher.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited ability to communicate and give information clearly.</li> <li>• Provides limited response in expressing opinions or feelings and in narrating short stories and events with support from the teacher.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays adequate ability to communicate and give information clearly.</li> <li>• Provides satisfactory response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	Working towards exceeding expectations
5	<ul style="list-style-type: none"> <li>• Displays good ability to communicate and give information clearly.</li> <li>• Provides good response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	On track to exceed expectations
6	<ul style="list-style-type: none"> <li>• Displays very good ability to communicate and give information clearly.</li> <li>• Provides good response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	Exceeds expectations

**READING**

The two Content Standards for Reading focus on pupils' ability to understand meaning and to extend thinking through independent reading. The Learning Standards have four main strands. These are; understanding main ideas, understanding details, using reading strategies and reading independently.

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 practice different reading skills in varied sequences in their English lessons.

**Objectives for Reading in Form 4**

By the end of Form 4, pupils are able to:

1. Understand the main points in simple longer texts on a range of familiar topics.
2. Understand specific details and information in a variety of text types on familiar topics.
3. Use with some support familiar print and digital resources to check meaning.
4. Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest

## 3.0 READING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Understand the main idea in a variety of text types on familiar topics	Pupils can:  3.1.1 Understand the main point in simple longer texts on a range of familiar topics	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Expand and varied the common sight words.</li> <li>- Teacher may choose suitable short stories or novels, preferably reading materials that the pupils are familiar with.</li> <li>- Teacher encourages pupils to read meaningfully.</li> <li>- Possible websites to access texts online:  <a href="https://newsela.com/">https://newsela.com/</a>  <a href="http://dreamreader.net">http://dreamreader.net</a>  <a href="http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice">http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice</a>  <a href="http://busyteacher.org/classroom_activities-reading-worksheets/">http://busyteacher.org/classroom_activities-reading-worksheets/</a> </li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) read and match</li> <li>(b) read and complete text</li> </ul>
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in a variety of text types on familiar topics	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Use dictionary skills appropriately to check and extend understanding	Pupils can:  3.1.3 Use with some support familiar print and digital resources to check meaning	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Expand and varied the common sight words.</li> <li>- Expand vocabularies.</li> <li>- Technology based activity: teacher can guide pupils to check meaning of words via online dictionary.</li> <li>- They could choose from dictionaries such as:  <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>  <a href="http://www.dictionary.com">http://www.dictionary.com</a>  <a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a> </li> </ul> <b>Suggested activities:</b> (a) read and match words

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.2 Explore and expand ideas for personal development by reading	Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment	Pupils can:  3.2.1 Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may choose materials that the pupils are familiar with.</li> <li>- Teacher can also ask pupils to choose reading materials that they find interesting.</li> <li>- Teacher encourages pupils to read meaningfully.</li> <li>- Teacher may provide simple text for those with problems to read, and guide them to read with understanding.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) read and match</li> <li>(b) read and complete text</li> </ul>

### Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly displays understanding in identifying the main ideas and specific details.</li> <li>• Hardly shows any ability to use dictionary to check meaning of unfamiliar words.</li> <li>• Hardly shows any ability to read and understand a variety of fiction and non-fiction texts even with a lot of support and guidance from the teacher.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited understanding in identifying the main ideas and specific details in a text with a lot of guidance.</li> <li>• Shows very limited ability to use dictionary to check meaning of unfamiliar words and.</li> <li>• Displays very limited ability to read and understand a variety of fiction and non-fiction texts even with support and guidance from the teacher.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited understanding in identifying the main ideas and specific details in a text.</li> <li>• Shows limited ability to use dictionary to check meaning of unfamiliar words.</li> <li>• Displays limited ability to read and understand a variety of fiction and non-fiction texts.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays adequate understanding in identifying main ideas and specific details in a text.</li> <li>• Shows ability to use dictionary to check meaning of unfamiliar words.</li> <li>• Displays adequate ability to read and understand a variety of fiction and non-fiction texts.</li> </ul>	Working towards exceeding expectations

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	<ul style="list-style-type: none"><li>• Displays good understanding in identifying main ideas and specific details in a text.</li><li>• Shows good ability to use dictionary to check meaning of unfamiliar words.</li><li>• Displays good ability to read and understand a variety of fiction and non-fiction texts.</li></ul>	On track to exceed expectations
6	<ul style="list-style-type: none"><li>• Displays very good understanding in identifying main ideas and specific details in a text.</li><li>• Shows very good ability to use dictionary to check meaning of unfamiliar words.</li><li>• Displays very good ability to read and understand a variety of fiction and non-fiction texts.</li></ul>	Exceeds expectations



**WRITING**

The Content Standards for Reading 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 4.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

**Objectives for Writing in Form 4**

By the end of Form 4, pupils are able to:

1. Explain simple content from what they have read
2. Explain information from variety of materials
3. Express opinions and common feelings such as happiness, sadness, surprise, and interest
4. Punctuate written work with moderate accuracy
5. Spell written work with moderate accuracy

## 4.0 WRITING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.1 Communicate through print and digital media on familiar topics	Communicate information clearly	Pupils can:	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may choose short stories or extract from novels, or any reading materials that pupils are familiar.</li> <li>- Possible websites:               <ul style="list-style-type: none"> <li><a href="http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice">http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice</a></li> <li><a href="http://busyteacher.org/classroom_activities-writing-worksheets">http://busyteacher.org/classroom_activities-writing-worksheets</a></li> <li><a href="http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en">http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en</a></li> </ul> </li> <li>- Teacher may discuss with the pupils for their further understanding of the materials read.</li> <li>- Teacher can use their creativity in choosing suitable materials (e.g.: recipe, menu, schedule, TV programme, chart, table, etc) to carry out writing activities.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) read and match</li> <li>(b) read and complete text</li> <li>(c) explain/transfer information</li> </ul>
		4.1.1 Explain simple content from what they have read	
		4.1.2 Explain information from variety of materials	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate feelings and opinions clearly	Pupils can:  4.1.3 Express opinions and common feelings such as happiness, sadness, surprise, and interest	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may brainstorm/discuss and motivate pupils to talk about their common feelings.</li> <li>- Teacher may guide and encourage pupils to communicate/write confidently and express their ideas and opinion freely.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) read and complete text</li> <li>(b) write a simple journal entry/diary entry</li> </ul>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.2 Communicate with appropriate language, form and style	Punctuate texts and spell written work appropriately	Pupils can:  4.2.1 Punctuate and spell written work with moderate accuracy	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Punctuate any form of written materials.</li> <li>- Written work is based on any topics chosen.</li> <li>- Teacher can ask pupils to swap their writing and see if they can find at least one punctuation or spelling error.</li> <li>- Look on neatness and legibility.</li> <li>- Look also on accuracy in spelling.</li> </ul> <b>Suggested activities:</b> <ol style="list-style-type: none"> <li>(a) rewrite sentences and punctuate</li> <li>(b) spelling test on familiar words</li> </ol>

### Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly shows any ability to express ideas, opinions and organise information even with a lot of support from the teacher.</li> <li>• Hardly punctuates appropriately.</li> <li>• Hardly spell written work even with a lot of guidance.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited ability to express ideas, opinions and organise information with a lot of support from the teacher.</li> <li>• Shows very limited ability to punctuate appropriately.</li> <li>• Shows very limited ability to spell written work.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited ability to express ideas, opinions and organise information appropriately.</li> <li>• Shows limited ability to punctuate appropriately.</li> <li>• Shows limited ability to spell written work.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays adequate ability to express ideas, opinions and organise information.</li> <li>• Shows adequate ability to punctuate.</li> <li>• Shows adequate ability to spell written work.</li> </ul>	Working towards exceeding expectations
5	<ul style="list-style-type: none"> <li>• Displays good ability to express ideas, opinions and organise information.</li> <li>• Shows good ability to punctuate confidently.</li> <li>• Shows good ability to spell written work.</li> </ul>	On track to exceed expectations
6	<ul style="list-style-type: none"> <li>• Displays very good ability to express ideas, opinions and organise information.</li> <li>• Shows very good ability to punctuate accurately.</li> <li>• Shows very good ability to spell written work confidently.</li> </ul>	Exceeds expectations



**Standard Kandungan,  
Standard Pembelajaran  
dan Standard Prestasi  
Tingkatan 5**





## LISTENING

Effective communication is to articulate thoughts and ideas in various forms and purposes, contexts and for various purposes using both verbal and non-verbal communication skills.

The two Content Standards focus on pupils' ability to understand meaning, to use appropriate listening strategies, and to recognise typical features of spoken texts.

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 1.2.1. Pupils need to develop these skills simultaneously over the school year, and so

## Objectives for Listening in Form 5

will learn from opportunities to practice different listening skills in varied sequences in their English lessons.

By the end of Form 5, pupils will be able to:

1. Understand with little support the main ideas in simple longer texts on a range of familiar topics.
2. Understand with little support specific details and information in simple longer texts on a range of familiar topics.
3. Guess the meaning of unfamiliar words from clues provided by other known words by context on a range of familiar topics.

## 1.0 LISTENING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.1 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	Pupils can: 1.1.1 Understand with little support the main ideas in simple longer texts on a range of familiar topics	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Simple text: text in which content is organized clearly and contain language and ideas which pupils can understand.</li> <li>- Longer text: which is usually more than ten lines long</li> <li>- Teachers should use their own judgement on simple longer text based on the level and interest of the pupils they teach.</li> <li>- A range of familiar topics means a variety of topics which pupils know, topics related to oneself, family, friends, community and country.</li> <li>- Specific details are the primary points that support the main idea.</li> </ul> <b>Suggested activities:</b> Listening for specific information and details: <ol style="list-style-type: none"> <li>(a) numbering the jumbled text or moving individual cut-up sentences into chronological order</li> <li>(b) gap-filling activities using a dialogue or a song.</li> <li>(c) facilitate learning with digital resources. Examples:                Audio books: <a href="http://www.storynory.com">www.storynory.com</a> or YouTube:  <a href="https://youtu.be/a4uLfei-0kU">https://youtu.be/a4uLfei-0kU</a>  <a href="https://youtu.be/2iOIM9XdOYo">https://youtu.be/2iOIM9XdOYo</a>                (can also be used for reading and writing activities)</li> </ol>
	Understand specific details when listening to texts on familiar topics	1.1.2 Understand with little support the specific details and information in simple longer texts on a range of familiar topics	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
<p><b>1.2</b> Use appropriate listening strategies in a variety of contexts</p>	<p>Use strategies to understand meaning on familiar topics</p>	<p>Pupils can:</p> <p>1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words by context on a range of familiar topics</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Based on any topics chosen</li> <li>- Expand and varied the common sight words</li> <li>- Expand vocabularies</li> <li>- Teacher can find a listening text with 4 – 5 unfamiliar words, and ask pupils to guess the meaning of the words with clues provided</li> <li>- A range of familiar topics means a variety of topics which pupils know, topics related to oneself, family, friends, community and country</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) role play</li> <li>(c) games</li> <li>(d) action songs</li> </ul>

### Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>Hardly understands the main ideas and specific details in a text even with a lot of support.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>Acquires very limited understanding of the listening skills in identifying the main ideas and specific details in a text with a lot of support and guidance from the teacher.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>Acquires limited understanding of the listening skills in identifying the main ideas and specific details in a text with support from the teacher.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>Acquires adequate understanding of the listening skills in identifying the main ideas and specific details in a text.</li> </ul>	On track to exceed expectations
5	<ul style="list-style-type: none"> <li>Acquires good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> </ul>	Working towards exceeding expectations
6	<ul style="list-style-type: none"> <li>Acquires very good understanding of the listening skills in identifying the main ideas and specific details in a text.</li> </ul>	Exceeds expectations

**SPEAKING**

The two Content Standards focus on pupils' ability to communicate meaning, and to communicate appropriately when speaking alone to a small or large group.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classrooms 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.

**Objectives for Speaking in Form 5**

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

1. Ask about and explain information from simple texts.
2. Ask about and explain information from simple processes.
3. Ask about, describe and give responds to future plans or events.
4. Express and respond to common feelings such as happiness, sadness, surprise and interest.
5. Express feelings or simple opinions about a story, event or experience.

## 2.0 SPEAKING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.1 Communicate information, ideas, opinions and feelings on familiar topics	Communicate information clearly	Pupils can: 2.1.1 Ask about and explain information from simple texts	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Simple text: text in which content is organized clearly and contain language and ideas which pupils can understand.</li> <li>- Based on any topics chosen.</li> <li>- Teacher may encourage pupils to speak and voice out their ideas (brainstorming).</li> <li>- It is important to allow space for the pupils to practice speaking without worrying about accuracy.</li> </ul> <p><b>Suggested activities:</b></p> <ol style="list-style-type: none"> <li>(a) listen and tell; share and exchange information pertaining to any topics chosen</li> <li>(b) text completion, fill in the blanks</li> </ol>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Find out about and communicate information clearly	Pupils can:  2.1.2 Ask about and explain information from simple processes	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may discuss, stimulate or brainstorm on the topic and motivate pupils to speak.</li> <li>- The most important thing is to encourage pupils to speak and talk about the processes, not to focus too much on the end product.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) discussion</li> <li>(b) sharing of information</li> <li>(c) presentations</li> </ul> (planting beansprout, something to do with living skills, coin laundry, how to operate modern gadgets, how to access YouTube, demonstration, simulation) <ul style="list-style-type: none"> <li>- teacher can use inquiry-based learning</li> </ul>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate plans and ambitions	Pupils can:  2.1.3 Ask about, describe and give respond to future plans or events	<b>Notes:</b>  - Future plans and events refer to topics related to the pupils' life, for example ambitions, career, holiday plans, school events, etc.  <b>Suggested activities:</b> (a) listen and tell (b) sharing information (c) role play (d) picture narrating



CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate feelings clearly	Pupils can:  2.1.4 Express and respond to common feelings such as happiness, sadness, surprise and interest	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen</li> <li>- Encourages pupils to talk and express their thoughts and feelings.</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) listen and tell</li> <li>(b) sharing information</li> <li>(c) use emoticons to assist pupils to express feelings</li> </ul> <a href="https://www.britannica.com/story/whats-the-difference-between-emoji-and-emoticons">https://www.britannica.com/story/whats-the-difference-between-emoji-and-emoticons</a>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.2 Communicate appropriately to a small or large group on familiar topics	Communicate information, events, stories, feelings and ideas to an audience	Pupils can:  2.2.1 Express feelings or simple opinions about a story, event or experience	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen</li> <li>- Simple opinions are pupils' ways of thinking about something (belief, judgement, views); which pupils can understand and communicate</li> </ul> <b>Suggested activities:</b> <p>(a) to enable pupils to play guessing games activities (true or false, facts or myths)</p> <p>(b) guided sentence:</p> <ul style="list-style-type: none"> <li>(i) I think that .....</li> <li>(ii) In my opinion, I .....</li> </ul>

### Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly communicates and gives information clearly.</li> <li>• Hardly expresses opinions or feelings and hardly narrates short stories and events even with a lot of support and guidance from the teacher.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited ability to communicate and give information clearly.</li> <li>• Provides very limited response in expressing opinions or feelings and in narrating short stories and events with a lot of support from the teacher.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited ability to communicate and give information clearly.</li> <li>• Provides limited response in expressing opinions or feelings and in narrating short stories and events with support from the teacher.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays adequate ability to communicate and give information clearly.</li> <li>• Provides satisfactory response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	Working towards exceeding expectations
5	<ul style="list-style-type: none"> <li>• Displays good ability to communicate and give information clearly.</li> <li>• Provides good response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	On track to exceed expectations
6	<ul style="list-style-type: none"> <li>• Displays very good ability to communicate and give information clearly.</li> <li>• Provides good response in expressing opinions or feelings and in narrating short stories and events.</li> </ul>	Exceeds expectations

## READING

The two Content Standards for Reading focus on pupils' ability to understand meaning and to extend thinking through independent reading. The Learning Standards have four main strands. These are; understanding main ideas, understanding details, using reading strategies and reading independently.

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.

## Objectives for Reading in Form 5

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

1. Understand the main points in simple longer texts on an increased range of familiar topics.
2. Understand specific details and information in a variety of text types on a range of familiar topics.
3. Use with little or no support familiar print and digital resources to check meaning.
4. Read, enjoy and give a personal response to fiction or non-fiction and other suitable print and digital texts of interest.

## 3.0 READING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Understand the main idea in a variety of text types on familiar topics	Pupils can:  3.1.1 Understand the main points in simple longer texts on an increased range of familiar topics	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Simple text: text in which content is organized clearly and contain language and ideas which pupils can understand.</li> <li>- Longer text: that is usually more than ten lines long.</li> <li>- Teachers should use their own judgement on simple longer text based on the level and interest of the pupils they teach.</li> <li>- Increased range of familiar topics means expand variety of topics in which pupils know. Example: “My brother’s friend”, “The country that I want to visit”, My Mother’s hometown” and etc.</li> <li>- Specific details are the primary points that support the main idea.</li> <li>- A range of familiar topics means a variety of topics which pupils know, topics related to oneself, family, friends, community and country</li> </ul> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) arrange word, phrase or sentence cards in suitable sequence</li> <li>(b) read the details from the text and complete the thinking maps appropriately</li> </ul>
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in a variety of text types on a range of familiar topics	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Use dictionary skills appropriately to check and extend understanding	Pupils can:  3.1.3 Use with little or no support familiar print and digital resources to check meaning	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Expand and varied the common sight words.</li> <li>- Expand vocabularies.</li> <li>- Technology based activity: teacher can guide pupils to check meaning of words via online dictionary.</li> <li>- They could choose from dictionaries such as:               <ul style="list-style-type: none"> <li><a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a></li> <li><a href="http://www.dictionary.com">http://www.dictionary.com</a></li> <li><a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a></li> <li><a href="https://pdictionary.com/">https://pdictionary.com/</a></li> </ul> </li> <li>- Teacher can download Kid Picture Dictionary from Google Play or App Store</li> </ul>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.2 Explore and expand ideas for personal development by reading	Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment	Pupils can:  3.2.1 Read, enjoy and give a personal response to fiction or non-fiction and other suitable print and digital texts of interest	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Fiction: the type of book or story that is written about imaginary characters and events and not based on real people or facts.</li> <li>- Non-Fiction: writing that is about real events and facts, rather than stories about things that have not been invented.</li> <li>- Teacher may choose materials, based on any topics chosen, that the pupils are familiar with.</li> <li>- Teacher can also ask pupils to choose reading materials that they find interesting.</li> <li>- Teacher encourages pupils to read meaningfully.</li> <li>- Teacher may provide simple text for those with problems to read, and guide them to read with understanding.</li> </ul> <p> <a href="https://asianinspirations.com.au/asian-culture/5-important-festivals-and-celebrations-in-malaysia">https://asianinspirations.com.au/asian-culture/5-important-festivals-and-celebrations-in-malaysia</a>  <a href="https://www.education.com">https://www.education.com</a>  <a href="https://www.superteacherworksheets.com">https://www.superteacherworksheets.com</a> </p> <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>(a) read and match</li> <li>(b) read and complete text</li> </ul>

### Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly displays understanding in identifying the main ideas and specific details even with a lot of support.</li> <li>• Hardly displays any ability to use dictionary to check meaning of words even with a lot of support.</li> <li>• Hardly displays any ability to read and understand a variety of fiction and non-fiction texts even with a lot of support.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited understanding in identifying the main ideas and specific details in a text with a lot of support.</li> <li>• Displays very limited ability to use dictionary to check meaning of words with a lot of support.</li> <li>• Displays very limited ability to read and understand a variety of fiction and non-fiction texts with a lot of support.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited understanding in identifying the main ideas and specific details in a text with support.</li> <li>• Displays limited ability to use dictionary to check meaning of words with support.</li> <li>• Displays limited ability to read and understand a variety of fiction and non-fiction texts with support.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays understanding in identifying main ideas and specific details in a text.</li> <li>• Displays ability to use dictionary to check meaning of words.</li> <li>• Displays ability to read and understand a variety of fiction and non-fiction texts.</li> </ul>	On track to exceed expectations



PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
5	<ul style="list-style-type: none"><li>• Displays good understanding in identifying main ideas and specific details in a text.</li><li>• Displays good ability to use dictionary to check meaning of words.</li><li>• Displays good ability to read and understand a variety of fiction and non-fiction texts.</li></ul>	Working towards exceeding expectations
6	<ul style="list-style-type: none"><li>• Displays very good understanding in identifying main ideas and specific details in a text.</li><li>• Displays very good ability to use dictionary to check meaning of words.</li><li>• Displays very good ability to read and understand a variety of fiction and non-fiction texts.</li></ul>	Exceeds expectations

**WRITING**

The Content Standards for Reading 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 4.2.2. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

**Objectives for Writing in Form 5**

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

1. Explain simple content from what they have read or heard.
2. Explain and give detailed information from variety of materials.
3. Express and respond to opinions and common feelings such as happiness, sadness, surprise, and interest.
4. Punctuate written work with reasonable accuracy.
5. Spell written work with reasonable accuracy.

## 4.0 WRITING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.1 Communicate through print and digital media on familiar topics	Communicate information clearly	Pupils can:  4.1.1 Explain simple content from what they have read or heard	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may choose any reading materials that pupils are familiar with.</li> <li>- Teacher can use their creativity in choosing suitable materials (e.g.: recipe, menu, schedule, TV programme, radio advertisement, chart, table, suitable materials from YouTube, song lyrics, videos, etc) to carry out writing activities.</li> <li>- Possible websites teacher may refer:               <ul style="list-style-type: none"> <li><a href="http://www.readingrockets.org/article/teaching-writing-students-1d">http://www.readingrockets.org/article/teaching-writing-students-1d</a></li> <li><a href="http://busyteacher.org/classroom_activities-writing-worksheets">http://busyteacher.org/classroom_activities-writing-worksheets</a></li> <li><a href="http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en">http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en</a></li> </ul> </li> <li>- Teacher may discuss with the pupils for their further understanding of the materials; to identify vocabulary, phrases, simple sentences, main ideas and specific details.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) read and match</li> <li>(b) read and complete text</li> <li>(c) explain or transfer information</li> <li>(d) arrange words to write phrases and sentences</li> <li>(e) arrange and write sentences in suitable paragraphs</li> </ul>
		4.1.2 Explain and give detailed information from variety of materials	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Communicate feelings and opinions clearly	Pupils can:  4.1.3 Express and respond to opinions and common feelings such as happiness, sadness, surprise and interest	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Based on any topics chosen.</li> <li>- Teacher may brainstorm/discuss and motivate pupils to talk about their common feelings.</li> <li>- Teacher may guide and encourage pupils to communicate/write confidently and express their ideas and opinion freely.</li> <li>- Use words to express feelings through emoticons.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>(a) read and complete text</li> <li>(b) write a simple journal entry/diary entry</li> <li>(c) guessing games – write words pertaining to expressions and feelings from emoticons or emotions cards</li> </ul> <p><a href="https://www.apperson.com/teach-talk/10-activities-to-help-students-explore-emotions">https://www.apperson.com/teach-talk/10-activities-to-help-students-explore-emotions</a></p>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.2 Communicate with appropriate language, form and style	Punctuate texts and spell written work appropriately	Pupils can: 4.2.1 Punctuate written work with reasonable accuracy	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Punctuate any form of written materials.</li> <li>- Written materials are based on any topics chosen</li> <li>- Look on neatness and legibility.</li> <li>- Identify and correct punctuation errors.</li> </ul> <p>Suggested activities:</p> <p>(a) Read and punctuate text</p> <p>(b) Punctuation games via digital resources</p> <p>Example:</p> <p><a href="https://www.education.com/games/punctuation/">https://www.education.com/games/punctuation/</a></p> <p><a href="https://www.teachingideas.co.uk/subjects/punctuation">https://www.teachingideas.co.uk/subjects/punctuation</a></p> <p><a href="https://worksheets.edhelper.com/Punctuation.htm">https://worksheets.edhelper.com/Punctuation.htm</a></p>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
		Pupils can:  4.2.2 Spell written work with reasonable accuracy	<b>Notes:</b> <ul style="list-style-type: none"> <li>- Spell words used in written materials.</li> <li>- Edit work and look on accuracy in spelling.</li> <li>- Use dictionary to check spelling.</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>(a) Scrabble</li> <li>(b) Digital spelling games, for example:  <a href="https://m.busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html">https://m.busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html</a></li> <li>(c) Rebus Writing – representation of a word or a syllable by a picture of an object  <a href="https://en.islcollective.com/resources/search_result?Tags=rebus">https://en.islcollective.com/resources/search_result?Tags=rebus</a></li> <li>(d) Guess the word from jumbled letters</li> <li>(e) Word search</li> </ul>

### Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	<ul style="list-style-type: none"> <li>• Hardly displays any ability to write short simple text even with a lot of support.</li> <li>• Hardly punctuates appropriately even with a lot of support.</li> <li>• Hardly spells words even with a lot of support.</li> </ul>	Requires support to achieve curriculum target
2	<ul style="list-style-type: none"> <li>• Displays very limited ability to write short simple text with a lot of support.</li> <li>• Displays very limited ability punctuate appropriately with a lot of support.</li> <li>• Displays very limited ability to spell words with a lot of support.</li> </ul>	On track to achieve curriculum target
3	<ul style="list-style-type: none"> <li>• Displays limited ability to write short simple text with support.</li> <li>• Displays limited ability to punctuate appropriately with support.</li> <li>• Displays limited ability to spell words with support.</li> </ul>	Achieves expectations of curriculum target
4	<ul style="list-style-type: none"> <li>• Displays ability to write short simple text.</li> <li>• Displays ability to punctuate appropriately.</li> <li>• Displays ability to spell words.</li> </ul>	On track to exceed expectations
5	<ul style="list-style-type: none"> <li>• Displays good ability to write short simple text.</li> <li>• Displays good ability to punctuate accordingly.</li> <li>• Displays good ability to spell words accordingly.</li> </ul>	Working towards exceeding expectations
6	<ul style="list-style-type: none"> <li>• Displays very good ability to write short simple text.</li> <li>• Displays very good ability to punctuate confidently.</li> <li>• Displays very good ability to spell words confidently.</li> </ul>	Exceeds expectations

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