



**KURIKULUM STANDARD SEKOLAH RENDAH
PENDIDIKAN KHAS (MASALAH PEMBELAJARAN)**

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

Tahun 4



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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 memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara”

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

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

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

3. Kurikulum Kebangsaan

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

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

3. National Curriculum

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

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

KATA PENGANTAR

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

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

DSKP yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSR, mengintegrasikan pengetahuan, kemahiran dan nilai, serta memasukkan secara eksplisit Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT). Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan.

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

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

SHAZALI BIN AHMAD

Pengarah

Bahagian Pembangunan Kurikulum

INTRODUCTION

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

In line with the government's initiative to strengthen English Language by benchmarking the Common European Framework of Reference (CEFR) for languages, the Standard-Based English Language Curriculum for the Learning Disabilities Year 4 has aligned the mapping of the content and learning standards with CEFR.

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

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

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

- (i) teaching and learning strategies and techniques
- (ii) time allocation for each activities
- (iii) arrangement of activities
- (iv) teaching aids

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

AIM

SBELC for Learning Disabilities Year 4 aims to equip special needs pupils with listening, speaking, reading and writing skills to enable them to express themselves, to communicate and to think effectively in a variety of contexts and environment.

OBJECTIVES

By the end of Year 4, pupils with learning disabilities will be able to:

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

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

Table 1: Curriculum Target Levels Based on CEFR

Primary Education					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pre A1 Starters	A1 Movers	Working towards A1	A1 Low	A1 Mild	A1 High

THE CURRICULUM FRAMEWORK

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

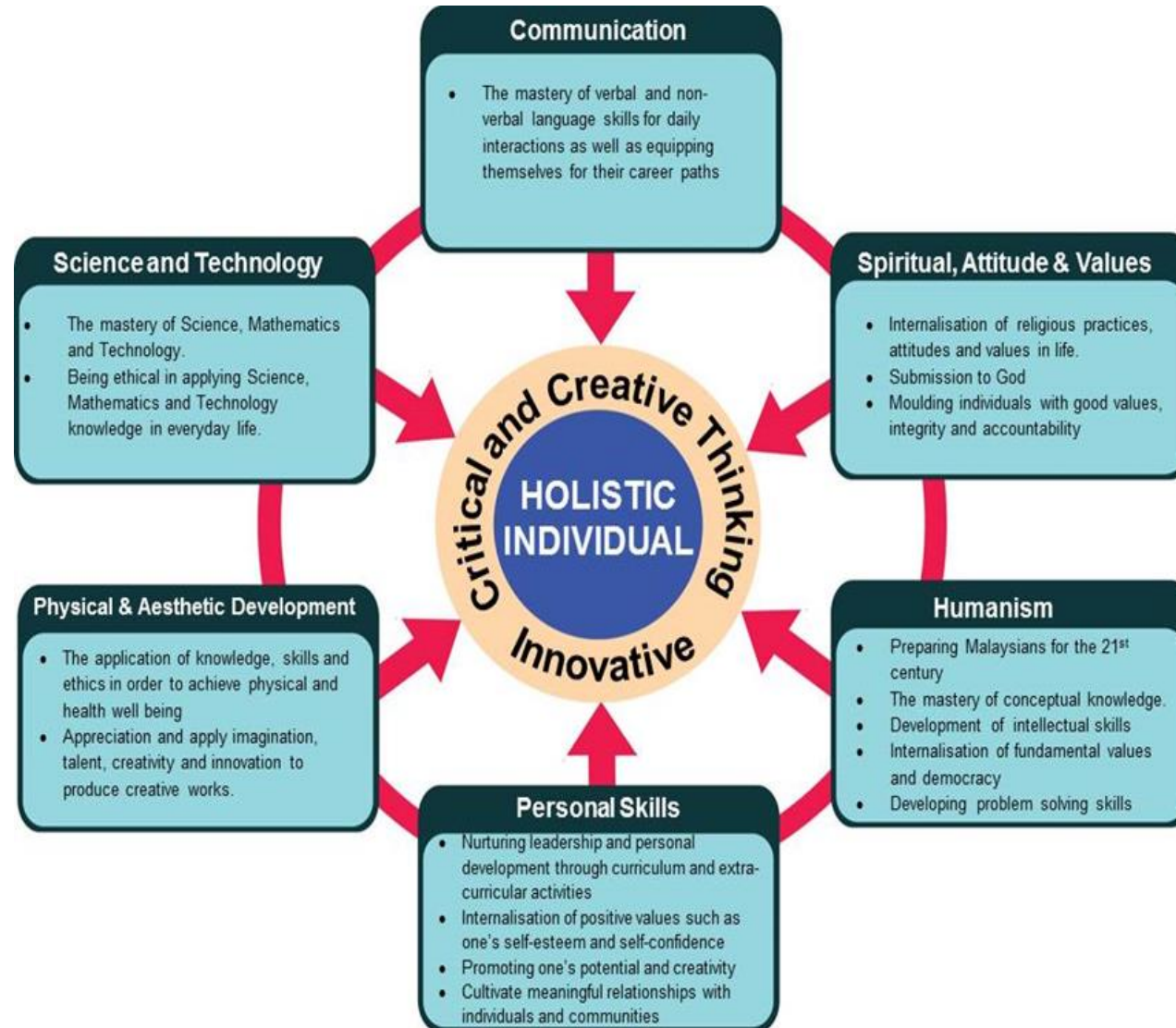


Figure 1: The Standards-Based Curriculum Framework for Primary Schools

FOCUS

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

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

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

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

21ST CENTURY SKILLS

One of the Standards-Based Primary Curriculum's (KSSR) aspirations is to develop pupils with the 21st Century Skills which give emphasis on thinking skills as well as life skills and one's career based on pure value practices.

The 21st Century Skills aim at producing pupils with characteristics defined in the pupil's profile in order to be able to compete globally as stated in Table 1. The mastery of Content and Learning Standards in the English Language curriculum contributes to the pupils' acquisition of the 21st Century Skills. Learning skills refer to the ability to think critically and creatively, to collaborate and communicate effectively. Literacy skills refer to information literacy, media literacy and technology literacy. Life skills refer to the ability to navigate the complex life and work environments, by being flexible and adaptable, having initiative and self-direction, having social and cross-cultural skills, being productive and accountable and displaying leadership and responsibility.

By cultivating 21st Century Skills, pupils are able to develop the aspired characteristics as mentioned in the pupils' profile (Table 2).

Table 2: Pupils' Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are able to face hardship and challenges with wisdom, confidence, tolerance, and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being pupils themselves. They generate questions about learning and are opened towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Communicator	Pupils are able to voice out 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
Team Player	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.
Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Principled	Pupils have a sense of integrity, sincerity, equality, fairness, high moral standards and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.

PUPILS' PROFILE	DESCRIPTION
Informed	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
Caring	Pupils are able to show empathy, 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

Higher Order Thinking Skills (HOTS) is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating. All pupils can and should be engaged with critical thinking applications. Language deficits, learning disabilities and limited knowledge of subject matter should not restrict pupils as critical thinking is a vital component to 21st century skills. Teaching critical thinking skills to the pupils with special needs requires teachers to be flexible, to experiment, to have consistent patience to employ academic rigor, to use evidence-based evaluation, and to be mindful of educating the whole child. In Standards-Based English Language Curriculum for the Learning Disabilities, due emphasis has been given to HOTS in all aspects of teaching, learning and assessment. Emphasis on HOTS refer to the four cognitive levels namely, application, analysis, evaluation and creation (Table 3).

Table 3: Higher Order Thinking Skills

Cognitive Levels	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, skills, values and justify decisions made.
Creation	Produce an idea or product using creative and innovative methods.

In teaching and learning, **HOTS** is incorporated through activities that promote critical thinking and creativity, utilising thinking strategies and reasoning skills.

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

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

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

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

TEACHING AND LEARNING STRATEGIES

The National Curriculum aims to produce wholesome, resilient, curious, principled, knowledgeable and patriotic pupils who have thinking, communicative and collaborative skills. Pupils need to be equipped with 21st century skills for them to compete globally. This is outlined in the National Education Blueprint (2013-2025) where it is aspired for every pupil to be equipped with knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. The current developments in education are reflected in the Educational Emphases. These emphases are infused and incorporated where appropriate and relevant in classroom lessons to prepare pupils for the challenges of the real world. The Educational Emphases are explained briefly below:

Multiple Intelligences

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

Constructivism

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

Contextual Learning

Contextual Learning is an approach to learning which connects the content being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when pupils are able to relate and apply knowledge acquired to their own lives.

Learning How to Learn Skills

Learning How to Learn Skills are integrated in classroom lessons and aim to enable pupils to take responsibility for their own

learning. These skills incorporate study skills which help pupils to access information and thus, equip them to become independent life-long learners.

Values and Citizenship

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

Knowledge Acquisition

In teaching the language, content is drawn from various subject disciplines across the curriculum. Knowledge is also further acquired from various sources to enable pupils to keep abreast with current affairs.

Project-based Learning

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

In the project-based learning (PBL), pupils will be motivated to acquire new information to create meaningful and authentic process and outcome of their learning. This method involves

pupils analyse and investigate the subject matter of their choice or assigned task critically and analytically before presenting its final outcome. Critical thinking, problem solving and creativity for example, are important components in the process of achieving the final outcome of a project.

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

Collaborative Learning

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

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

Inquiry-Based Learning

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

Pupils, as engaged learners, will tackle real life questions and issues by developing questioning, research and communication skills to identify and investigate problems or find solutions. Therefore, in order to develop deep understanding of content

knowledge and improvement of ideas, pupils need to collaborate within and beyond the classroom.

Learning Through Play

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

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

Some of the important features in this learning strategy are:

- (i) Fun learning activities.
- (ii) Exploration and interaction with the environment.
- (iii) 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 when teaching, some of the advantages may be:

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

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 value-added elements applied in the teaching and learning process other than those specified in the Content Standards. The elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in the Schemes of Work. This benefits the pupils because today's complex and multi-dimensional world requires them to have the ability to make

connections between various sources of knowledge. A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability to communicate accurately, confidently and effectively in the English Language, and to face the challenges of the 21st Century. These cross-curricular elements are as follow:

1. Language

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

2. Environmental Sustainability

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

3. Values

- Values are given due emphasis in 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 and 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 Communication Technology Skills (ICT)

- Information and Communication 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. These skills involve using resources such as multimedia and the internet in teaching and learning. Some examples of activities that can be carried out including 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 preparing pupils to face the 21st 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.

11. Transitional Skills

- Transitional module needs to be integrated in the curriculum for the Special Education to enhance the readiness of pupils to adapt to the changes in their physical development and lifestyle. This is also to enable them to build their relationships with family members, peers, teachers and the new communities as they go through the transitional process. This is essential because pupils with SEN will go through a few transitional process; preschool to primary school and primary to secondary school.
- Throughout the whole transitional process, they are going to encounter many changes; friends, teachers, curriculum, as well as physical changes. Therefore, they need to be guided so that they can adapt to those changes and it is also to ensure that they are well prepared for the teaching and learning process.

- The transitional module at primary level consists of 4 components:
 1. Environmental adaptation skills

Teacher guides pupil to understand and to adhere:

 - (i) rules in the classroom and school.
 - (ii) timetable.
 - (iii) daily routine.
 - (iv) the needs to take turns.
 - (v) the needs to follow instructions.
 2. Social Skills

Teacher guides pupils to:

 - (i) fulfil responsibilities as children, pupils and peers.
 - (ii) have positive social behaviours where they can differentiate the boundaries within society.
 - (iii) control their emotions and behaviours especially when they are feeling afraid, sad, anxiety, etc.
 3. Pre-academic skills

Pupils with SEN need to be equipped with reading and basic literacy skills.
 4. Building Communication and Relationship Skills

Teacher plays an important role with the family members to help pupils to go through the transitional process. They need to:

 - (i) understand pupils' background, as well as their needs in terms of interest, their favourite activities, their individual traits and home-based practices.
 - (ii) to get the support from parents and family members and also the school staff.
 - (iii) to ensure pupils are being accommodated in all aspects; environment, timetables and daily activities.
 - (iv) to communicate with family and school members.
- A good establishment between the pupils, family members and teachers will be the main factor to determine on how pupils will learn and their level of achievement (social and academic). According to various international studies, effective transition practice features can help pupils to develop the following characteristics:
 1. to have the sense of belonging.
 2. to understand and value the school's culture.
 3. to respect and to mix well with peers, teachers and school staff.
 4. to participate actively in class (engagement in learning).
 5. to know their identity and their roles as pupils.
 6. to get positive expectations from teachers.

7. to continuously build positive qualities in school and at home.

INDIVIDUAL EDUCATION PLAN

An Individualized Education Plan (IEP) is a written document outlining the educational program and special support services tailored to the individual pupils. It is the responsibilities of all special education teachers to develop each special needs 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 support professionals. 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.

Effective IEP have key characteristic as followed:

- Individualized and child-centered
- Inclusive
- Holistic
- Collaborative
- 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 items or instruments, examine, record and report levels of acquisition that are taught based on the Standards-Based Curriculum and Assessment Document. In order to ensure assessment helps to improve the ability and mastery level of the pupils, the teacher should carry out assessment that has the following characteristics:

- Use various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments.
- Use various assessment strategies that can be carried out by teachers and pupils.
- Take into account the various levels of knowledge and skills learned.
- Allow pupils to exhibit various learning capabilities.
- Assess the pupils' progress based on the Learning Standards and Performance Standards.
- Perform follow-up action for remedial and enrichment purposes.

Classroom Assessment for pupils with SEN is a bit 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.

GENERAL PERFORMANCE LEVEL

The performance level is a form of achievement that shows the pupil's progress in learning. There are six levels of pupils' progress in the acquisition of the four language skills: Listening, Speaking, Reading and Writing that are arranged in a hierarchy. It takes into account the knowledge, skills and values set in the curriculum. Table 4 shows the General Performance Standards Guide for A1.

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

Performance Level	Notes
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations for the curriculum target.
4	Pupil works towards exceeding expectations for the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupil exceeds expectations of the curriculum target.

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

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.

CONTENT ORGANISATION

The following are the Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards for Year 4 as shown in Table 5. The implementation of SBELC (Learning Difficulties) is in accordance with the Professional Circular Letter which is effective now. A minimum of 64 hours is allocated for this subject.

Table 5: The Curriculum Standards

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
<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.</p> <p>The Content Standards are over-arching educational goals that should be achieved by the end of Year 6.</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.</p> <p>It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standards.</p> <p>These standards should be mastered by all pupils at the end of each Year.</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>

Standards-Based English Language Curriculum for the Learning Difficulties adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the performance standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the learning standards to describe the thinking process which are measurable through the learning outcomes. In addition, the content and the learning standards in this document cover all aspects of thinking skills which are consistent with the CEFR principles.

LISTENING

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

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.2.3. 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 Year 4

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

1. Recognise and reproduce with support a range of target language phonemes.
2. Understand with support the main idea of:
 - (i) simple phrases
 - (ii) simple sentences
 - (iii) short simple text
3. Understand with support specific information and details of:
 - (i) simple phrases
 - (ii) simple sentences
 - (iii) short simple text
4. Understand with support very short simple narrative.

1.0 LISTENING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.1 Recognise and reproduce target language sound	Recognise and reproduce target language phonemes	Pupils can: 1.1.1 Recognise and reproduce with support target language phonemes (common sight words)	<p>Notes:</p> <ul style="list-style-type: none"> - Based on any topics chosen - Expand and varied the common sight words - Teachers are advised to refer to the following available wordlist resource: Cambridge English: Starters (Pre-A1) http://www.cambridgeenglish.org/images/153612-yle-handbook-for-teachers.pdf <i>(Teachers can simplify or may have a wordlist with accordance to the pupils' level)</i> - Phoneme is any one of the smallest units of speech that make one word different from another word (<i>Cambridge Dictionary</i>); Group words according to respective sounds: E.g.: Initial sound /b/ - bag, bed, bun /c/ - cat, cot, cup - Teachers distinguish between sounds and the meaning of words; relate words spoken to words in print and graphic. <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) listen and tell (b) games (c) action songs

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
1.2 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	Pupils can: 1.2.1 Understand with support the main idea of: (i) simple phrases (ii) simple sentences (iii) short simple text	Notes: - Text refers to the written words in a book, magazine, etc., not the pictures (<i>Cambridge Dictionary</i>) - Oral texts could be in term of spoken and recorded listening materials based on any topics chosen - Based on any topics chosen Suggested activities: (a) listen and tell (b) role play (c) games (d) action songs
	Understand specific details when listening to text on familiar topics	1.2.2 Understand with support specific information and details of: (i) simple phrases (ii) simple sentences (iii) short simple text	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Understand narratives on familiar topics	Pupils can: 1.2.3 Understand with support very short simple narrative	Notes: <ul style="list-style-type: none"> - Narrative is a story or a description of a series of events (<i>Cambridge Dictionary</i>) - Teachers may choose materials that the pupils are familiar with - Oral texts could be in term of spoken and recorded listening materials based on any topics chosen Suggested activities: <ul style="list-style-type: none"> (a) listen and tell (b) role play (c) listen and draw (d) listen and complete text

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Understand questions on familiar topics	Pupils can: 1.2.4 Understand short questions	Notes: - Based on any topics chosen. - Short question could be in (WH questions) E.g: 1. What is this? 2. May I.....? 3. Can I.....? Suggested activities: (a) listen and tell (b) role play (c) listen and draw (d) listen and complete text

Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly recognises and reproduces limited target language skills. • Hardly understands very simple questions, instructions and main ideas of the texts with a lot of support and guidance from the teacher. 	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> • Recognises and reproduces some limited target language skills with a lot of support and guidance from the teacher. • Understands a few very simple questions, instructions and main ideas of the texts with a lot of support and guidance from the teacher. 	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> • Recognises and reproduces limited target language skills with support and guidance from the teacher. • Understands very simple questions, instructions, main ideas and supporting details of the texts with support from the teacher. 	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> • Recognises and reproduces limited target language skills with minimal support and guidance from the teacher. • Understands very simple questions, instructions, main ideas and supporting details of the texts with minimal support from the teacher. 	Working towards exceeding expectations
5	<ul style="list-style-type: none"> • Recognises and reproduces limited target language skills appropriately. • Understands very simple questions, instructions, main ideas and supporting details of the texts confidently. 	On track to exceed expectations
6	<ul style="list-style-type: none"> • Recognises and reproduces limited target language skills confidently. • Understands very simple questions, instructions, main ideas and supporting details of the texts confidently and independently. 	Exceeds expectations

SPEAKING

The Speaking Content Standards focus on pupils' ability to communicate to others, their ability to use strategies when interacting with others, and their ability to communicate alone to a group.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 2.1.1 and finishes with 2.2.1. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different speaking skills in varied sequences in their English lessons.

Objectives for Speaking in Year 4

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

1. Give simple personal information using:
 - (i) fixed phrases
 - (ii) basic statements
 - (iii) basic opinions
2. Find out about very basic personal information:
 - (i) using fixed phrases
 - (ii) by asking basic questions
3. Give a short sequence of:
 - (i) basic instructions
 - (ii) basic directions
4. Ask about and express ability
5. Describe people and objects using suitable words and phrases
6. Introduce self and others to an audience using fixed phrases

2.0 SPEAKING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.1 Communicate simple information	Communicate simple information about themselves	Pupils can: 2.1.1 Give simple personal information using: (i) fixed phrases (ii) basic statements	Notes: <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may brainstorm or discuss the topic beforehand - teacher may guide pupils to speak and express themselves freely - give a lot of scaffolding and guidance - Fixed phrases are useful phrases for communication which pupils can understand and use to communicate. - Example of simple fixed phrases: <i>I'm sorry, Thank you so much, how are you, excuse me, I don't understand, Good idea!, No problem!</i> Suggested activities: <ul style="list-style-type: none"> (a) respond to and talk about any topics (b) listen and tell (c) role play
	Find out simple information from others	2.1.2 Find out about very basic personal information: (i) using fixed phrases (ii) by asking basic questions	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.1 Communicate simple information	Communicate simple information <i>(Simple information is frequent, everyday information which is simple cognitively. Examples include pupils saying their name and age or saying what they like)</i>	Pupils can: 2.1.3 Give a short sequence of: (i) basic instructions (ii) basic directions	Notes: <ul style="list-style-type: none"> - basic instructions are short, often two or three words long and use imperative verb forms, for example “<i>Stand up</i>” or “<i>Pass me the book, please</i>”. Two or three of these together make a short sequence of basic instructions. - teacher may use series of cards of instructions - teacher may encourage and motivate pupils to speak Suggested activities: (a) listen and tell (b) role play
	Communicate simple information clearly	2.1.4 Ask about and express ability	Notes: <ul style="list-style-type: none"> - express ability: with verbs that refer to the five senses; see, hear, smell, feel and taste E.g.: <i>I can read and write.</i> <i>I can hear she is singing.</i> <i>We can see the blue car.</i> Suggested activities: (a) listen and tell (b) role play

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.1 Communicate simple information	Describe people and things	<p>Pupils can:</p> <p>2.1.5 Describe people and objects using suitable words and phrases</p>	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher, preferably topics that pupils are familiar with - teacher may encourage and motivate pupils to speak - cultivate pupils' thinking skills by asking HOTS questions <p>Suggested activities:</p> <p>(c) listen and tell</p> <p>(d) role play</p>

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
2.2 Communicate appropriately to a small or large group	Communicate information, events and stories clearly to an audience	Pupils can: 2.2.1 Introduce self and others to an audience using fixed phrases	Notes: <ul style="list-style-type: none"> - teacher may brainstorm or discuss the topic beforehand - teacher may guide and encourage pupils to communicate confidently - there are many different ways to introduce self and other people. Example of fixed phrases that can be used: To introduce self: <i>Hello. My name is</i> <i>Nice to meet you. I'm</i> <i>May I introduce myself? I'm</i> To introduce others: <i>Ashrynn, please meet Ammiesha.</i> <i>Suraya, let me introduce you to Nada.</i> Suggested activities: <ul style="list-style-type: none"> (a) listen and tell (b) role play

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly produces words and fixed phrases even with a lot of support from the teacher. • Hardly response to any questions using one word or a fixed phrase even with a lot of support and guidance from the teacher. 	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> • Responses and produces a limited meaningful words and fixed phrases with a lot of support and guidance from the teacher. • Responses to a few straightforward questions using one word or a fixed phrase with a lot of support and guidance from the teacher. 	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> • Responses and produces meaningful words and fixed phrases on very familiar topics with support and guidance from the teacher. • Responses to all tasks given and participates in simple interactions on familiar topics using one word or a fixed phrase with support from the teacher. 	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> • Responses and produces meaningful words and fixed phrases on very familiar topics with minimal support and guidance from the teacher. • Responses to all tasks given and participates in simple interactions on familiar topics using one word or a fixed phrase with minimal support from the teacher. 	Working towards exceeding expectations
5	<ul style="list-style-type: none"> • Responses and produces meaningful words and fixed phrases on very familiar topics appropriately. • Responses to all tasks given and participates in simple interactions on familiar topics using one word or a fixed phrase with some confident. 	On track to exceed expectations
6	<ul style="list-style-type: none"> • Responses and produces meaningful words and fixed phrases on very familiar topics confidently. • Responses to all tasks given and participates in simple interactions on familiar topics using one word or a fixed phrase confidently and independently. 	Exceeds expectations

READING

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

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

Objectives for Reading in Year 4

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

1. Understand the **main idea** of simple phrases and sentences.
2. Understand **specific information and details** of simple phrases and sentence.
3. Use visuals to help understand a word or phrase.
4. Use with support a simple picture dictionary to find, list and categorise words from the topics chosen.
5. Read and enjoy simple print and digital games at sentence level.

3.0 READING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.1 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Understand the main idea in a variety of text types on familiar topics	<p>Pupils can:</p> <p>3.1.1 Understand the main idea of simple phrases and sentences</p>	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher - Linear texts contain only words. Example of linear texts include <i>dialogues, stories and descriptions</i>. - Non-linear texts combine words and pictures. Example of linear texts include <i>graphs and diagrams</i>. - teacher may guide and encourage pupils to read confidently. - teacher may refer to: <ul style="list-style-type: none"> http://www.readingrockets.org/article/effective-reading-interventions-kids-learning-disabilities http://www.pbs.org/parents/education/learning-disabilities/types/reading/reading-strategies/ https://pridelearningcenter.com/2016/04/10/reading-comprehension-strategies-for-students-with-learning-disabilities/ https://study.com/academy/lesson/reading-strategies-for-students-with-learning-disabilities.html <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) read and draw (b) read and match (c) read and categorise (d) read and complete text
	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific information and details of simple phrases and sentence	

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Use appropriate word attack skills to understand specific meaning	Pupils can: 3.1.3 Use visuals to help understand a word or phrase	Notes: <ul style="list-style-type: none"> - <i>Digital Text is an electronic version of a written text. Digital Text can be found on the internet or on your computer or on a variety of hand-held electronic devices.</i> - <i>Word attack skill: a process in which you interact with words in order to understand their meaning as it relate to the visuals/stimulus.</i> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to read confidently and meaningfully Suggested activities: <ul style="list-style-type: none"> (a) read and draw (b) read and match (c) read and complete text
	Use appropriate basic dictionary skills	3.1.4 Use with support a simple picture dictionary to find, list and categorise words from the topics chosen	Notes: <ul style="list-style-type: none"> - based on any topics chosen by the teacher Suggested activities: <ul style="list-style-type: none"> (a) matching activity (b) match graphics with words

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
3.2 Read for information and enjoyment	Read and understand a variety of fiction and non-fiction texts	Pupils can: 3.2.1 Read and enjoy simple print at sentence level	<p>Notes:</p> <ul style="list-style-type: none"> - <i>Fiction text: the type of book or story that is written about imaginary characters and events and not based on real people and facts.</i> - <i>Non-fiction text: writing that is about real events and facts, rather than stories that have been invented</i> - <i>Digital games are language games which pupils play on language learning DVD ROMs, CD ROMs or websites.</i> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to read meaningfully <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) listen and tell (b) read and match (c) read and complete text (d) digital games

Performance Standards Guide for Reading Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR READING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly identifies and recognises shapes of letters in the alphabet and some words even with a lot of support from the teacher. • Hardly understands words and phrases even with a lot of support and guidance from the teacher. 	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> • Identifies and recognises shapes of the letters in the alphabet and some words with a lot of support and guidance from the teacher. • Hardly understands main ideas of very simple phrases and sentences after repeating readings. 	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> • Identifies and recognises all shapes of the letters in the alphabet and some words with support and guidance from the teacher. • Understands main ideas, specific information and details of very simple phrases and sentences with support from the teacher. • Uses picture dictionary with guidance from the teacher. 	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> • Understands main ideas, specific information and details of very simple phrases and sentences with minimal support from the teacher. • Uses picture dictionary with minimal guidance from the teacher. 	Working towards exceeding expectations
5	<ul style="list-style-type: none"> • Understands main ideas, specific information and details of very simple phrases and sentences appropriately. • Uses picture dictionary confidently. 	On track to exceed expectations
6	<ul style="list-style-type: none"> • Understands main ideas, specific information and details of very simple phrases and sentences confidently. • Uses picture dictionary confidently and independently. 	Exceeds expectations

WRITING

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

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 4.1.1 and finishes with 4.2.3. Pupils need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

Objectives for Writing in Year 4

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

1. Ask for and give basic personal information using basic questions and statements.
2. Express simple ability.
3. Write:
 - (i) short familiar instructions
 - (ii) simple directions
4. Describe people and objects using suitable words and phrases.
5. Use capital letters, full stops and question marks appropriately in guided writing at sentence level.
6. Spell familiar high frequency words accurately.
7. Plan, draft and write words, phrases and simple sentences.

4.0 WRITING SKILLS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.1 Write basic information for a range of purposes in print and digital media	Write basic personal information	<p>Pupils can:</p> <p>4.1.1 Write very basic information using fixed phrases and sentences</p> <hr/> <p>4.1.2 Write:</p> <p>(i) short familiar instructions</p> <p>(ii) simple directions</p>	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may brainstorm on the topics beforehand - teacher may guide and encourage pupils to write confidently - cultivate pupils' thinking skills by asking HOTS questions - according to pupils' ability, teacher may start by guiding them to write words, phrases, then sentences - Teacher may refer to: <ul style="list-style-type: none"> www.brighthubeducation.com/special-ed-inclusion-strategies/127947-the-pre-writing-stage/ https://www.ernweb.com/educational-research-articles/learning-disabilities-writing-strategies/ <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) listen and write (b) fill in the blanks (c) write daily routines

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Describe people and things	Pupils can: 4.1.3 Write and describe people and objects using suitable words and phrases	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may brainstorm on the topics beforehand - teacher may guide and encourage pupils to write confidently - according to pupils' ability, teacher may start by guiding them to write words, phrases, then sentences - Teacher may refer to: http://www.readingrockets.org/article/teaching-writing-students-ld http://www.pbs.org/parents/education/learning-disabilities/types/writing/writing-strategies/ <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) write and match (b) write and complete text

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
4.2 Write with appropriate language form and style for a range of purposes in print and digital media	Punctuate texts appropriately	Pupils can: 4.2.1 Use capital letters, full stops and question marks appropriately in guided writing at sentence level	Notes: <ul style="list-style-type: none"> - based on any topics chosen by the teacher - punctuate any form of written materials - instil proper noun and common noun knowledge to pupils Suggested activities: <ul style="list-style-type: none"> (a) match sentences (b) rewrite sentences and punctuate
	Spell high frequency words accurately	4.2.2 Spell familiar high frequency words accurately	Notes: <ul style="list-style-type: none"> - High frequency words are quite simply those words which occur most frequently in written material, for example, “and”, “the”, “as” and “it”. They are often words that have little meaning on their own, but they contribute a great deal to the meaning of a sentence. Refer to: www.highfrequencywords.org/ - based on any topics chosen by the teacher - teacher may guide and encourage pupils to spell the words Suggested activities: <ul style="list-style-type: none"> (a) match pictures with words

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
	Plan draft and edit work appropriately on familiar topics	Pupils can: 4.2.3 Plan, draft and write words, phrases and simple sentences	Notes: <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to write confidently - look on the neatness, legibility and accuracy in spelling Suggested activities: <ul style="list-style-type: none"> (a) complete text (b) rewrite phrases and sentences correctly

Performance Standards Guide for Writing Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR WRITING SKILLS	NOTES
1	<ul style="list-style-type: none"> • Hardly writes and form letters and words as demonstrated by the teacher. • Hardly uses fixed phrases to communicate with appropriate language form and style even with a lot of support and guidance from the teacher. 	Requires support to achieve curriculum target (A1 Low)
2	<ul style="list-style-type: none"> • Writes letters to form words as demonstrated by the teacher with some legibility. • Uses fixed phrases to communicate with appropriate language form and style with a lot of support and guidance from the teacher. 	On track to achieve curriculum target (A1 Low)
3	<ul style="list-style-type: none"> • Writes understandable words and phrases with correct punctuation and spelling supported and guided by the teacher. • Organises words to communicate with appropriate language form and style with support from the teacher. 	Achieves expectations of curriculum target (A1 Low)
4	<ul style="list-style-type: none"> • Writes understandable words and phrases with correct punctuation and spelling with minimal support and guidance from the teacher. • Organises words to communicate with appropriate language form and style with minimal support from the teacher. 	Working towards exceeding expectations
5	<ul style="list-style-type: none"> • Writes understandable words and phrases with correct punctuation and spelling appropriately. • Organises words to communicate with appropriate language form and style confidently. 	On track to exceed expectations
6	<ul style="list-style-type: none"> • Writes understandable words and phrases with correct punctuation and spelling confidently. • Organises words to communicate with appropriate language form and style confidently and independently. 	Exceeds expectations

LANGUAGE ARTS

The Language Arts Content Standards focus on pupils' ability to enjoy and appreciate different text types, to express a personal response to texts, and to respond imaginatively to texts.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of classroom learning which starts with 5.1.1 and finishes with 5.3.1. Pupils need to develop Language Arts skills simultaneously over the school year, and so will learn from opportunities to practise different Language Arts skills in varied sequences in their English lessons.

The Learning Standards for Language Arts ensure pupils benefit from hearing and using language from functional as well as non-functional resources. Through fun-filled and meaningful activities, pupils will gain a rich and invaluable experience in using the English Language. When taught well, pupils will take pride in their success. They will also benefit strongly from consistent praise effort and achievement by the teachers with the aim of making their learning as rewarding as possible. Pupils will also be encouraged to plan, prepare and produce simple creative works. In addition, Language Arts also provides pupils an opportunity to integrate experiment and apply what they have learnt in the other language skills in fun-filled, activity-based and meaningful experiences.

Objectives for Language Arts in Year 4

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

1. Enjoy and sing:
 - (i) rhymes
 - (ii) action songs
2. Name people, things or places of interest accompanying texts.
3. Respond imaginatively and intelligibly through creating simple art and craft products.

5.0 LANGUAGE ARTS

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
5.1 Enjoy and appreciate rhymes, poems and songs	Say the words in simple texts, and sing simple songs with correct pronunciation, rhythm and intonation	Pupils can: 5.1.1 Enjoy and sing: (i) rhymes (ii) action songs	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to communicate confidently - pupils may show non-verbal responses (actions, gestures, facial expressions, body language) and verbal responses (can be in oral and written form) <p>Suggested activities:</p> <ul style="list-style-type: none"> (a) listen and tell (b) sing songs (c) recite rhymes

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
5.2 Express personal responses to literary texts	Identify, analyse and respond to elements in texts	Pupils can: 5.2.1 Name people, things or places of interest accompanying texts	Notes: <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to communicate confidently - responses can be in non-verbal and verbal Suggested activities: <ul style="list-style-type: none"> (a) listen and tell (b) role play

CONTENT STANDARD	FOCUS	LEARNING STANDARD	NOTES
5.3 Express an imaginative response to literary texts	Plan, prepare and produce creative work with a focus on language use	Pupils can: 5.3.1 Respond imaginatively through creating simple art and craft products	<p>Notes:</p> <ul style="list-style-type: none"> - based on any topics chosen by the teacher - teacher may guide and encourage pupils to communicate confidently and express their ideas freely and creatively - give a lot of prompting - group work fun activities - use TPR (Total Physical Response), in getting the pupils motivated - <i>Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress.</i> <p>www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr https://www.fluentu.com/blog/educator/total-physical-response</p> <p>Suggested activities:</p> <ol style="list-style-type: none"> (a) scrap book (b) draw pictures/posters

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