



KEMENTERIAN PENDIDIKAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH
PENDIDIKAN KHAS (KETIDAKUPAYAAN PENDENGARAN)**

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

TAHUN 1



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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**

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)

KATA PENGANTAR

Kurikulum Standard Sekolah Rendah (KSSR) dan begitu juga KSSR Pendidikan Khas yang dilaksanakan secara berperingkat-peringkat mulai tahun 2011 telah pun melepasi satu kohot murid di sekolah rendah. Selaras dengan keperluan dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025, maka KSSR dan KSSR Pendidikan Khas disemak semula untuk dilaksanakan mulai tahun 2017. Semakan ke atas kedua-dua kurikulum tersebut bertujuan meningkatkan standard kandungan dan standard pembelajaran supaya setanding dengan standard antarabangsa. Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi menjadi elemen utama mengangkat KSSR dan KSSR Pendidikan Khas setanding dengan standard antarabangsa. Standard kandungan dan standard pembelajaran tersebut turut disulami dengan standard prestasi untuk mengukur tahap penguasaan murid.

KSSR Pendidikan Khas disemak semula yang dilaksanakan di sekolah rendah akan menggunakan Dokumen Standard Kurikulum dan Pentaksiran (DSKP), yang digubal berlandaskan Kerangka KSSR yang mempunyai enam tunjang, iaitu Komunikasi, Kerohanian, Sikap & Nilai, Kemanusiaan,

Keterampilan Diri, Perkembangan Fizikal & Estetika serta Sains & Teknologi.

DSKP merupakan dokumen utama rujukan guru dalam merangka pengajaran dan pembelajaran (p&p) yang merangkumi pelbagai strategi, aktiviti dan penggunaan sumber. Guru digalakkan menggunakan kreativiti untuk memilih, menyusun, mengolah dan mempelbagai aktiviti berpandukan standard pembelajaran dan standard prestasi mengikut kesesuaian dan keupayaan murid.

Dalam melaksanakan p&p, guru perlu memberi penekanan kepada Kemahiran Berfikir Aras Tinggi (KBAT) yang dinyatakan secara eksplisit dalam DSKP. Antara pendekatan utama yang wajar digunakan guru dalam menerapkan KBAT dalam p&p adalah pembelajaran berasaskan inkuiri (*inquiry*), iaitu pendekatan yang mementingkan penyiasatan, pengumpulan dan penganalisan data. Pelaksanaan pendekatan Inkuiri boleh dilakukan dengan menggunakan kaedah seperti Pembelajaran Berasaskan Projek, Pembelajaran Berasaskan Masalah, Pembelajaran Berasaskan Eksperimen dan Pembelajaran Berasaskan Kontekstual.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan KSSR Pendidikan Khas. Semoga pelaksanaan kurikulum ini akan mencapai hasrat dan matlamat menghasilkan murid berkeperluan pendidikan khas yang mampu berdikari, bersosialisasi dan menjalani kehidupan dengan lebih bermakna.

Dr. SARIAH BINTI ABD. JALIL

Pengarah

Bahagian Pembangunan Kurikulum

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary special schools, and integrated programmes. The mastery of English is essential for pupils to gain access to information and knowledge written in English. As the language is also the dominant language used in Information and Communications Technology (ICT), hearing disability pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet.

In line with the government's policy on strengthening English, the curriculum has been designed for hearing disability pupils who will be proficient in the language. The content and learning standards that have been developed in the curriculum are designed to help pupils acquire the language so that they can use it in their daily lives, to further their studies and for work purposes.

The School-Based English Language Curriculum (SBELC) for Hearing Disability also stresses the development of literacy and critical literacy. This is to ensure that pupils who undergo primary schooling will be literate and be given a strong foundation in the language so that they can progress towards language proficiency at the secondary school level. Literacy is essential to prepare

pupils to achieve personal growth and confidence in functioning as an effective and productive member of our society, in line with the goals of the National Philosophy of Education which seek to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS

The SBELC (Hearing Disability) aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that are appropriate to the pupils' level of development.

OBJECTIVES

The objectives of the SBELC (Hearing Disability) Year One are to:

1. Communicate with peers and adults confidently and appropriately in formal and informal situations;
2. Read and comprehend a range of English texts for information and enjoyment;
3. Write a range of texts using appropriate language, style and form using a variety of media;
4. Appreciate and demonstrate understanding of English language literary or creative works for enjoyment.

STANDARD CURRICULUM FRAMEWORK FOR PRIMARY SCHOOLS

Standard Curriculum for Primary Schools is built on six pillars, namely Communication; Spirituality, Attitudes and Values; Humanities; Grooming; Physical Development and Aesthetics; and Science and Technology. The six pillars are the main domain that support each other and be integrated with critical thinking, creative

and innovative. This integration is aimed at developing human capital to appreciate values based on religious, knowledgeable, skilled, creative and critical-thinking and innovative as illustrated in Figure 1.

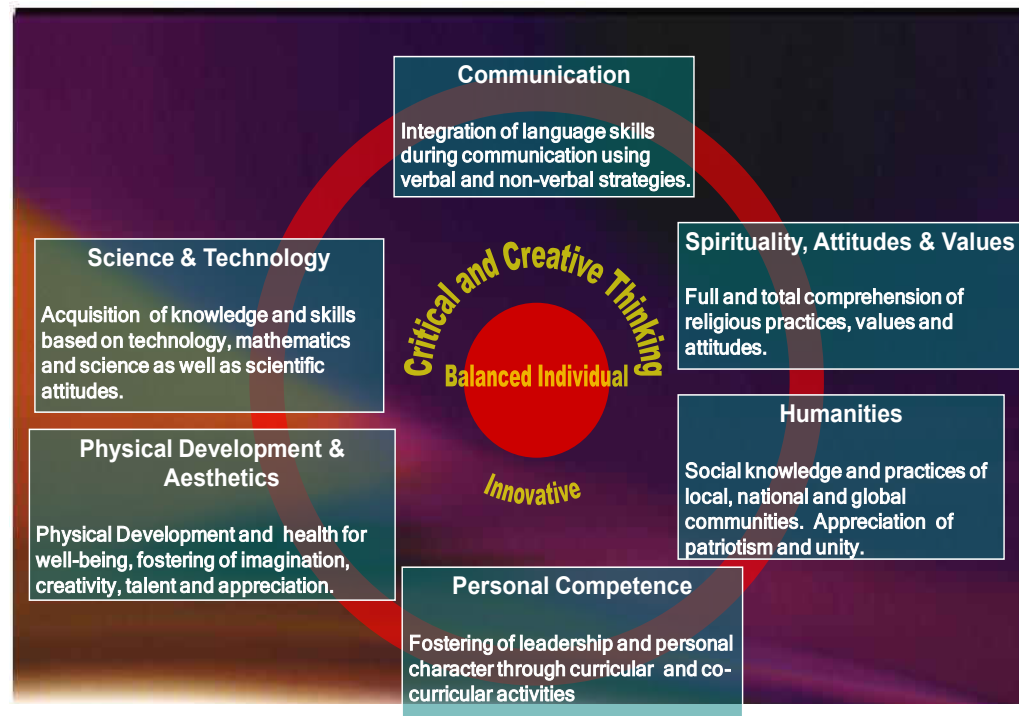


Figure 1: Standard Curriculum Framework for Primary Schools

FOCUS

The focus of SBELC (Hearing Disability) Year One is designed for pupils to be proficient in English to enable them to use it in daily lives and to help them to access information and knowledge written in English.

The SBELC (Hearing Disability) Year One emphasises on four main skills consists of listening and speaking (seeing and signing), reading, writing and language arts so that pupils are able to:

1. Listen, articulate and sound out (sign) words correctly in accordance to Signing Exact English, American Sign Language Dictionary and Comprehensive Sign English Dictionary;
2. Listen (see) and respond appropriately in formal and informal situations for a variety of purposes;
3. Understand and respond to oral (signed) texts in variety contexts;
4. Apply knowledge of sound of letters to recognise words in linear and non-linear texts;
5. Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning;
6. Read independently for information and enjoyment;
7. Form letters and words in neat legible print including cursive writing;
8. Write using appropriate language, form and style for a range of purposes;
9. Create and present ideas through a variety of media using appropriate language, form and style;
10. Enjoy and appreciate rhymes, poems and songs; and
11. Plan, organize and produce creative works for enjoyment.

Individual Education Plan

Individual Education Plan (IEP) is a document prepared by the teacher to explain the goals of education plans designed for each special educational needs (PSEN). RPI to guide teachers in designing teaching and learning activities.

In preparing the IEP, teachers implement a multi-disciplinary assessment to meet the requirements of PSEN. IEP is specifically designed for individuals PSEN, and documentation of any modifications made to the design and implementation of education and services provided to PSEN concerned. IEP also inform parents and the school about PSEN individual needs and how those needs are to be met. To achieve these objectives, there must be cooperation and collaboration between the school, parents, and PSEN own, assisted by officers of the state and local education, and individuals from agencies or other support services.

IEP detailing, among other things:

1. The level of performance of the existing PSEN;
2. Planning academic and non-academic;
3. The annual educational goals that can be achieved PSEN;

4. The objective of education that can be measured;
5. Objectives, procedures and assessment order to determine the progress in achievement;
6. Service needed by PSEN;
7. Planning, duration and date of service can be provided to PSEN; and
8. Planning and preparation to assist and guide PSEN interact with their environment.

Curriculum Organisation

The SBELC (Hearing Disability) Year One is designed to provide pupils with a strong foundation in the English language. Teachers should use Standard British English as a reference and model for spelling, grammar and pronunciation.

Primary education is divided into two stages:

Level 1	Years Reinforcement , 1, 2 and 3
Level 2	Years 4, 5 and 6

The modules for Level 1 and Level 2 are:

Level 1		Level 2
Years Reinforcement, 1 and 2	Year 3	Years 4, 5 and 6
Module One: Listening and Speaking	Module One: Listening and Speaking	Module One: Listening and Speaking
Module Two: Reading	Module Two: Reading	Module Two: Reading
Module Three: Writing	Module Three: Writing/Grammar	Module Three: Writing/Grammar
Module Four: Language Arts	Module Four: Grammar/Writing	Module Four: Grammar/Writing
	Module Five: Language Arts	Module Five: Language Arts (Contemporary Children's Literature)

As English is the second language for pupils in schools, it is believed to be prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils need to first develop an awareness of grammar in their first language and this is later exploited in Year 3 when English grammar is introduced. By

doing so, the load and stress of learning in the early years will be reduced as the emphasis is on learning through fun and play.

A Modular Curriculum

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

In order to make learning more meaningful and purposeful, language input is presented under themes and topics which are appropriate for pupils. Three broad themes have been identified in the curriculum. They are:

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

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

The World of Self, Family and Friends serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their surroundings and environment. Topics drawn from this theme help raise pupils' awareness of the importance of self-care, care and concern for family and friends. Therefore, pupils need to be aware of the community and society around them. An integral part of this theme is the teaching and learning of social skills; an important aspect of communication.

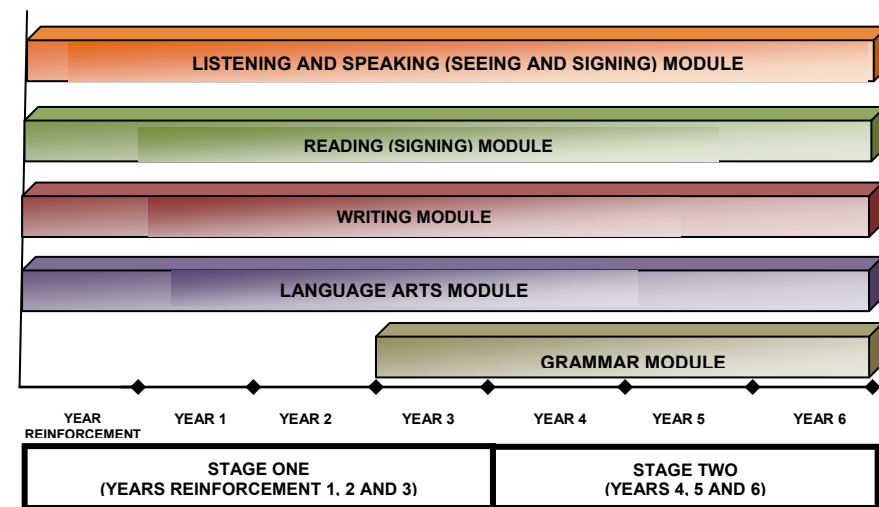
The World of Stories introduces pupils to the wonderful and magical world of stories. Stories may range from local fables, folk tales, legends and myths to tales around the region as well as faraway lands. Through these stories, pupils are exposed to a wide range of vocabulary, sentence structures and aspects of creative writing. Moral values, knowledge, understanding and

tolerance of other cultures and beliefs are imparted through these stories. These will help pupils understand different cultural beliefs and learn to live harmoniously with others.

The World of Knowledge encompasses general knowledge about the world, simple scientific and mathematical knowledge, financial literacy, environmental issues, awareness of safety and corruption and other current issues which are appropriate for primary school pupils.

The Modular Configuration

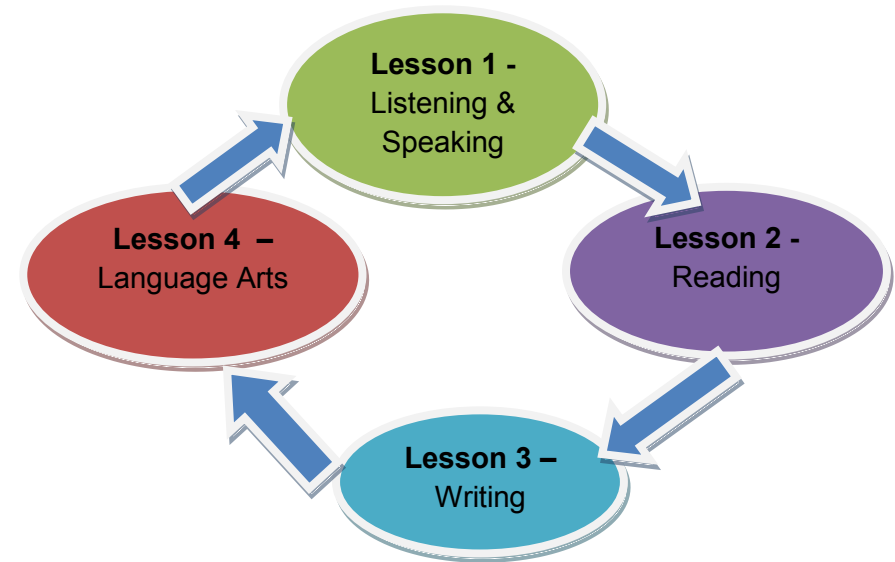
The following diagram shows the conceptual framework of the curriculum model.



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

The inclusion of the Grammar module emphasises the importance of having pupils develop a sound grasp of the language structures and grammar of Standard British English, both orally/signing and in writing. The inclusion of the Language Arts module allows pupils to show appreciation of and demonstrate understanding of texts read (sign), sing (sign) songs, recite (sign) rhymes and poems as well as produce creative works for enjoyment.

Organisation of English Language Lessons based on the Modular Configuration



21ST CENTURY SKILLS

In today's world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that pupils will get after they graduate may not yet exist. For this reason, pupils need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life.

Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. Given the widespread availability of information today, teacher should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The aim of the 21st century skills is to produce pupils with the following profile as shown in Table 2:

Table 2: Pupils' profile

Pupils' Profile	Description
Resilient	Pupils are able to face and overcome difficulties and challenges with wisdom, confidence, tolerance, and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being learners themselves. They are able to generate questions and are receptive towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Communicative	Pupils are able to express their thoughts, ideas and information confidently and creatively in oral and in written form, using a variety of media and technology.
Team Spirit	Pupils are able to co-operate effectively and harmoniously with others. They share collective responsibility, respect and cherish the contribution of each member in the team. They acquire interpersonal skills through collaborative activities, which in turn mold them into better leaders and team members.

Pupils' Profile	Description
Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Righteous	Pupils have a sense of integrity and sincerity, equality, fairness and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.
Informative	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.
Loving/ Considerate	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.
Patriotic	Pupils are able to show their love, support and respect for the country.

HIGHER ORDER THINKING SKILLS

Thinking skills have been emphasised in the curriculum since 1994 with the introduction of Creative and Critical Thinking Skills (CCTS). Beginning 2011, the Standard-based Curriculum for Primary Schools gives emphasis to Higher Order Thinking Skills (HOTS). HOTS encompass the ability to apply knowledge, skills and values along with reasoning and reflective skills to solve problems, make decisions and be innovative and creative. Higher order thinking skills refer to the skills of applying, analysing, evaluating and creating as reflected in Table 3:

Table 3: Level of thinking for HOTS

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

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

TEACHING AND LEARNING STRATEGIES

The teaching and learning in the 21st century is student-centred and that the teacher acts as a facilitator.

Student-Centredness

In a student-centred class, the learning tasks or activities are geared towards discovery learning where pupils are engaged to find the answers or information to solve problems through inquiry and collaborating with one another.

Students are encouraged to get information through communicating with others, reading or sourcing information through various media such as the Internet to enable them to

contribute to the solving of the task at hand. In reality, an increasing proportion of learning occurs online outside formal school hours. As such students have to keep abreast with rapid changes in technology tools and therefore, they have to be well informed and ICT literate. The awareness and skill of sieving for 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 a facilitator, the teacher guides the students in the learning process of completing their tasks. Students have to be taught to think methodically and coherently and this can be done through the use of the mind-mapping or i-Think strategies. Mistakes by students during the learning process should be seen in a positive light. Obviously, it is through mistakes that students learn more and faster.

Collaborative Learning

Group work is recommended for activities or tasks to familiarize the pupils to work in teams. To ensure that every member of the group is productive and responsible, the recommended maximum number of pupils per group is four. Every pupil should be given the opportunity to become the leader of the group through turn

taking as leadership quality is a vital requirement in the 21st century.

Through group work, students learn to manage time, to collaborate in completing the task, to be responsible for their part, to deal with differences amongst them, to come up with creative and innovative alternatives in solving problems and to make informed judgement and calculated decisions through consensus.

Project-Based Learning

Project-based learning is another strategy that emulates the real world. Pupils learn to plan and document the progress of their projects. In implementing the plan, pupils might need to make improvements and adjustments as they proceed to complete the project within the stipulated time frame. Therefore, time management, critical and analytical thinking plus creativity and collaborative work come to play in determining the completion of the project.

Students are given small inter-connected projects leading and culminating into the production of a large scale performance, an exhibition of students work, video clip advertisements and other innovative productions. The teacher guides the students to ensure

the implementation of the project progresses smoothly and is completed as planned. In total, the project-based learning activities promote hands-on; minds-on; and hearts-on activities that lead towards the development of holistic students who are prepared for the challenges of the 21st century.

Pedagogical Principles of the Curriculum

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

1. Back to basics

It is essential for teacher to begin with basic literacy skills in order to build a strong foundation of language skills. Basic listening and speaking skills are introduced to help pupils enrich their understanding of the language. The strategy of phonics is introduced to help pupils read while a good foundation in penmanship will help pupils acquire good handwriting.

2. Fun, meaningful and purposeful learning

Lessons which are contextualised and meaningful help pupils to learn more effectively. Lessons should be fun

and interesting through purposeful pupil-centred learning activities.

3. Learner-centred teaching and learning

Teaching approaches, lessons and materials must suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning capabilities so that their full potential can be realised. Pupils will master all learning standards using the Mastery Learning strategy to help them to acquire the language.

4. Integration of salient new technologies

In line with growing globalisation, technology is used extensively in our daily life for a variety of purposes such as communication, to gain information and knowledge and to be connected globally. Hence, emergent technologies can be used in language teaching and learning to engage pupils in more visual and interactive activities. Information available on the Internet and other electronic media will be vital for knowledge acquisition.

5. Assessment

Assessment for learning is an integral part of teaching and learning which enables teachers to assess whether pupils have acquired the learning standards taught. The feedback gained on pupils' progress in learning will inform teachers on the best approach or strategy for enhancement in the classroom teaching and learning. All language skills should be assessed using appropriate assessment tools. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a term.

6. Character-building

An important principle which needs to be inculcated through the curriculum is character building. Lessons based on values have to be incorporated in teaching and learning in order to impart the importance of good values for the wholesome development of individuals.

ELEMENT ACROSS THE CURRICULUM

Element across the curriculum is a value-added elements are applied in the process of teaching and learning (p&p) other than those specified in the standard content. This element is applied aimed at strengthening the skills and desired skills and human capital to address current and future challenges. Elements across the curriculum are as follows:

1. Language

- Use the correct language should be emphasized in all subjects.
- When the p&p for each subject, aspects of pronunciation, sentence structure, grammar, vocabulary and grammar should be emphasized to help students organize ideas and communicate effectively.

2. Environmental Sustainability

- Awareness of environmental love and compassion in the hearts of students to be nurtured through p&p all subjects.

- Knowledge and awareness of the importance of the environment in shaping the students to appreciate ethical nature.

3. Values

- Moral values emphasized in all subjects so that students are aware of the importance and practice.
- The covers pure spirituality, humanity and citizenship into practice in daily life.

4. Science and Technology

- Increasing interest in science and technology can improve scientific and technological literacy among students.
- The use of technology in teaching can help and contribute to learning more efficient and effective.
- Integration of Science and Technology in p&p comprises four main factors:
 - Knowledge of science and technology (facts, principles, concepts related to science and technology);
 - Scientific skills (thought processes and certain manipulative skills);

- scientific attitude (such as accuracy, honesty, security); and
- The use of technology in teaching and learning activities.

5. Patriotism

- Use the correct language should be emphasized in all subjects.
- The spirit of patriotism to produce students who have the patriotism and pride as a people.

6. Creativity and Innovation

- Creativity is the ability to use imagination to collect, assimilate and generate ideas or create something new or original by inspiration or combinations of existing ideas.
- Innovation is the application of creativity through modification, repair and practice the idea.
- Creativity and innovation go hand in hand and the need to ensure the development of human capital that can meet the challenges of the 21st century.
- Elements of creativity and innovation should be integrated in the p&p.

7. Entrepreneurship

- Implementation of an entrepreneurial element aims to establish the characteristics and practice so that it becomes a culture of entrepreneurship among students.
- The entrepreneur can apply in p&p through activities that can foster such attitudes hardworking, honest, trustworthy, responsible and develop creative and innovative minds to drive the idea to market.

8. Information and Communication Technology

- Application of ICT elements in p&p ensure students can apply their knowledge and skills and strengthen ICT basis of study.

ASSESSMENT

School-Based Assessment

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

In order to help teachers implement effective school based assessment, the assessment element has been incorporated into this document together with the content and learning standards. Teachers should refer to the Performance Standard to help them ascertain the level of their pupils' acquisition of the various learning standards. The levels have been designed to help teachers gauge the level of their pupils' understanding and acquisition of the skills taught. With this knowledge, teachers may

change their approach or methodology to help their pupils master the intended learning standard.

Teachers should refer to this document to plan their lessons and assess their pupils. Assessment should be carried out during the teaching and learning process and pupils achievement levels are recorded and reported every quarterly. Various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document the attainment of the learning standards. Through this process, teachers will be able to build a profile of their pupils' language development through an on-going assessment.

Performance Standard

The Performance Standard details six levels of performance with descriptors for each level based on clusters of learning standards. These levels serve as a guide to teachers in assessing their pupils' development and growth in the acquisition of the learning standards that are taught. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the different levels of pupils' achievement, as shown Table 4:

Table 4: Generic descriptors for the SBEC (Hearing Disability)
Year One

Performance Level	Generic Descriptor
1 Very Limited	Pupils show very limited command of the language and require a lot of guidance to perform basic language tasks.
2 Limited	Pupils show limited command of the language and require guidance to perform basic language tasks.
3 Satisfactory	Pupils show satisfactory command of the language. They have the ability to use language adequately but require guidance for some challenging language tasks.
4 Good	Pupils show good command of the language. They have the ability to use language fairly independently but require guidance for more complex language tasks.
5 Very Good	Pupils show very good command of the language. They have the ability to use language almost independently. They are able to perform challenging and complex language tasks with minimal guidance.
6 Excellent	Pupils show excellent command of the language. They have the ability to use language independently. They are able to perform challenging and complex language tasks.

ORGANISATION OF CONTENT

This document outlines the SBELC (Hearing Disability) Year One is organised according to Content Standards, Learning Standards and Performance Standards.

Table 5: Organisation of SBELC Documents

Content Standard	Learning Standard	Performance Standard
Content Standard specifies the essential knowledge and skills pupils need to acquire by the end of Year 6.	Learning Standard details the relevant knowledge and language skills that pupils need to acquire in a particular year in relation to the Content Standards.	Performance Standard serves as a tool to monitor pupils' developmental progress for each Learning Standard.

The SBELC (Hearing Disability) Year One will contain content and learning standards that describe the knowledge, skills and values that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they talk (see), listen (sign), read and write in English. When pupils engage

in English learning experiences as described in this curriculum, they will develop the ability to speak (sign), listen (see), read and write in English meaningfully, purposefully and with confidence. The inclusion of the module on Grammar emphasises the importance of having pupils develop a sound grasp of the language structures and grammar of Standard British English.

The approach taken in this syllabus stresses the need for pupils to develop all four language skills: listening (seeing), speaking (signing), reading, and writing. Pupils will, for example, learn how to interact with peers, listen attentively, express themselves orally (signing) or in writing with confidence, read with comprehension, and write with minimal grammatical errors. In the language arts module, pupils are trained to show appreciation of and demonstrate understanding of texts read, sing (sign) songs, recite (sign) rhymes and poems as well as produce creative works for enjoyment.

Listening and Speaking

By the end of Year One, the component on listening and speaking (seeing and signing) aims at developing pupils' ability to listen and respond (see and sign) to stimulus with guidance, participate in daily conversations, listen (see) and demonstrate understanding

of text, talk about stories heard (see and sign); and listen (see) and follow simple instructions. The learning standards for listening and speaking (seeing and signing) range from the discrete sound, word and phrase recognition to an understanding of chunks of heard texts. Listening and speaking (seeing and signing) are seen as core skills of early literacy.

Hearing impaired pupils should be taught how to listen (see) carefully as well as feel encouraged to speak (sign) from the basic level of sound (for mild and moderate hearing loss), word, phrase and move on to structural sentences in various situational contexts. At every stage, the stress, rhythm and intonation patterns need to be used correctly. In addition, pupils are also encouraged to recognise, understand and use verbal, and non-verbal communication. Oral communication (for mild and moderate hearing loss) practice by means of repeating, responding, understanding and applying what pupils have heard sensitises their senses to be ready for communication.

Relationships are established through the ability to communicate by listening (seeing) first then speaking (signing) thoughts, ideas and feelings. It is hoped by the end of primary school, pupils should become confident speakers who can communicate clearly, appropriately and coherently in any given context. Pupils need to

listen (see) carefully and respond to (sign) what others say and think about the needs of their listeners. Social conventions in listening and speaking (seeing and signing) such as turn taking, politeness and courtesy need to be observed. These are crucial especially in group discussions where viewpoints and opinions are exchanged. The use of various text types is recommended; ranging from teacher-simulated texts to media broadcasts and authentic dialogues.

In the initial stages of learning English, pupils will have the opportunity to listen to (see) meaningful English input, in the form of stories or oral (sign) descriptions by teachers based on graphic texts. Through listening (seeing), pupils will become familiar with words that will be introduced in their early reading and writing lessons. The emphasis in the initial stages will be on vocabulary acquisition.

Reading

The Year One learning standards for reading addresses basic literacy using the strategies of phonics and moves on to enable pupils to become independent readers. In the beginning, hearing impaired pupils' phonemic awareness will be developed by means of phonics. Phonemic awareness is the ability to hear, identify,

and manipulate the individual sounds in spoken words. This ability to recognise letter sounds is an essential and useful early reading skill. Pupils should be made aware of the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language). The ability to recognise letter sounds is further developed by blending individual sounds to build words. After pupils have begun to read words, this ability is further honed by reading rhyming phrases. In order to spell, pupils are taught segmenting, in which pupils segment or break the word into individual sounds.

As pupils begin to read words, phrases and then move on to simple sentences, their skill to read should be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading, and equally, enable them to comprehend a text more effectively and efficiently. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to (see) rich language input in English. The guiding principle in using phonics to teach reading is for the pupils to enjoy the activities selected. Hence the use of songs,

rhymes, poems, stories and pictures to make phonics instruction more enjoyable is encouraged.

Teachers are encouraged to gauge the literacy level of their pupils in Year One, if pupils are able to read well, teachers will not have to deal with the phonemes individually. Teachers can then develop challenging language activities and games which will hone their vocabulary development. If pupils have difficulty articulating particular phonemes then teachers will have to deal with problematic phonemes individually although pupils may be reading well.

Writing

The learning standards for writing begin with pre-writing skills, which addresses penmanship, the formation of letters, words as well as numbers in clear print. Specific learning standards are attributed to penmanship so that even from a young age, pupils are taught good writing habits. Special attention should be given in order to strengthen the muscles of the hand, develop visual skills, enhance gross and fine motor skills as well as develop hand-eye coordination to help pupils acquire penmanship. Correct formation of letters of the alphabet is important in order to

help pupils write neatly and later write words, phrases and sentences legibly.

By the end of Year Two, pupils will master the mechanics of writing and then learn to write at word, phrase and sentence levels. Specific writing activities devised during lessons will enable pupils to begin writing for a purpose as stipulated in the learning standards.

Language Arts

The standards for language arts in Year One and Two will explore the power of story, rhyme and song to activate pupils' imagination and interest, thus encouraging them to use English language widely. This component will ensure that they benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities in this component, pupils will gain a rich and invaluable experience in using the English language. When taught well, pupils will take pride in their success. They will also benefit strongly from consistent praise for effort and achievement by the teachers with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works.

In addition, the Language Arts module also provides pupils an opportunity to integrate, experiment and apply what they have learnt in the other modules in fun-filled, activity-based and meaningful experiences.

Grammar

The learning of grammar is deferred to Year Three. In Year One and Two, the emphasis is for pupils to develop an understanding of grammar in their first language and this understanding may then be exploited in Year 3 onwards when English grammar is learnt.

Word List

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

1.0 LISTENING AND SPEAKING (SEEING AND SIGNING) SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 Listen, articulate and sound out (sign) words correctly in accordance to Signing Exact English, American Sign Language Dictionary and Comprehensive Sign English Dictionary.	Pupils are able to: 1.1.1 Listen (see) and respond to stimulus given with guidance: (i) environmental sounds (ii) instrumental sounds (iii) body percussion (iv) rhythm and rhyme (v) voice sounds (For profound hearing loss – use vibrations)	1	Can listen to (see) and respond to stimulus given with a lot of guidance.
		2	Can listen to (see) and respond to stimulus given with some guidance.
		3	Can listen to (see) and respond to stimulus given with minimal guidance.
		4	Can listen to (see) and respond to stimulus given.
		5	Can listen to (see) and respond to stimulus given accurately and with some confidence.
		6	Can listen to (see) and respond to stimulus given given accurately and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD																																																													
		PERFORMANCE LEVEL	DESCRIPTOR																																																												
1.1 Listen, articulate and sound out (sign) words correctly in accordance to Signing Exact English, American Sign Language Dictionary and Comprehensive Sign English Dictionary.	Pupils are able to: 1.1.2 Listen to (see) and name (sign) the 26 letters in the alphabet. 1.1.3 Listen to (see), articulate (for mild and moderate hearing loss) and identify the phonemes.	1	Can listen to (see) and identify minimal phonemes with a lot of guidance.																																																												
		2	Can listen to (see) and identify minimal phonemes with some guidance.																																																												
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CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 Listen, articulate and sound out (sign) words correctly in accordance to Signing Exact English, American Sign Language Dictionary and Comprehensive Sign English Dictionary.	Pupils are able to: 1.1.5 Listen to (see) and recite rhymes (sign), sing songs and chant (sign) with correct pronunciation, word stress and intonation (for mild and moderate hearing loss).	1	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with a lot of guidance.
		2	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with some guidance.
		3	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with minimal guidance.
		4	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with correct use of stress, rhythm and intonation (for mild and moderate hearing loss).
		5	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with correct use of stress, rhythm and intonation (for mild and moderate hearing loss) with some confidence.
		6	Can listen to (see) and recite rhymes (sign), sing songs and chant (sign) with correct use of stress, rhythm and intonation (for mild and moderate hearing loss) accurately and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 Listen (see) and respond appropriately in formal and informal situations for a variety of purposes.	Pupils are able to: 1.2.1 Listen to (see), respond to and talk (sign) about related topics with correct pronunciation, word stress and intonation.	1	Can listen to (see), respond to and talk (sign) about related topics with a lot of guidance.
		2	Can listen to (see), respond to and talk (sign) about related topics with some guidance.
		3	Can listen to (see), respond to and talk (sign) about related topics with minimal guidance.
		4	Can listen to (see), respond to and talk (sign) about related topics with correct use of stress, rhythm and intonation (for mild and moderate hearing loss).
		5	Can listen to (see), respond to and talk (sign) about related topics with a very good level of correct pronunciation, word stress and intonation.
		6	Can listen to (see), respond to and talk (sign) about related topics with an excellent level of correct pronunciation, word stress and intonation.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 Listen (see) and respond appropriately in formal and informal situations for a variety of purposes.	Pupils are able to: 1.2.2 Participate in daily conversations (seeing and signing).	1	Can take part in daily conversations with a lot of guidance.
		2	Can take part in daily conversations with some guidance.
		3	Can take part in daily conversations with minimal guidance.
		4	Can take part in daily conversations.
		5	Can take part in daily conversations with some confidence.
		6	Can take part in daily conversations fluently and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 Listen (see) and respond appropriately in formal and informal situations for a variety of purposes.	Pupils are able to: 1.2.3 Listen to (see) and follow simple: (i) instructions (ii) directions	1	Can listen to (see) and follow simple instructions and directions with with a lot of guidance.
		2	Can listen to (see) and follow simple instructions and directions with some guidance.
		3	Can listen to (see) and follow simple instructions and directions with minimal guidance.
		4	Can listen to (see) and follow simple instructions and directions.
		5	Can listen to (see) and follow simple instructions and directions accurately.
		6	Can listen (see) and follow simple instructions and directions accurately and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 Understand and respond to oral (signed) texts in variety contexts.	Pupils are able to: 1.3.1 Listen to (see) and demonstrate understanding of narrative and descriptive audio (signed) texts by: (i) giving Yes/No replies (ii) giving True/False replies (iii) responding to Wh-questions	1	Can listen to (see) and respond to audio (signed) texts with a lot of guidance.
		2	Can listen to (see) and respond to audio (signed) texts with some guidance.
		3	Can listen to (see) and respond to audio (signed) texts with minimal guidance.
		4	Can listen to (see) and respond to audio (signed) texts.
		5	Can listen to (see) and respond to audio (signed) texts with some confidence.
		6	Can listen to (see) and respond to audio (signed) texts confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 Understand and respond to oral (signed) texts in variety contexts.	Pupils are able to: 1.3.2 Talk about a stimulus by: (i) responding to Wh-questions	1	Can listen to (see) and respond to stimulus given with a lot of guidance.
		2	Can listen to (see) and respond to stimulus given with some guidance.
		3	Can listen to (see) and respond to stimulus given with minimal guidance.
		4	Can listen to (see) and respond to stimulus given.
		5	Can listen to (see) and respond to stimulus given accurately.
		6	Can listen to (see) and respond to stimulus given accurately and confidently.

2.0 READING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.1 Apply knowledge of sound of letters to recognise words in linear and non-linear texts.	Pupils are able to: 2.1.1 Identify and distinguish the letters in the alphabet.	1	Can identify and distinguish the letters in the alphabet with a lot of guidance.
		2	Can identify and distinguish the letters in the alphabet with some guidance.
		3	Can identify and distinguish the letters in the alphabet with minimal guidance.
		4	Can identify and distinguish the letters in the alphabet correctly.
		5	Can identify and distinguish the letters in the alphabet correctly and almost automatically.
		6	Can identify and distinguish the letters in the alphabet correctly and automatically.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD																																																													
		PERFORMANCE LEVEL	DESCRIPTOR																																																												
2.1 Apply knowledge of sound of letters to recognise words in linear and non-linear texts.	Pupils are able to: 2.1.2 Recognize and articulate initial, medial and final sounds (for mild and moderate hearing loss) in words. <table border="1" data-bbox="593 606 1086 1340"> <tbody> <tr> <td>a.</td> <td>/s/ (s)</td> <td>/æ/ (a)</td> <td>/t/ (t)</td> <td>/p/ (p)</td> <td></td> </tr> <tr> <td>b.</td> <td>/ɪ/ (i)</td> <td>/n/ (n)</td> <td>/m/ (m)</td> <td>/d/ (d)</td> <td></td> </tr> <tr> <td>c.</td> <td>/g/ (g)</td> <td>/ɒ/ (o)</td> <td>/k/ (c)</td> <td>/k/ (k)</td> <td></td> </tr> <tr> <td>d.</td> <td>/k/ (ck)</td> <td>/e/ (e)</td> <td>/ʌ/ (u)</td> <td>/r/ (r)</td> <td></td> </tr> <tr> <td>e.</td> <td>/h/ (h)</td> <td>/b/ (b)</td> <td>/f/ (f, ff)</td> <td>/l/ (l, ll)</td> <td>/s/ (s)</td> </tr> <tr> <td>f.</td> <td>/dʒ/ (j)</td> <td>/v/ (v)</td> <td>/w/ (w)</td> <td>/ks/ (g, x)</td> <td></td> </tr> <tr> <td>g.</td> <td>/j/ (y)</td> <td>/z/ (z, zz)</td> <td>/kw/ (qu)</td> <td></td> <td></td> </tr> <tr> <td>h.</td> <td>/tʃ/ (ch)</td> <td>/ʃ/ (sh)</td> <td>/θ/ (th)</td> <td>/ŋ/ (ng)</td> <td></td> </tr> <tr> <td>i.</td> <td>/eɪ/ (ai)</td> <td>/i:/ (ee)</td> <td>/aɪ/ (igh)</td> <td>/əʊ/ (oa)</td> <td>/ʊ/, /u: :/ (oo)</td> </tr> <tr> <td>j.</td> <td>/a:/ (ar)</td> <td>/ɔ:/ (or)</td> <td>/ɜ:/ (ur)</td> <td>/əʊ/ (ow)</td> <td>/ɔɪ/ (oi)</td> </tr> </tbody> </table>	a.	/s/ (s)	/æ/ (a)	/t/ (t)	/p/ (p)		b.	/ɪ/ (i)	/n/ (n)	/m/ (m)	/d/ (d)		c.	/g/ (g)	/ɒ/ (o)	/k/ (c)	/k/ (k)		d.	/k/ (ck)	/e/ (e)	/ʌ/ (u)	/r/ (r)		e.	/h/ (h)	/b/ (b)	/f/ (f, ff)	/l/ (l, ll)	/s/ (s)	f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ (g, x)		g.	/j/ (y)	/z/ (z, zz)	/kw/ (qu)			h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ (th)	/ŋ/ (ng)		i.	/eɪ/ (ai)	/i:/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/, /u: :/ (oo)	j.	/a:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)	1	Can recognize and articulate initial, medial and final sounds (for mild and moderate hearing loss) in single syllable words with a lot of guidance.
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CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.1 Apply knowledge of sound of letters to recognise words in linear and non-linear texts.	Pupils are able to: 2.1.3 Blend two to four phonemes into recognisable words and read aloud (sign). 2.1.4 Segment words into phonemes to spell.	1	Can blend and segment phonemes into recognisable words with a lot of guidance.
		2	Can blend and segment phonemes into recognisable words with some guidance.
		3	Can blend and segment phonemes into recognisable words with minimal guidance.
		4	Can blend and segment phonemes into recognisable words correctly.
		5	Can blend and segment phonemes into recognisable words correctly and accurately.
		6	Can blend and segment phonemes into recognisable words correctly, accurately and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	Pupils are able to: 2.2.1 Apply word recognition skills.	1	Can apply word recognition skills with a lot of guidance.
		2	Can apply word recognition skills with some guidance.
		3	Can apply word recognition skills with minimal guidance.
		4	Can apply word recognition skills.
		5	Can apply word recognition skills correctly and independently.
		6	Can apply word recognition skills independently and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	Pupils are able to: 2.2.3 Apply basic dictionary skills using picture dictionaries.	1	Can apply basic dictionary skills using picture dictionaries with a lot of guidance.
		2	Can apply basic dictionary skills using picture dictionaries with some guidance.
		3	Can apply basic dictionary skills using picture dictionaries with minimal guidance.
		4	Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context correctly.
		5	Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context correctly and independently.
		6	Can apply basic dictionary skills using picture dictionaries and understand meaning of words in context independently and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	Pupils are able to: 2.2.4 Identify and understand numbers in numeral and word forms in the context provided. (i) cardinal numbers (1-20) (ii) ordinal numbers (1 st – 10 th)	1	Can identify and understand numbers in numeral and word forms in the context provided with a lot of guidance.
		2	Can identify and understand numbers in numeral and word forms in the context provided with some guidance.
		3	Can identify and understand numbers in numeral and word forms in the context provided with minimal guidance.
		4	Can identify and understand numbers in numeral and word forms in the context provided correctly.
		5	Can identify and understand numbers in numeral and word forms in the context provided correctly.
		6	Can identify and understand numbers in numeral and word forms in the context provided correctly and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	Pupils are able to: 2.2.5 Read and understand with guidance: (i) simple instructions (ii) simple directions	1	Can read and understand simple instructions and directions with a lot of guidance.
		2	Can read and understand simple instructions and directions with some guidance.
		3	Can read and understand simple instructions and directions with minimal guidance.
		4	Can read and understand simple instructions and directions to complete a task correctly.
		5	Can read and understand simple instructions and directions to complete a task correctly and independently.
		6	Can read and understand simple instructions and directions to complete a task correctly, independently and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	Pupils are able to: 2.2.6 Read and demonstrate understanding of linear and non-linear texts: <ul style="list-style-type: none"> (i) linear texts <ul style="list-style-type: none"> ○ descriptions ○ rhymes (ii) non-linear texts <ul style="list-style-type: none"> ○ forms ○ lists 	1	Can read and demonstrate very limited understanding of texts and completing very limited tasks with a lot of guidance.
		2	Can read and demonstrate limited understanding of texts and completing limited tasks with some guidance.
		3	Can read and demonstrate understanding of texts and completing tasks with minimal guidance.
		4	Can read and demonstrate understanding of texts and completing tasks correctly.
		5	Can read and demonstrate understanding of texts and completing tasks correctly and independently.
		6	Can read and demonstrate understanding of texts and completing tasks correctly, independently and effortlessly.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.3 Read independently for information and enjoyment.	Pupils are able to: 2.3.1 Read and demonstrate understanding of fiction and non-fiction texts. (i) narrative (ii) descriptive	1	Can read and demonstrate understanding of fiction and non-fiction texts with very limited understanding of the content with a lot of guidance.
		2	Can read and demonstrate understanding of fiction and non-fiction texts with limited understanding of the content with some guidance.
		3	Can read and demonstrate understanding of fiction and non-fiction texts with some understanding of the content with minimal guidance.
		4	Can read and demonstrate understanding of fiction and non-fiction texts with understanding of the content correctly.
		5	Can read and demonstrate understanding of fiction and non-fiction texts with understanding of the content independently with appropriate expression.
		6	Can read and demonstrate understanding of fiction and non-fiction texts with thorough understanding of the content independently and effortlessly with appropriate expression.

3.0 WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 Form letters and words in neat legible print including cursive writing.	Pupils are able to: 3.1.1 Demonstrate psychomotor skills: (i) fine motor control of hands and fingers. (ii) shape discrimination to distinguish letters.	1	Can hold writing apparatus and form letters with a lot of guidance.
		2	Can hold writing apparatus and form letters with some guidance.
		3	Can hold writing apparatus and form letters with minimal guidance.
		4	Can hold writing apparatus and form letters fairly accurate.
		5	Can hold writing apparatus and form letters accurately.
		6	Can hold writing apparatus and form letters accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 Form letters and words in neat legible print including cursive writing.	Pupils are able to: 3.1.2 Copy in neat legible print with correct spelling: (i) words (ii) phrases (iii) sentences	1	Can copy in legible print with correct spelling with a lot of guidance.
		2	Can copy in legible print with correct spelling with some guidance.
		3	Can copy in legible print with correct spelling with minimal guidance.
		4	Can copy in legible print with correct spelling fairly accurate.
		5	Can copy in legible print with correct spelling accurately.
		6	Can copy in legible print with correct spelling accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 Form letters and words in neat legible print including cursive writing.	Pupils are able to: 3.1.3 Write in neat legible print with correct spelling: (i) words (ii) phrases (iii) simple sentences	1	Can write in legible print with correct spelling and punctuation with a lot of guidance.
		2	Can write in legible print with correct spelling and punctuation with some guidance.
		3	Can write in legible print with correct spelling and punctuation with minimal guidance.
		4	Can write in legible print with correct spelling and punctuation fairly accurate.
		5	Can write in legible print with correct spelling and punctuation accurately.
		6	Can write in legible print with correct spelling and punctuation accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 Form letters and words in neat legible print including cursive writing.	Pupils are able to: 3.1.4 Write numbers in numeral and word forms : (i) cardinal numbers (1-20) (ii) ordinal numbers (1 st – 10 th)	1	Can write numbers in numerals and word forms with a lot of guidance.
		2	Can write numbers in numerals and word forms with some guidance.
		3	Can write numbers in numerals and word forms with minimal guidance.
		4	Can write numbers in numerals and word forms fairly accurately.
		5	Can write numbers in numerals and word forms accurately.
		6	Can write numbers in numerals and word forms accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 Write using appropriate language, form and style for a range of purposes.	Pupils are able to: 3.2.1 Punctuate correctly: (i) capital letters (ii) full stop (iii) question mark	1	Can punctuate texts with a lot of guidance.
		2	Can punctuate texts with some guidance.
		3	Can punctuate texts with minimal guidance.
		4	Can punctuate texts fairly accurately.
		5	Can punctuate texts accurately.
		6	Can punctuate texts accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 Write using appropriate language, form and style for a range of purposes.	Pupils are able to: 3.2.2 Complete: <ul style="list-style-type: none"> (i) linear texts <ul style="list-style-type: none"> ○ descriptions ○ rhymes (ii) non-linear texts <ul style="list-style-type: none"> ○ forms ○ lists 	1	Can complete linear and non-linear texts with a lot of guidance.
		2	Can complete linear and non-linear texts with some guidance.
		3	Can complete linear and non-linear texts with minimal guidance.
		4	Can complete linear and non-linear texts fairly accurately.
		5	Can complete linear and non-linear texts accurately.
		6	Can complete linear and non-linear texts accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 Write using appropriate language, form and style for a range of purposes.	Pupils are able to: 3.2.3 Write with guidance: (i) linear ○ descriptions (ii) non-linear ○ lists	1	Can write linear and non-linear texts with a lot of guidance.
		2	Can write linear and non-linear texts with some guidance.
		3	Can write linear and non-linear texts with minimal guidance.
		4	Can write linear and non-linear texts fairly accurately.
		5	Can write linear and non-linear texts accurately.
		6	Can write linear and non-linear texts accurately and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.3 Create and present ideas through a variety of media using appropriate language, form and style.	Pupils are able to: 3.3.1 Create simple non-linear and linear texts using a variety of media with guidance: (i) descriptions (ii) forms	1	Can create simple linear and non-linear texts with a lot of guidance.
		2	Can create simple linear and non-linear texts with some guidance.
		3	Can create simple linear and non-linear texts with minimal guidance.
		4	Can create simple linear and non-linear texts fairly accurately.
		5	Can create simple linear and non-linear texts accurately.
		6	Can create simple linear and non-linear texts accurately and independently.

4.0 LANGUAGE ARTS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.1 Enjoy and appreciate rhymes, poems and songs.	<p>Pupils are able to:</p> <p>4.1.1 Enjoy and appreciate rhymes, poems and songs through non-verbal response:</p> <p>(i) jazz chants (ii) rhymes (iii) action songs</p>	1	Can display non-verbal responses to literary texts with a lot of guidance.
		2	Can display non-verbal responses to literary texts with some guidance.
		3	Can display non-verbal responses to literary texts with minimal guidance.
		4	Can display non-verbal responses to literary texts.
		5	Can display non-verbal responses to literary texts with some confidence.
		6	Can display non-verbal responses to literary texts creatively and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.1 Enjoy and appreciate rhymes, poems and songs.	Pupils are able to: 4.1.2 Recite (sign) rhymes or poems, and sing with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss): (i) jazz chant (ii) rhymes (iii) action songs	1	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss) with a lot of guidance.
		2	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss) with some guidance.
		3	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss) with minimal guidance.
		4	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss).
		5	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss) with some confidence.
		6	Can recite (sign) literary texts with correct pronunciation, rhythm and intonation (for mild and moderate hearing loss) creatively and confidently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.4 Plan, organize and produce creative works for enjoyment.	Pupils are able to: 4.4.1 Plan, produce and present creative works with guidance: (i) jazz chant (ii) rhymes (iii) action songs	1	Can plan, produce and present creative works with a lot of guidance.
		2	Can plan, produce and present creative works with some guidance.
		3	Can plan, produce and present creative works with minimal guidance.
		4	Can plan, produce and present creative works.
		5	Can plan, produce and present creative works with some confidence.
		6	Can plan, produce and present creative works creatively and confidently.

WORD LIST (YEAR ONE)

The word list forms part of the language contents in the curriculum. The words below are some key words that must be mastered by all pupils according to their stages of development. These are the minimum words to be taught and teachers may expand upon the list according to the level and ability of their pupils as well as the topic under study.

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mother	it	at	play	no	yes
for	a	father	can	he	am	all	is
cat	get	said	to	in	about	after	again
an	another	as	back	ball	be	because	bed
been	boy	brother	but	by	call(ed)	came	can't
could	did	do	don't	dig	door	down	first
from	girl	good	got	had	half	has	have
Help	her	here	him	his	home	house	how

if	jump	just	last	laugh	little	live(d)	love
made	make	man	many	may	more	much	must
name	new	next	night	not	now	off	old
once	one	or	our	out	over	people	push
pull	put	ran	saw	school	seen	should	sister
so	some	take	than	that	their	them	then
there	these	three	time	too	took	tree	two
us	very	want	water	way	were	what	when
where	who	will	with	would	your		
common colour words		pupils' name and address		name and address of school		numbers to twenty	
days of the week		months of the year					

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- | | | |
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