



KEMENTERIAN PENDIDIKAN MALAYSIA

DRAF

KURIKULUM STANDARD SEKOLAH RENDAH

DOKUMEN STANDARD KURIKULUM DAN PENTAKSIRAN

BAHASA INGGERIS SK TAHUN LIMA

TABLE OF CONTENTS

RUKUN NEGARA	3
FALSAFAH PENDIDIKAN KEBANGSAAN	4
INTRODUCTION	5
AIMS & OBJECTIVES	6
UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM	7
CURRICULUM ORGANISATION	9
A MODULAR CURRICULUM	10
THE MODULAR CONFIGURATION	12
CURRICULUM CONTENT FOR LEVEL 2	15
EDUCATIONAL EMPHASES	18
CONTENT, LEARNING AND PERFORMANCE LEVELS -LISTENING AND SPEAKING	29
CONTENT, LEARNING AND PERFORMANCE LEVELS -READING	34
CONTENT, LEARNING AND PERFORMANCE LEVELS -WRITING	37
CONTENT, LEARNING AND PERFORMANCE LEVELS- LANGUAGE ARTS	42
CONTENT, LEARNING AND PERFORMANCE LEVELS- GRAMMAR	45
WORD LIST FOR LEVEL 2	48

RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai 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 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 lagi 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 bagi 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.

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools. 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), 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 to produce 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 English language curriculum 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 seeks to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS AND OBJECTIVES

AIMS

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that is appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils should be able to:

- i. communicate with peers and adults confidently and appropriately in formal and informal situations;
- ii. read and comprehend a range of English texts for information and enjoyment;
- iii. write a range of texts using appropriate language, style and form through a variety of media;
- iv. appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and
- v. use correct and appropriate rules of grammar in speech and writing.

UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

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

i. **Back to basics**

It is essential for teachers to begin with basic literacy skills in order to build a strong foundation of language skills. Basic listening and speaking skills are introduced in order 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.

ii. **Fun, meaningful and purposeful learning**

Lessons which are contextualised and meaningful help pupils to learn more effectively. Lessons should be fun and interesting through pupil-centred learning activities.

iii. **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. The Mastery Learning strategy will ensure that pupils master all learning standards in order to help them acquire the language.

iv. **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, 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.

vi. **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 particular unit or term.

vi. **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.

CURRICULUM ORGANISATION

The Standard-based English Language Curriculum for Malaysian National Primary Schools (SK) 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 for standardisation.

Primary education is divided into two stages:

Stage One - Year 1, 2 and 3

Stage Two - Year 4, 5 and 6

The modules for Stage One and Stage Two are:

Stage One		Stage Two
Year 1 and 2	Year 3	Year 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)

The emphasis on grammar in the second language is deferred to a later stage as pupils need to develop an awareness of grammar in their first language. Although grammar is implicitly taught in Year 1 and 2, the grammar module is only introduced in Year 3 to reduce the stress of learning in the early years.

A MODULAR CURRICULUM

The modularity of the Standard-based English Language Curriculum is of a modular structure. By organising the curriculum standards under five modules (four for Years 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 organization 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
- ▶ World of Knowledge

These are broad themes from which content topics for lessons and activities to be derived for teaching and learning. 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 the development of language skills through various strategies and activities. Hence, these will develop personal learning and growth which will eventually lead to the development of more holistic and balanced individuals.

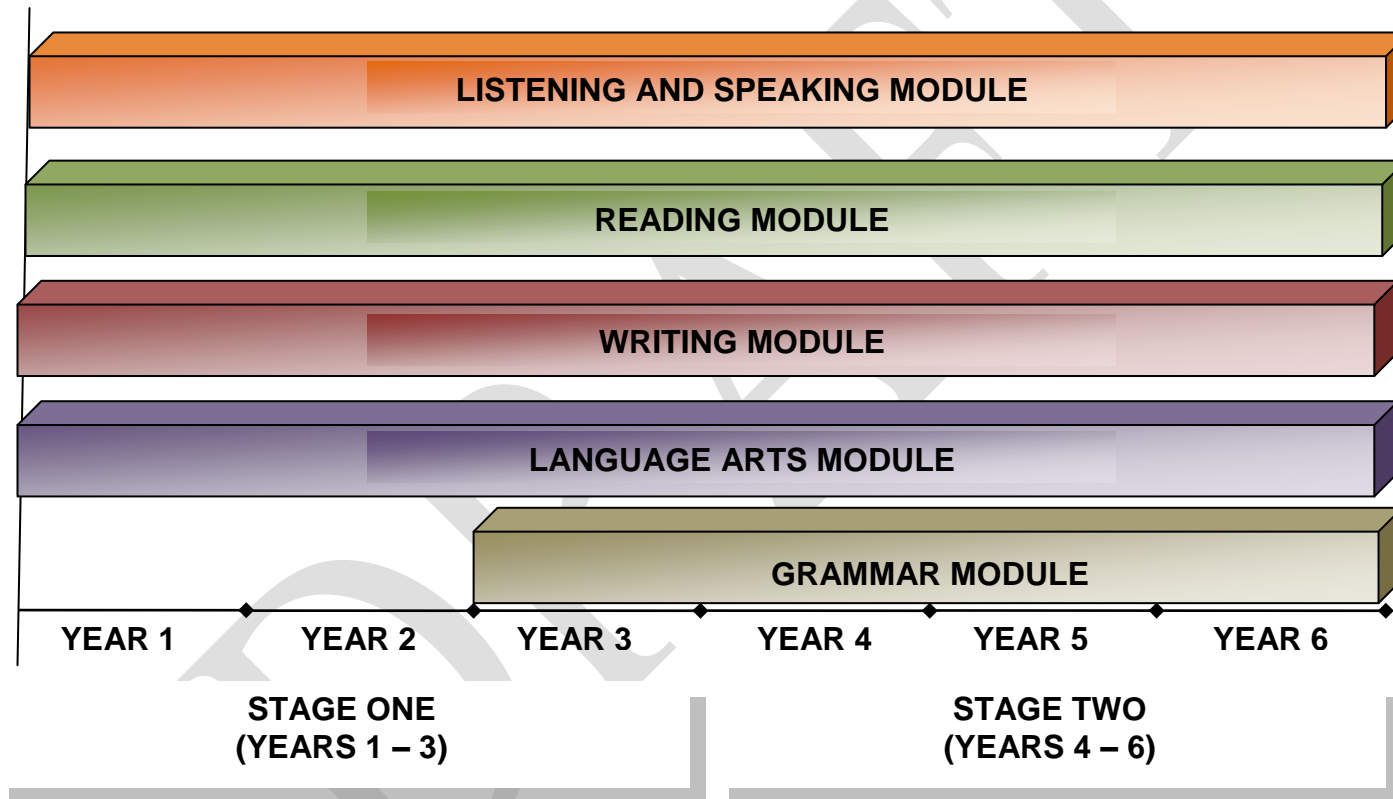
The World of Self, Family and Friends serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their surroundings and environment. Topics drawn from this theme help raise pupils' awareness of the 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 far-away 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 to be imparted through these stories. These will help pupils understand different cultural beliefs and learn to live harmoniously with others who believe and think differently.

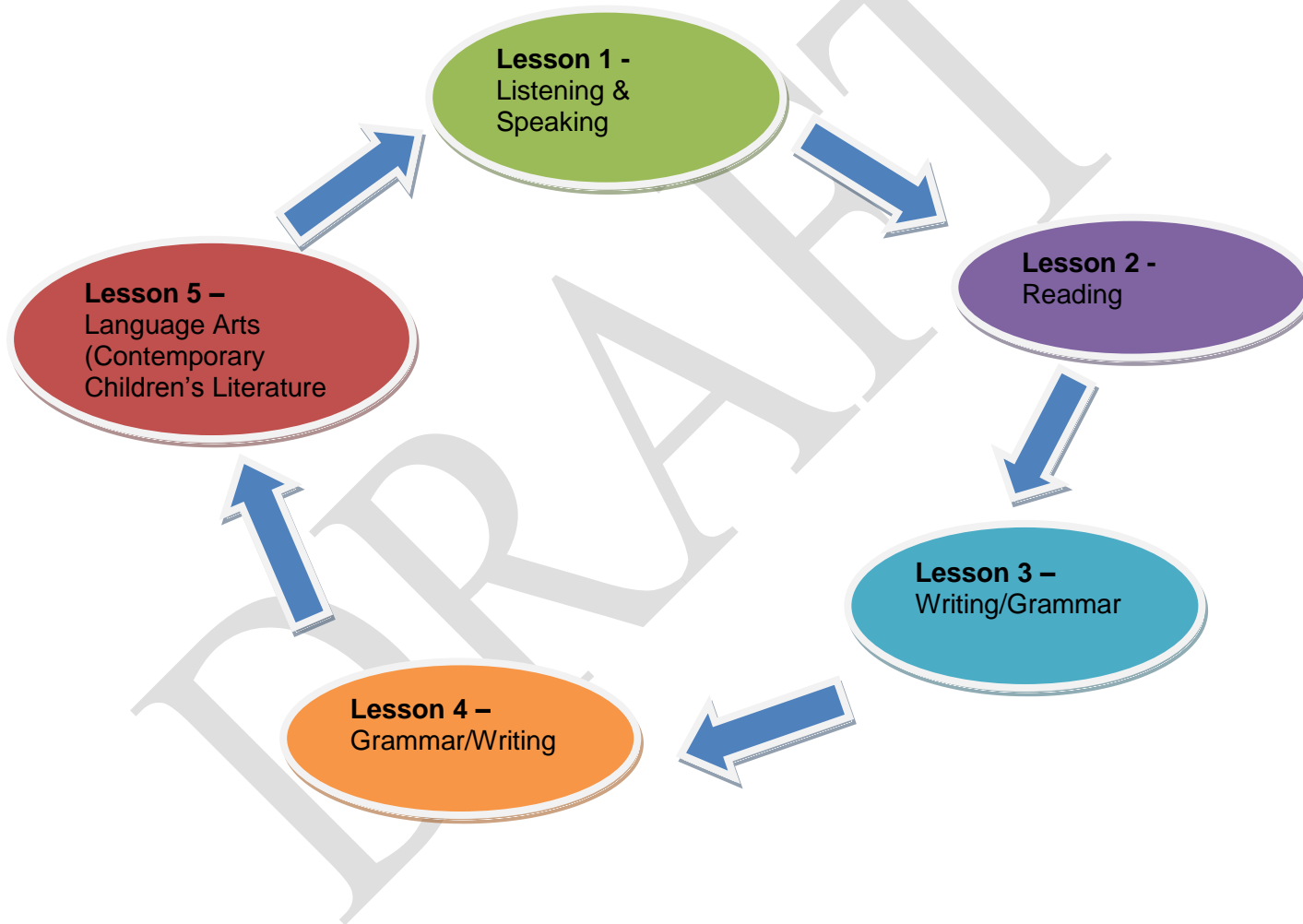
The World of Knowledge encompasses general knowledge about the world and current issues which are appropriate for pupils of this level. Areas which pupils should be exposed to are general knowledge, simple scientific and mathematical knowledge, financial literacy, environmental issues, awareness of safety and corruption. Other current issues which are pertinent to pupils of this level should also be included.

THE MODULAR CONFIGURATION

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



Organisation of English Language Lessons According To the Modular Configuration



Recommended Time Allocation for English Language Lessons

The table below is a recommendation on how the 300 minutes allocated for the English language lessons should be divided throughout the week. However, schools are given the flexibility and liberty to adapt the total number of minutes for each module according to the needs of the pupils as long as the 300 minutes of English lessons in a week is adhered to.

Suggested time allocation:

Lesson 1 (60 mins)	Lesson 2 (60 mins)	Lesson 3 (60 mins)	Lesson 4 (60 mins)	Lesson 5 (60 mins)
Listening & Speaking	Reading	Writing/Grammar	Grammar/Writing	Language Arts (Contemporary Children's Literature)

CURRICULUM CONTENT

This document details the English Language curriculum for Year 4. The curriculum content is organised according to Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills and understandings that pupils need to acquire by the end of Year 6.

Learning Standards describe in detail the degree or quality of proficiency that pupils need to acquire in relation to the Content Standards for a particular year.

1.0 LISTENING AND SPEAKING

The Listening and Speaking module aims to develop pupils' ability to listen and respond to stimulus with guidance, participate in daily conversations, listen and demonstrate understanding of oral texts and speak confidently on related topics with guidance. Pupils should be taught how to listen carefully and be encouraged to speak with the correct pronunciation, stress and intonation in various situational contexts. In addition, pupils are also encouraged to recognise, understand and use verbal and non-verbal cues for effective communication.

Relationships are established through the ability to communicate. Pupils first learn to listen, then speak and share thoughts, ideas and feelings. They need to listen carefully and respond to what others say, and think about the needs of their listeners. Social conventions in listening and speaking 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. By the end of Year 6, pupils will become confident speakers who can communicate effectively, appropriately and coherently in any given context.

2.0 READING

The Reading module begins by developing pupils' ability to read words, phrases and sentences. Pupils are taught reading skills and strategies to further develop their reading ability so that they can progress to reading a variety of texts for information and enjoyment. In order to develop pupils' ability to read independently, they are also taught to apply dictionary skills and find meaning of words from context. Appropriate reading materials should be utilised to enhance pupils' reading skills. By the end of Year 6, pupils will be able to read a variety of texts effectively and efficiently so that they become avid and independent readers.

3.0 WRITING

The Writing module aims to develop the pupils' ability to write and present a range of texts using appropriate language, style and form for different purposes and audience through a variety of media. They learn to write words, phrases, sentences and paragraphs in neat legible print and cursive writing. The use of ICT should be encouraged so that pupils are able to source for information and communicate via the electronic media. Pupils are also introduced to the process of writing simple compositions which includes planning, drafting, revising and editing. In addition, the mechanics of writing such as spelling, punctuation and grammar checking is emphasised. The writing at this level is guided. The amount of control is gradually relaxed; moving pupils towards independent writing. By the end of Year 6, pupils will be able to write a range of texts using appropriate language, style and form through a variety of media.

4.0 LANGUAGE ARTS

The Contemporary Children's Literature component is taught during the Language Arts lessons to expose pupils to different literary genres such as short stories, poems and graphic novels. Teachers are to explore texts of these genres to create fun-filled and meaningful activities so that pupils will benefit from the learning experience and gain exposure to the aesthetic use of the language. The Language Arts module provides opportunities for pupils to immerse in a variety of literary works and engage them in planning, organising, producing and performing creative works. This will further stimulate pupils' imagination, interest and creativity. By the end of Year 6, pupils will be able to appreciate and respond to a variety of literary texts.

5.0 GRAMMAR

The Grammar module aims to develop pupils' ability to use correct rules of grammar in speech and writing. Grammar is essential to the teaching and learning of languages and should be taught in context as well as explicitly. Teachers should employ various strategies in teaching grammar so that learning becomes effective, interesting, fun and relevant. This can be realised through various techniques such as language games, quizzes and songs that will make the learning of grammar more accessible. By the end of Year 6, pupils will be able to use different word classes and construct various sentence types correctly and appropriately.

EDUCATIONAL EMPHASES

The Educational Emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world. In this respect, Moral Education, Citizenship Education, Patriotism, Thinking Skills, Mastery Learning, Information and Communication Technology Skills, Multiple Intelligences, Constructivism, Contextual Learning, Learning How to Learn Skills, Creativity and Innovation, Entrepreneurship and 21st century skills are incorporated where appropriate and relevant in lessons. The educational emphases included are explained briefly below:

Higher Order Thinking Skills

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 where every pupil will be equipped with leadership skills, bilingualism, ethics and spiritualism, social identity, knowledge and thinking skills.

Thinking skills have been emphasised in the curriculum since 1994 with the introduction of Creative and Critical Thinking Skills. Beginning 2011, the Standard-based Curriculum for Primary Schools gives emphasis to higher order thinking skills (HOTS).

Higher order thinking skills 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**.

HOTS	Explanation
Application	<ul style="list-style-type: none"> Using knowledge, skills and values in different situations to complete a piece of work
Analysis	<ul style="list-style-type: none"> Ability to break down information into smaller parts in order to understand and make connections between these parts.
Evaluation	<ul style="list-style-type: none"> Ability to consider, make decisions using knowledge, experience, skills, values and justify decisions made.
Creation	<ul style="list-style-type: none"> Produce an idea or product using creative and innovative methods.

Table 3

HOTS are explicitly written in the curriculum and can be applied 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.

Mastery Learning

Mastery Learning will ensure that all pupils master the learning standards stipulated in the Standard-based Curriculum. Mastery Learning requires quality teaching and learning in the classroom. Sufficient time and appropriate learning conditions should be allowed so that pupils master the learning standards stipulated in this document.

Information and Communication Technology Skills (ICT)

Information and Communication Technology Skills (ICT) include the use of multimedia resources such as TV documentaries and the Internet, as well as the use of computer-related activities such as e-mailing, networking and interacting with electronic courseware.

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 contents being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when a pupil is able to relate 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 a 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.

Creativity and Innovation

Creativity is the ability to produce something new and different in an imaginative way. Innovation is the process of idea generation and the utilisation of the creative idea in relevant contexts. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning. Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

Entrepreneurship

Fostering the entrepreneurial mind-set among pupils at their young age is essential in this competitive and global age. Some of the elements that are linked to entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success. The elements of entrepreneurship are incorporated in lessons through relevant and meaningful activities.

DRAFT

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 below:

Performance Level	Descriptor
1	Very Limited
2	Limited
3	Satisfactory
4	Good
5	Very Good
6	Excellent

The overall description of performance for each levels are detailed in the table below:

Performance Level	Generic Descriptors
1 Very Limited	Pupils show a 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 a satisfactory command of the language. They have the ability to use language independently to a certain degree but requires guidance for some challenging language tasks.
4 Good	Pupils show a good command of the language. They have the ability to use language independently but requires guidance for more complex language tasks:
5 Very Good	Pupils show a very good command of the language. They have the ability to use language almost independently.
6 Excellent	Pupils show an excellent command of the language. They are able to perform challenging and complex language texts without any problems Pupils also have the ability to use language independently without any guidance.

The table below shows the overall generic levels of the acquisition of skills for Year 5.

PERFORMANCE STANDARD	
Performance Level	Descriptor
1	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics with a lot of prompting. • Can listen to, follow and give instructions and directions with a lot of guidance. • Can use words and some basic phrases to talk haltingly and participate in daily conversations on related topics with a lot of prompting. • Can listen to oral texts on related topics and complete tasks with a lot of guidance. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts with a lot of guidance. • Can apply dictionary skills with a lot of guidance. • Can demonstrate understanding of texts by completing tasks with a lot of guidance. • Can read extensively for information and enjoyment with a lot of guidance. • Can transfer information to complete linear and non-linear texts with a lot of guidance. • Can create linear and non-linear texts using a variety of media with a lot of guidance. • Can write in legible print and cursive writing with correct spelling and punctuation with a lot of guidance. • Can write texts for a range of purposes using appropriate language conventions with a lot of guidance. • Can give verbal and non-verbal responses to literary texts with a lot of guidance • Can plan, produce and display creative works based on literary texts with a lot of guidance • Can plan, prepare and participate in a performance based on literary works with a lot of guidance • Can reproduce literary works heard with a lot of guidance
2	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics with some prompting. • Can listen to, follow and give instructions and directions with some guidance. • Can use basic phrases and some simple sentences to talk haltingly and participate in daily conversations on related topics with some prompting. • Can listen to oral texts on related topics and complete tasks with some guidance. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts with some guidance.

	<ul style="list-style-type: none"> • Can apply dictionary skills with some guidance. • Can demonstrate understanding of texts by completing tasks with some guidance. • Can read extensively for information and enjoyment with some guidance. • Can transfer information to complete linear and non-linear texts with some guidance. • Can create linear and non-linear texts using a variety of media with some guidance. • Can write in legible print and cursive writing with correct spelling and punctuation with some guidance. • Can write texts for a range of purposes using appropriate language conventions with some guidance. • Can give verbal and non-verbal responses to literary texts with some guidance • Can plan, produce and display creative works based on literary texts with some guidance • Can plan, prepare and participate in a performance based on literary works with some guidance • Can reproduce literary works heard with some guidance
3	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics with minimal prompting. • Can listen to, follow and give instructions and directions with minimal guidance. • Can use simple sentences to talk and participate in daily conversations on related topics with minimal prompting. • Can listen to oral texts on related topics and complete tasks with minimal guidance. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts with minimal guidance. • Can apply dictionary skills with minimal guidance. • Can demonstrate understanding of texts by completing tasks with minimal guidance. • Can read extensively for information and enjoyment with minimal guidance. • Can transfer information to complete linear and non-linear texts with minimal guidance. • Can create linear and non-linear texts using a variety of media with minimal guidance. • Can write in legible print and cursive writing with correct spelling and punctuation with minimal guidance. • Can write texts for a range of purposes using appropriate language conventions with minimal guidance. • Can give verbal and non-verbal responses to literary texts with minimal guidance • Can plan, produce and display creative works based on literary texts with minimal guidance • Can plan, prepare and participate in a performance based on literary works with minimal guidance • Can reproduce literary works heard with minimal guidance

4	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics fairly accurately. • Can listen to, follow and give instructions and directions clearly. • Can talk and participate in daily conversations on related topics fairly fluently and accurately. • Can listen to oral texts on related topics and complete tasks fairly accurately. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts. • Can apply dictionary skills. • Can demonstrate understanding of texts by completing tasks. • Can read extensively for information and enjoyment. • Can transfer information to complete linear and non-linear texts fairly accurately. • Can create linear and non-linear texts using a variety of media fairly accurately. • Can write in legible print and cursive writing neatly with correct spelling and punctuation. • Can write texts for a range of purposes using appropriate language conventions fairly accurately. • Can give verbal and non-verbal responses to literary texts • Can plan, produce and display creative works based on literary texts • Can plan, prepare and participate in a performance based on literary works • Can reproduce literary works heard
5	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics accurately. • Can listen to, follow and give detailed instructions and directions clearly. • Can talk and participate in daily conversations on related topics fluently and accurately. • Can listen to oral texts on related topics and complete tasks accurately. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts with ease. • Can apply dictionary skills confidently. • Can demonstrate understanding of texts by completing tasks accurately. • Can read extensively for information and enjoyment independently. • Can transfer information to complete linear and non-linear texts accurately. • Can create linear and non-linear texts using a variety of media accurately. • Can write in legible print and cursive writing neatly with correct spelling and punctuation independently. • Can write texts for a range of purposes using appropriate language conventions accurately • Can give verbal and non-verbal responses to literary texts independently.

	<ul style="list-style-type: none"> • Can plan, produce and display creative works based on literary texts independently. • Can plan, prepare and participate in a performance based on literary works independently. • Can reproduce literary works heard independently.
6	<ul style="list-style-type: none"> • Can listen to, identify and discriminate sounds in words on related topics accurately and confidently. • Can listen to, follow and give detailed instructions and directions clearly and confidently. • Can talk and participate in daily conversations on related topics fluently, accurately and confidently. • Can listen to oral texts on related topics and complete tasks accurately and independently. • Can understand the meaning of unknown words in sentences using contextual clues and idioms from texts confidently and independently. • Can apply dictionary skills confidently and independently. • Can demonstrate understanding of texts by completing tasks accurately and independently. • Can read extensively for information and enjoyment independently with great enthusiasm • Can transfer information to complete linear and non-linear texts accurately and independently. • Can create linear and non-linear texts using a variety of media accurately and creatively. • Can write in legible print and cursive writing neatly with correct spelling and punctuation independently and effortlessly. • Can write texts for a range of purposes using appropriate language conventions accurately and independently. • Can give verbal and non-verbal responses to literary texts critically, creatively and independently. • Can plan, produce and display creative works based on literary texts creatively and independently. • Can plan, prepare and participate in a performance based on literary works creatively and independently. • Can reproduce literary works heard creatively and independently.

CONTENT, LEARNING AND PERFORMANCE STANDARDS

The Content Standards represent the specific standards that need to be achieved by the end of Year 6. The Learning Standards for Year 5 detail the specific skills and knowledge that need to be attained in order to fulfil a particular Content Standard. The Performance Levels detail the performance level of pupils in the respective skills.

LISTENING & SPEAKING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.	1.1.2 Able to listen to and respond to a given stimulus by using appropriate words, phrases and expressions with the correct stress, rhythm and intonation.	1	• Can respond to a given stimulus but with a very limited level of fluency and accuracy
		2	• Can respond to a given stimulus but with a limited level of fluency and accuracy
		3	• Can respond to a given stimulus with a satisfactory level of fluency and accuracy
		4	• Can respond to a given stimulus with a good level of fluency and accuracy
		5	• Can respond to a given stimulus with a very good level of fluency and accuracy
		6	• Can respond to a given stimulus with an excellent level of fluency and accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.	1.1.1 Able to speak with correct pronunciation, stress, rhythm and intonation.	1	Can talk about related topics with a very limited level of fluency and accuracy
		2	Can talk about related topics with a limited level of fluency and accuracy
	3	Can talk about related topics with a satisfactory level of fluency and accuracy	
	4	Can talk about related topics with a good level of fluency and accuracy	
	5	Can talk about related topics with a very good level of fluency and accuracy	
	6	Can talk about related topics with an excellent level of fluency and accuracy	
1.1.3 Able to speak on related topics with guidance.			

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in	1.2.2 Able to listen, follow, and give instructions.	1	<ul style="list-style-type: none"> Can follow and give instructions, and directions to places with very limited ability
		2	<ul style="list-style-type: none"> Can follow and give instructions, and directions to places with limited ability
	3	<ul style="list-style-type: none"> Can follow and give instructions, and directions to places with satisfactory ability 	
	4	<ul style="list-style-type: none"> Can follow and give instructions, and directions to places with good ability 	
	1.2.3 Able to listen to, follow, and give directions to places around their town and state.		

formal and informal situations for a variety of purposes.	5	• Can follow and give instructions, and directions to places with very good ability
	6	• Can follow and give instructions, and directions to places with excellent ability

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
	1.2.1 Able to participate in daily conversations: (a) make suggestions (b) respond to suggestions (c) volunteer to complete a task (d) show appreciation 1.2.4 Able to participate in conversations with peers.	1	• Can participate in daily conversations with peers with a very limited level of fluency, accuracy and appropriateness
		2	• Can participate in daily conversations with peers with a limited level of fluency, accuracy and appropriateness
		3	• Can participate in daily conversations with peers with a satisfactory level of fluency, accuracy and appropriateness
		4	• Can participate in daily conversations with peers with a good level of fluency, accuracy and appropriateness
		5	• Can participate in daily conversations with peers with a very good level of fluency, accuracy and appropriateness
		6	• Can participate in daily conversations with peers with an excellent level of fluency, accuracy and appropriateness

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.	1.2.5 Able to talk on topics of interest in formal situations with guidance.	1	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with very limited ability of fluency, accuracy and appropriateness
		2	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with limited ability of fluency, accuracy and appropriateness
		3	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with satisfactory ability of fluency, accuracy and appropriateness
		4	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with good ability of fluency, accuracy and appropriateness
		5	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with very good ability of fluency, accuracy and appropriateness
		6	<ul style="list-style-type: none"> Can talk on topics of interest in formal situations with excellent ability of fluency, accuracy and appropriateness

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.	1.3.1 Able to listen to and demonstrate understanding of oral texts by: (a) asking and answering questions (b) giving main ideas (c) giving supporting details (d) sequencing (e) predicting	1	<ul style="list-style-type: none"> Can demonstrate very limited understanding of oral texts
		2	<ul style="list-style-type: none"> Can demonstrate limited understanding of oral texts
		3	<ul style="list-style-type: none"> Can demonstrate satisfactory understanding of oral texts
		4	<ul style="list-style-type: none"> Can demonstrate good understanding of oral texts
		5	<ul style="list-style-type: none"> Can demonstrate very good understanding of oral texts
		6	<ul style="list-style-type: none"> Can demonstrate excellent understanding of oral texts

DRAFT

READING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	2.2.1 Able to apply word attack skills by: (a) using contextual clues to get meaning of words: (i) before the word (anaphoric) (ii) after the word (cataphoric) (b) identifying idioms 2.2.2 Able to read and understand phrases and sentences from: (a) linear texts (b) non-linear texts	1	<ul style="list-style-type: none"> Can demonstrate very limited ability in applying word attack skills and in understanding phrases and sentences from a variety of texts
		2	<ul style="list-style-type: none"> Can demonstrate limited ability in applying word attack skills and in understanding phrases and sentences from a variety of texts
		3	<ul style="list-style-type: none"> Can demonstrate satisfactory ability in applying word attack skills and in understanding phrases and sentences from a variety of texts
		4	<ul style="list-style-type: none"> Can demonstrate good ability in applying word attack skills and in understanding phrases and sentences from a variety of texts
		5	<ul style="list-style-type: none"> Can demonstrate very good ability in applying word attack skills and in understanding phrases and sentences from a variety of texts
		6	<ul style="list-style-type: none"> Can demonstrate excellent ability in applying word attack skills and in understanding phrases and sentences from a variety of texts

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	2.2.3 Able to read and demonstrate understanding of texts by: (a) giving main ideas and supporting details (b) sequencing (c) predicting 2.2.4 Able to apply dictionary skills (a) recognise abbreviations (b) understand meaning of words in context	1	<ul style="list-style-type: none"> Can demonstrate very limited ability in understanding a variety of texts and in applying dictionary skills
		2	<ul style="list-style-type: none"> Can demonstrate limited ability in understanding a variety of texts and in applying dictionary skills
		3	<ul style="list-style-type: none"> Can demonstrate satisfactory ability in understanding a variety of texts and in applying dictionary skills
		4	<ul style="list-style-type: none"> Can demonstrate good ability in understanding a variety of texts and in applying dictionary skills
		5	<ul style="list-style-type: none"> Can demonstrate very good ability in understanding a variety of texts and in applying dictionary skills
		6	<ul style="list-style-type: none"> Can demonstrate excellent ability in understanding a variety of texts and in applying dictionary skills

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.	2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non-fiction	1	<ul style="list-style-type: none"> Can demonstrate very limited ability to read independently for information and enjoyment
		2	<ul style="list-style-type: none"> Can demonstrate limited ability to read independently for information and enjoyment
		3	<ul style="list-style-type: none"> Can demonstrate satisfactory ability to read independently for information and enjoyment
		4	<ul style="list-style-type: none"> Can demonstrate good ability to read independently for information and enjoyment
		5	<ul style="list-style-type: none"> Can demonstrate very good ability to read independently for information and enjoyment
		6	<ul style="list-style-type: none"> Can demonstrate excellent ability to read independently for information and enjoyment

DRAFT

WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.1 Able to write in neat legible print with correct spelling: (a) sentences (b) paragraphs	1	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with a very limited level of accuracy in spelling
		2	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with a limited level of accuracy in spelling
		3	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with a satisfactory level of accuracy in spelling
		4	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with a good level of neatness and accuracy in spelling
		5	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with a very good level of neatness and accuracy in spelling
		6	<ul style="list-style-type: none"> Can write sentences and paragraphs legibly with an excellent level of neatness and accuracy in spelling

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.2 Able to write in neat cursive writing with correct spelling: (a) sentences (b) paragraphs	1	<ul style="list-style-type: none"> Can write in cursive writing with a very limited level of accuracy in spelling
		2	<ul style="list-style-type: none"> Can write in cursive writing with a limited level of accuracy in spelling
		3	<ul style="list-style-type: none"> Can write in cursive writing with a satisfactory level of accuracy in spelling
		4	<ul style="list-style-type: none"> Can write in cursive writing with a good level of neatness and accuracy in spelling
		5	<ul style="list-style-type: none"> Can write in cursive writing with a very good level of neatness and accuracy in spelling
		6	<ul style="list-style-type: none"> Can write in cursive writing with an excellent level of neatness and accuracy in spelling

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	3.2.1 Able to transfer information with guidance to complete: (a) linear texts (b) non-linear texts	1	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with a very limited level of accuracy
		2	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with a limited level of accuracy
		3	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with a satisfactory level of accuracy
		4	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with a good level of accuracy
		5	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with a very good level of accuracy
		6	<ul style="list-style-type: none"> Can transfer information to complete a variety of texts with an excellent level of accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	3.2.2 Able to write with guidance: (a) stories (b) poems (c) informal letters	1	<ul style="list-style-type: none"> Can write using appropriate language conventions but with a very limited level of accuracy
		2	<ul style="list-style-type: none"> Can write using appropriate language conventions but with a limited level of accuracy
		3	<ul style="list-style-type: none"> Can write using appropriate language conventions with a satisfactory level of accuracy
		4	<ul style="list-style-type: none"> Can write using appropriate language conventions with a good level of accuracy
		5	<ul style="list-style-type: none"> Can write using appropriate language conventions with a very good level of accuracy
		6	<ul style="list-style-type: none"> Can write using appropriate language conventions with an excellent level of accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form	3.2.3 Able to use punctuation correctly.	1	Can punctuate and spell with a very limited level of accuracy
		2	Can punctuate and spell with a limited level of accuracy
	3.2.4 Able to spell words by applying spelling rules.	3	Can punctuate and spell with a satisfactory level of accuracy
		4	Can punctuate and spell with a good level of accuracy

and style for a range of purposes.	5	Can punctuate and spell with a very good level of accuracy
	6	Can punctuate and spell with an excellent level of accuracy

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	3.3.1 Able to create texts using a variety of media with guidance: (a) non-linear (b) linear	1	<ul style="list-style-type: none"> Can create texts using a variety of media with a very limited level of accuracy and appropriateness
		2	<ul style="list-style-type: none"> Can create texts using a variety of media with a limited level of accuracy and appropriateness
		3	<ul style="list-style-type: none"> Can create texts using a variety of media with a satisfactory level of accuracy and appropriateness
		4	<ul style="list-style-type: none"> Can create texts using a variety of media with a good level of accuracy and appropriateness
		5	<ul style="list-style-type: none"> Can create texts using a variety of media with a very good level of accuracy and appropriateness
		6	<ul style="list-style-type: none"> Can create texts using a variety of media with an excellent level of accuracy, appropriateness and creativity

LANGUAGE ARTS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.	4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response	1	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with very limited non-verbal response • Can reproduce literary works heard with a very limited level of fluency
		2	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with limited non-verbal response • Can reproduce literary works heard with a limited level of fluency
	4.1.2 Able to listen to, sing songs, recite jazz chants and poems with correct stress, pronunciation, rhythm and intonation	3	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with satisfactory non-verbal response • Can reproduce literary works heard with a satisfactory level of fluency
		4	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with good non-verbal response • Can reproduce literary works heard with a good level of fluency
		5	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with a very good level of non-verbal response • Can reproduce literary works heard with a very good level of fluency
		6	<ul style="list-style-type: none"> • Can show enjoyment and appreciation with excellent and creative non-verbal response • Can reproduce literary works heard with an excellent level of fluency

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.2 By the end of the 6-year primary schooling, pupils will be able to express personal response to literary texts.	4.2.1 Able to respond to literary texts: (a) characters (b) place and time (c) values	1	<ul style="list-style-type: none"> Can express very limited personal response to literary texts
		2	<ul style="list-style-type: none"> Can express limited personal response to literary texts
		3	<ul style="list-style-type: none"> Can express satisfactory personal response to literary texts
		4	<ul style="list-style-type: none"> Can express good personal response to literary texts
		5	<ul style="list-style-type: none"> Can express very good personal response to literary texts
		6	<ul style="list-style-type: none"> Can express excellent and critical personal response to literary texts

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
4.3 By the end of the 6-year primary schooling, pupils will be able to plan, organize and	4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance	1	<ul style="list-style-type: none"> Can demonstrate very limited ability to plan, produce and display creative works using a variety of media Can demonstrate very limited ability to plan, prepare and participate in a performance

produce creative works for enjoyment.	4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works	2	<ul style="list-style-type: none"> • Can demonstrate limited ability to plan, produce and display creative works using a variety of media • Can demonstrate limited ability to plan, prepare and participate in a performance
		3	<ul style="list-style-type: none"> • Can demonstrate satisfactory ability to plan, produce and display creative works using a variety of media • Can demonstrate satisfactory ability to plan, prepare and participate in a performance
		4	<ul style="list-style-type: none"> • Can demonstrate good ability to plan, produce and display creative works using a variety of media • Can demonstrate good ability to plan, prepare and participate in a performance
		5	<ul style="list-style-type: none"> • Can demonstrate very good ability to plan, produce and display creative works using a variety of media • Can demonstrate very good ability to plan, prepare and participate in a performance
		6	<ul style="list-style-type: none"> • Can demonstrate excellent ability to plan, produce and display creative works using a variety of media • Can demonstrate excellent ability to plan, prepare and participate in a performance

GRAMMAR

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
5.1 By the end of the 6-year primary schooling, pupils will be able to use different word classes correctly and appropriately.	5.1.1 Able to use nouns correctly and appropriately: (a) common nouns (b) collective nouns	1	Can use different word classes with very limited level of accuracy.
		2	Can use different word classes with a limited level of accuracy.
	3	Can use different word classes with a satisfactory level of accuracy.	
	5.1.2 Able to use pronouns correctly and appropriately: (a) reflexive (b) interrogative	4	Can use different word classes with a good level of accuracy.
		5	Can use different word classes with a very good level of accuracy.
	5.1.3 Able to use verbs correctly and appropriately: (a) simple future tense (b) future continuous tense	6	Can use different word classes with an excellent level of accuracy
5.1.4 Able to use conjunctions correctly and appropriately: (a) although (b) since			
5.1.5 Able to use prepositions correctly and appropriately:			

	<p>(a) over (b) among (c) through (d) across (e) along (f) against</p> <p>5.1.6 Able to use adjectives correctly and appropriately.</p> <p>5.1.7 Able to use articles correctly and appropriately.</p> <p>5.1.8 Able to use adverbs correctly and appropriately: (a) frequency (b) degree</p>		
--	---	--	--

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
5.2 By the end of the 6-year primary schooling, pupils will be able to construct various sentence types correctly.	5.2.1 Able to construct imperative sentences correctly.	1	Can construct sentences with a very limited level of accuracy
		2	Can construct sentences with a limited level of accuracy
		3	Can construct sentences with a satisfactory level of accuracy
		4	Can construct sentences with a good level of accuracy
		5	Can construct sentences with a very good level of accuracy
		6	Can construct sentences with an excellent level of accuracy

***Grammar items are to be assessed through Speaking and Writing Skills where suitable and applicable**

WORD LIST FOR LEVEL 2

The word list for Stage 2 pupils is divided into 3 sections:

- a list of High Frequency Words that pupils need to master by the end of Year 6
- a suggested list of words that will help pupils acquire vocabulary related to various themes and content introduced in stage 2
- a list of suggested mathematics and science terms

In order to enhance pupils' engagement in English both in formal and non-formal contexts, it is hoped that teachers are able to use the stipulated words in oral and written form. Teachers are also encouraged to use the words from the word list in their various forms as this will allow pupils to acquire a substantial number of words by the end of their primary schooling years.

Teachers may also introduce other words that they may be necessary in order to facilitate a particular teaching learning context or classroom instruction.

High Frequency Words

above
across
almost
along
also
always
animal
any
around
asked
baby
balloon
before
began
being
below
better
between
birthday
both
brother
brought
can't
change
children
clothes
coming

didn't
different
does
don't
show
sister
small
something
sometimes
sound
started
still
stopped
such
suddenly
sure
swimming
think
those
thought
through
today
together
told
tries
turn
turned

under
walked
walking
watch
where
while
white
whole
happy
why
window
without
woke
woken
word
work

Suggested Thematic Word List

Year 4		Year 5		Year 6	
among		after	machine	appear	imagine
arrange	magazine	ambition	press	assemble	mangrove
blow	match	apology	rush	bargain	million
borrow	over	around	ramp	beverage	moss
bridge	party	border	scream	bottom	mushroom
bucket	polish	bulb	serve	boundary	operate
celebration	present	century	semester	calculator	pastry
centre	programme	compass	spin	condition	platform
competition	receive	condolence	stove	consider	stitch
country	repair	congratulations	term	continent	success
decorate	seat	crutches	upstairs	create	suggest
direction	sign	downstairs	wheelchair	crockery	terminal
factory	slip	drain	pretend	determine	towards
fail	spread	edge	route	encourage	twig
flood	state	entrance	score	engaged	unite
fold	ten thousands	escalator	stain	excited	upper
frighten		exit	plug	expect	utensil
gather		fire extinguisher		explore	view
glad		flutter		fear	
gold		gender		figure	
hope		hundred thousands		fuel	
junction		interest		garage	
lake		instrument		general	
leave		lift		generator	
lend		located			

Suggested Mathematics and Science Terms

absorb	conversion	fur	latex	percentage	sting
accuracy	cube	gas	leaflets	perimeter	sweat
addition	cuboid	graph	leather	predict	urinate
algae	curl	grease	length	profit	vaccine
antibiotic	defecate	grid	life cycle	pulse	value
area	device	hatch	limitation	quantity	virus
average	diagram	height	liquids	range	volume
axis	discount	horizontal	litre	reaction	width
bacteria	disease	income	lung	recycle	wind pipe
beaker	dividend	infer	magnify	reduce	young plant
birth	drug	inhale	mankind	reference	
breadth	electricity	innovate	mass	reproduce	
breath	diet	insulator	maximum	reuse	
breathe	digit	investment	mean	round off	
calculate	excessive	latex	measurement	scale	
cause	excretion	leaflets	metal	schedule	
centimetre	experiment	leather	millipede	shelter	
chart	explain	length	mimosa	shoot	
circumference	explore	height	minimum	silk	
classify	extinct	horizontal	mixture	solar system	
compare	faeces	income	mode	stem	
condition	fern	infer	movement	solids	
conductive	float	inhale	oblong	spores	
conductor	fraction	innovate	parallel	square	
construction	frequency	insulator	parent plant	stage	
contact	fungus	investment	pendulum	stimuli	