



KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION OF MALAYSIA

**HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH RENDAH**

CURRICULUM SPECIFICATIONS

BAHASA INGERIS
ENGLISH LANGUAGE

**SEKOLAH KEBANGSAAN
TAHUN 3**

YEAR 3

2003

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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 memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

Kata Pengantar

Huraian Sukatan Pelajaran ialah dokumen yang memperincikan Sukatan Pelajaran yang bertujuan untuk memenuhi cita-cita murni dan semangat Falsafah Pendidikan Kebangsaan, dan menyediakan murid menghadapi arus globalisasi serta ekonomi berasaskan pengetahuan pada abad ke-21.

Dokumen ini menyarankan strategi pengajaran dan pembelajaran yang merangkumi pelbagai aktiviti dan penggunaan sumber. Guru digalakkan menggunakan kreativiti untuk memilih, menyusun dan mengolah aktiviti mengikut kesesuaian murid. Huraian ini diharapkan dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran secara berkesan.

Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran konstruktivisme. Di samping itu, nilai murni dan semangat patriotik dan kewarganegaraan tetap diutamakan. Semua elemen ini diharapkan dapat memberikan keyakinan kepada murid dan boleh diaplikasikan dalam kehidupan harian dan dunia pekerjaan.

Huraian Sukatan Pelajaran ini menjelaskan hasil pembelajaran yang perlu dikuasai oleh murid berasaskan pendekatan masteri. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkatkan kepada tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tahun Tiga menggariskan hasil pembelajaran yang perlu dikuasai oleh murid. Pernyataan dalam Huraian Hasil Pembelajaran memberikan cabaran yang sesuai dengan murid pada tahap tertinggi dalam pendidikan sekolah rendah. Huraian ini seharusnya dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran yang berkesan.

Dalam menyediakan Huraian Sukatan Pelajaran yang disemak semula ini banyak pihak yang terlibat terutama guru, pensyarah maktab dan universiti, pegawai Kementerian Pendidikan, dan individu yang mewakili badan-badan tertentu.

Kepada semua pihak yang telah memberikan sumbangan kepakaran, masa, dan tenaga sehingga terhasilnya Huraian Sukatan Pelajaran ini, Kementerian Pendidikan merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih.

(Dr. SHARIFAH MAIMUNAH BT. SYED ZIN)

Pengarah

Pusat Perkembangan Kurikulum

Kementerian Pendidikan Malaysia.

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools in the country.

The terminal goal of the English language curriculum for schools is to help learners acquire the language so that they can use it in their everyday life, to further their studies, and for work purposes. English is important, as with globalization, Malaysians will need to be proficient in the language and to communicate with people in other countries. The use of English in Information and Communications Technology (ICT) has also been incorporated into the curriculum to enable learners to access knowledge on the Internet and to network with people both locally and overseas.

AIMS AND OBJECTIVES OF THE ENGLISH LANGUAGE SYLLABUS IN PRIMARY SCHOOL

The English language syllabus for primary school aims to equip pupils with skills and provide a basic understanding of the English language so that they are able to communicate, both orally and in writing, in and out of school.¹

By the end of primary school, learners should be able to:

- i) listen to and understand simple spoken English to be able to function in common everyday situations;
- ii) speak and respond clearly and appropriately in common everyday situations using simple language;

¹ Please note that the introductory part of this Curriculum Specifications document for Year 3 SK describes the English language programme from Year 1 SK to Year 6 SK as a whole.

- iii) to read and understand different kinds of texts (from print and electronic sources) for enjoyment and information;
- iv) write (including e-mail) for different purposes using simple language; and
- v) show an awareness and appreciation of moral values and love towards the nation.

THE SYLLABUS

The English language syllabus at the primary school level specifies what is to be taught from Year 1 SK through to Year 6 SK. It comprises the four language skills of listening, speaking, reading, and writing as well as the language contents. The language contents are the sound system, grammar and vocabulary.

Several teaching contexts have been suggested through which the language skills and language content are to be taught.

CURRICULUM SPECIFICATIONS

Curriculum specifications for the English language syllabus have been prepared as separate documents for each year of the primary school and these are known as '*Huraian Sukatan Pelajaran*'. Each document serves as a guide to teachers with regard to the skills to be acquired by learners, the content or topic that is to be dealt with, and the vocabulary and grammar items that pupils must know in order for them to use the language.

This document is the Curriculum Specifications for Year 3 SK. It covers language skills, the sound system, grammar and word list. The contents of the Curriculum Specifications are set out in three columns.

- ❖ The first column is the LEARNING OUTCOMES column. These are skills and attitudes to be acquired by pupils and are drawn from the syllabus.
- ❖ The second column is the SPECIFICATIONS column. Here, the larger Learning Outcomes are broken down into manageable skills and sub-skills for teaching and learning. These specifications represent important aspects of the learning outcomes to be acquired in Year 3 SK.

To help teachers further, these specifications have been categorized into 3 levels ranging from the more basic to the more advanced. Level 1 outlines the basic skills to be achieved by all learners. On completing their tasks successfully, learners then progress to Level 2, and then to Level 3.

- ❖ The third column is entitled EXAMPLES / ACTIVITIES / NOTES. These notes are directed at teachers and they include explanations, teaching points and examples of activities to help pupils achieve the skill specifications.

Language Skills

A close link with the skills of listening, speaking, reading and writing is maintained. Vocabulary and sentence patterns introduced in the oral component also need to be taught and used by pupils in reading and writing. Grammar items taught and learnt must be applied both to oral work and writing exercises.

Learning Content

In teaching English to pupils, specified contexts are used to make lessons meaningful. Some themes have been identified to help teachers decide upon their own topics that are suitable for their class.

When planning lessons, topics for teaching are initially based on the immediate learning environment of the child. Later on, these are expanded to town, country and more distant foreign locations.

The Spoken Language

In teaching children the sounds of English, the aim is for them to be understood by others. As such, teachers should ensure that learners produce the sounds of English well and pronounce words clearly with the correct stress and intonation so as to enable the listener to understand what is being said.

To this end, specific sounds such as blends and diphthongs have been identified for teaching. These sounds can be found in the section entitled *Sound System*. The objective of this exercise is to aim for clear speech and intelligibility.

Grammar

Grammar items and sentence patterns have been selected from the list provided in the English Language syllabus to help pupils master the structures of English. Teachers are advised to limit the number of structures used in any one lesson to ensure that learners master the structures well. Teaching too many structures may not be advisable for weak learners as these may only serve to confuse them.

Word List

The list of words selected for teaching is based on a sample of the more common words and high frequency words and can be used and recycled in different contexts and topics. The suggested word list can be widened if pupils demonstrate that they are capable of receiving more.

IMPORTANT CONSIDERATIONS FOR TEACHING

The following considerations should be taken into account in teaching the curriculum specifications.

Planning and Organisation of Lessons

Keeping in mind the time allocated for teaching the English language in SK schools, these specifications must be reorganised in a manageable form for teaching. Whatever context is used, the skills of listening, speaking, reading and writing have to be integrated in a natural manner.

Learner-Centredness

The learner is at the centre of the learning process. Teaching approaches, lessons and curriculum materials for learning must be adjusted to suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning profiles so that their full potential can be realized.

Integration

The curriculum adopts an integrated approach. For example, a particular lesson may begin with a story about the daily happenings around a family. The teacher can take off from the reading to teach social expressions as found in these stories. Teachers can also use everyday situations to teach expressions such as “It’s so hot in here. Can you please switch on the fan.” These statements and questions can be used later in writing or speaking exercises when the teacher gets pupils to speak or write about life at home or about their friends.

In addition, moral values should also be infused in lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, study of the local environment and health education should also be integrated in lessons.

Repetition, Reinforcement and Consolidation

Language skills, vocabulary, grammar items and the sound system must be repeated often and used constantly to maximise learning. Teachers should set a variety of tasks that will enable pupils to use the specific skills often so that they gradually develop the ability, knowledge and confidence to use the language effectively.

Teaching-Learning Activities

In order to help pupils learn the language, pupils must be given every opportunity to take part in activities that require them to use the language taught. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of their pupils.

Evaluation

Evaluation is part and parcel of the teaching-learning process. Continuous formative evaluation provides important feedback of learners' progress. This will enable teachers to plan activities for further development or remedial work.

Other considerations

As far as possible, teachers should use the Malaysian setting when planning lessons. Teachers should also use materials that emphasize the principles of good citizenship, moral values, and the Malaysian way of life.

The Curriculum Specifications makes only a few suggestions as to the number of activities required for the attainment of language skills. Teachers need to use their initiative, imagination and creativity to extend the experiences of their pupils.

EDUCATIONAL EMPHASES

Educational emphases given below outline current developments in education that will help learners prepare for the world of work eventually as well as social life. In this respect, the incorporation of moral education, citizenship education, patriotism and thinking skills in the specifications will contribute towards the building of a modern and progressive Malaysian society.

Thinking Skills

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to understand information, make decisions, solve problems, and express themselves accurately and creatively in the target language.

Learning How to Learn Skills

Learning How to Learn skills are also integrated with the learning outcomes and aim to enable learners to take responsibility for their own learning. These skills incorporate information skills, library skills and study skills to enable learners to access sources of information more efficiently and help them become independent life-long learners.

Information and Communications Technology (ICT) Skills

In line with globalization and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills have been added to cater for schools that have ICT facilities. Schools that do not have ICT facilities are not obliged to teach these skills. These skills include the use of multimedia resources such as TV documentaries and Internet resources as well as the utilization of

computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Values and Citizenship

The values contained in the secondary Moral Education syllabus have been incorporated in the learning outcomes and include patriotism and good citizenship.

Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the use of interpersonal skills in social interaction, the application of kinaesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps.

Knowledge Acquisition

Learning outcomes utilise subject matter disciplines such as science and geography, and incorporate educational emphases such as environmental studies and consumerism to provide contexts for language use.

Preparation for the Real World

The learning outcomes prepare learners to meet the challenges of the real world by focusing on language use in society. To some extent this is achieved through structuring the curriculum in terms of the Interpersonal, Informational and Aesthetic uses of language. It is also achieved by making use of real-life issues for classroom

activities and project work. Whenever the opportunity presents itself, learners are encouraged to meet with people outside of the classroom so that they learn to operate in real-life situations.

TEACHING-LEARNING STRATEGIES FOR 3 SK

The English Language programme for Year 3 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 3 SK programme focuses on improving literacy in the English language. Also important is vocabulary control and simple functional uses of language in everyday life.

Listening

Listening is an important skill as what learners hear often becomes one of the main sources of the target language to be learnt.

In order to develop pupils' listening skill, teachers should make pupils listen to songs, rhymes, and stories. To show their understanding of what they have heard, pupils can be asked to answer questions that require them to recall ideas, give details and even talk about the ideas heard.

Oral Work

Pupils should be given lots of opportunities to talk in class so that they gain confidence to speak in the language. Opportunities should be given to pupils to role-play, participate in drama activities that make them use the

language suitable for the role or situation. In this respect, pair and group work activities allow for all pupils to engage in speaking activities at the same time. Pupils should also be encouraged to talk in English to other pupils and teachers in the school.

Reading

Schools are encouraged to stock a range of reading material suitable for all levels of learners. At this stage, pupils should be reading fiction as well as non-fiction written for children. Pupils should be taught to read with understanding and enjoyment, building on what they already know. They should also be taught to get the meaning of the whole text as well as learn to use various clues, including an understanding of grammatical structure, to get the meaning of words and phrases.

Writing

At this stage, pupils should be writing simple paragraphs of several sentences each. To make writing enjoyable, pupils should be given opportunities to write in response to a variety of stimuli including stories, classroom activities and personal experiences. At this stage, pupils should be encouraged to write independently but when this is not possible, teachers need to set guided writing exercises relaxing the amount of control gradually as pupils show greater confidence.

This document only lists a number of essential activities for the attainment of the English language. Teachers need to use their initiative, imagination and creativity to extend their experiences of the learners, to reinforce what has been learnt to create challenging language tasks for their learners.

2. TEACHING CONTEXTS

The suggested contexts for teaching in Year 3 are listed below. These are broad areas from which topics can be drawn for activities and comprehension texts so that learners can read, write and talk. When explaining these contexts in greater detail, teachers should have in mind the language level and ability of their learners. In addition, moral values and socio-cultural rules also form an important part of the content for classroom activities.

A word list of the more common words in the English language has been provided and teachers are to use the words from this list to teach the topics. These words can be recycled and used in different contexts and topics. Where necessary, a limited number of words can be added in order to deal with the context or topic meaningfully.

- | | | |
|---|---|---|
| 1. World of Self, Family and Friends | : | Information about one's hobbies
e.g. collecting stamps, keeping pets |
| 2. World of Stories | : | Stories of people
Pastimes and simple adventures
Fables |
| 3. World of Knowledge | : | Nature (e.g. plants, trees)
Places in the home (e.g. kitchen, bedroom)
Places outside the home (e.g. market, field) |

3. OBJECTIVES FOR YEAR 3

By the end of Year 3, learners should be able to:

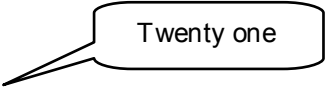
- Talk about their hobbies;
- Sing songs, recite poems and rhymes;
- Follow simple instructions and directions;
- Ask and answer simple questions;
- Read and understand simple information on plants, trees and buildings around the home.
- Read and understand simple stories and talk about the people and animals in these stories;
- Write simple sentences; and
- Show an awareness of moral values and love towards the nation.

4. LEARNING OUTCOMES AND SPECIFICATIONS

The Learning Outcomes have been taken from the syllabus in its original form. They are the skills to be achieved by the end of Year 6. Teachers, however, should be guided by the second

column (called *Specifications*) when planning lessons for the year. In this column, the learning outcomes are broken down into smaller skills to be achieved by pupils in Year 3 SK.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.0 LISTENING SKILL By the end of their primary schooling, pupils should be able to: 1.1 Listen to and discriminate similar and different sounds of the English language.	<u>Level 1</u> 1.1.1 Listen to and repeat: a) short and long vowels b) diphthongs c) initial blends d) final blends e) initial digraphs f) final digraphs g) silent letters (See Sound System at the back of the document). <u>Level 2</u> 1.1.2 Listen to and identify different types of letter sounds. <u>Level 3</u> 1.1.3 Listen to and group words according to the same sounds.	• Activities include: - listening and imitating sounds heard <i>e.g. initial blend 'tr' – as in <u>train</u>, <u>tree</u>.</i> - listening to words that end with the same sound as the earlier word and putting up one's hand if the sound is the same. <i>e.g. final blends 'st' and 'sk' as in <u>nest</u> and <u>desk</u>.</i> - supplying missing words in rhymes and stories. - underlining the ending sound heard <i>e.g. <u>fish</u>, <u>dish</u>; <u>ditch</u>, <u>church</u></i> - grouping words that begin with the silent letter 'k'. <i>e.g. <u>knee</u>, <u>kitten</u>, <u>knit</u>.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.2 Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress of phrases, expressions, and sentences.	Level 1 1.2.1 Listen to and repeat the pronunciation of 2-syllable words. Level 2 1.2.2 Listen to and repeat correctly phrases and expressions. Level 3 1.2.3 Listen to and repeat simple rhymes, songs and tongue-twisters paying attention to pronunciation, stress and intonation correctly.	• Examples of 2-syllable words are: <i>plas/tic, pa/per, sto/ry.</i> • Activities include: - repeating phrases and expressions spoken aloud by the teacher. (e.g. <i>Thank you You're welcome</i>). - repeating formulaic expressions heard in stories such as <i>"Who's at the door?"</i> - repeating rhymes and singing songs. - saying tongue twisters and nonsense rhymes such as <i>"Neat nest, neat nest, Neat little bird's nest."</i>
1.3 Acquire vocabulary and understand the meaning of words and phrases in context.	Level 1 1.3.1 Listen to and understand key words in stories heard. 1.3.2 Listen to and understand cardinal numbers. Scope: 21 - 25	• Example of key words include nouns, adjectives and comparisons such as <i>bigger house, taller girl, tallest man</i>. • Get pupils to demonstrate understanding of words by pointing to pictures or pointing the numeral to the written form:  20 21 31

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 1.3.3 Listen and match the meaning of words to pictures and the spoken word. 1.3.4 Listen to and understand cardinal numbers: Scope: 26-30 - numbers in tens up to 40. - when the numbers are added, subtracted and refuted. <u>Level 3</u> 1.3.5 Listen to and understand ordinal numbers: Scope: fourth to tenth (4th – 10th).	• Get pupils to memorise words and their meaning. Give them spelling tests as well as spelling bee exercises. • Children learn better if words are taught in context under the various topics and with accompanying pictures and actions. • Get pupils to point to numbers the teacher calls out. • To teach ordinals 4th to 10th, use dates, position in a race, etc. e.g. <i>"Children, who came out 4th in the relay?"</i> • Get pupils to memorise that these numbers always end in the <i>th</i>, as opposed to first (1st), second (2nd), and third (3rd).
1.4 Listen to and follow simple instructions and directions accurately.	<u>Level 1</u> 1.4.1 Listen to and learn the vocabulary of instructions to do or make something and directions.	• Example of instructions: gum... paper.... fold.....tie. (Ensure that there are pictures accompanying the instructions.) Example of directions: straight, right, left, turn, round and round we go.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 1.4.2 Listen to and follow simple instructions to do something or make something. <u>Level 3</u> 1.4.3 Listen to and follow simple directions.	- e.g. to make bookmarks, greeting cards. - Activities for following instructions also include: - playing games such as: Simon Says, Telephone Game - doing things such as colouring, sequencing, matching, making things. - e.g. Tracing on a map the route home from school.
1.5 Obtain information from texts listened to in relation to main ideas, specific details, and sequence.	<u>Level 1</u> 1.5.1 Listen to and understand simple announcements. <u>Level 2</u> 1.5.2 Listen to and understand simple messages. <u>Level 3</u> 1.5.3 Listen to and understand simple factual texts.	- e.g. "Class, line up outside the class." - e.g. "Please tell En. Johan to come to the staff room now." - Examples of factual texts are simple descriptions of plants and trees, and their parts. - For the above activities, understanding can be gauged by getting pupils to answer simple 'Wh' questions: Who What, When, Where.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.6 Listen to and enjoy the rhyme, rhythm, and sounds of poetry, jazz chants and songs.	All levels 1.6.1 Listen to and enjoy children's songs, and rhymes.	• Get children to: - clap their hands - move to the rhythm of the song - sing / chant along.
1.7 Listen to and enjoy stories, fables and other tales of imagination and fantasy and predict outcomes, and draw conclusions at a level suited to the pupil's ability.	Level 1 1.7.1 Listen to simple stories and fables and respond non-verbally and verbally. Level 2 1.7.2 Listen to simple stories and fables and recall the names of people and animals in the story. Level 3 1.7.3 Listen to simple stories and fables and tell what the people and animals did in the story. 1.7.4 Listen to simple stories and fables and retell the story.	• Examples of non-verbal response include: - smiling, laughing, clapping hands - body movements (e.g. swaying like trees) • Example of verbal response include saying why one likes or dislikes the story. • Tell stories using pictures as this will enable pupils to understand the story better. • Ask simple 'Wh' questions to get pupils to state what the characters did in the story. • Get pupils to retell the story in their own words.

2.0 SPEAKING SKILL

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 2.1 Speak clearly by pronouncing words accurately.	<u>Level 1</u> 2.1.1 Pronounce words with the following sounds: a) short and long vowels b) diphthongs c) initial blends d) final blends e) initial digraphs f) final digraphs g) silent letters 2.1.2 Pronounce 2-syllable words correctly. <u>Level 2</u> 2.1.3 Repeat exclamations with the correct intonation and stress. 2.1.4 Ask questions with the correct intonation. <u>Level 3</u> 2.1.5 Chant rhymes and sing songs pronouncing words clearly.	- Get learners to repeat after the teacher the way words are pronounced. <i>e.g. pla/stic, pa/per, sto/ry</i> - These are best demonstrated in the context of a story. - Ensure that questions are asked with a rising intonation at the end.  <i>e.g. Where are you going?</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.2 Ask questions politely to obtain information and clarification.	All levels 2.2.1 Ask simple 'Wh' questions. <u>Level 2</u> 2.2.2 Ask questions pertaining to numbers.	- e.g. Show the cover of a book before reading out aloud the story and get pupils to ask 'Wh' questions such as Who? What? Where? When? Where? - e.g. Playing the game 20 Questions. The teacher tells the class that she keeps a pet at home. Pupils are encouraged to ask questions about the pet: what is the pet, what is its name, what it eats, how many times a day it is fed, how old it is, etc.
2.3 Give relevant information politely in response to enquiries made.	<u>All levels</u> 2.3.1 Responding to 'Wh' questions. 2.3.2 Give replies pertaining to numbers 21 – 25. <u>Level 2</u> 2.3.3 Give replies pertaining to numbers 26-30 - numbers in tens up to forty. - adding, subtracting and refuting the numbers. <u>Level 3</u> 2.3.4 Give replies pertaining to numbers: Scope: fourth to tenth (4th – 10th)	- Example: What? Who? Where? When? - Example: "Is this house number 25?" "No, it is not. It is number 24." - Example: "Can you lend me 40 sen?" "Sure." - These ordinal numbers are best taught in context – e.g. when teaching dates, position / location.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.4 Tell stories based on pictures and other stimuli, and recite poems.	Level 1 2.4.1 Recite simple poems and sing songs by joining in with words and phrases .	e.g. <i>Jack be nimble Jack be quick Jack jumped over The candlestick!</i>
	Level 2 2.4.2 Complete parts of a story heard or read before.	e.g. <i>Then the boys ran</i>
	Level 3 2.4.3 Recite simple poems and sing songs with expression and appropriate gestures .	Demonstrate to pupils how this can be done.
	2.4.4 Retell stories read before.	Ensure children have read these stories before making them retell the stories.
2.5. Talk about the people, places and moral values of the stories heard, read and viewed in simple language.	Level 1 2.5.1 Give details about the people and animals of a story heard or read.	Examples of details include names, number, colour, shape, and size. <i>e.g. How many stones did the crow put into the jug?</i>
	Level 2 2.5.2 Talk about the actions of the people and animals in a story heard or read.	Get pupils to talk about what these characters did in the story.
	Level 3 2.5.3 Name the good and bad characters and talk a little about them.	In these early stages, tell stories where the characters are clearly good or bad. Pupils find it easier to relate to such characters.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.6 Express thoughts and feelings and give opinions on things read, seen, heard and viewed in simple language.	<u>Level 1</u> 2.6.1 Give non-verbal response to the story heard or read.	e.g. “Do you like the story? Colour the picture that shows how you feel?” 
	<u>Level 2</u> 2.6.2 State whether one likes or does not like the story heard or read.	e.g. “I do not like the story.”
	<u>Level 3</u> 2.6.3 Give reasons why one likes or does not like the story.	e.g. I do not like the story because I don't like naughty boys.
2.7 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.	<u>Level 1</u> 2.7.1 Thank people. 2.7.2 Congratulate friends and relatives. 2.7.3 Take leave.	- Get children to role-play various situations where they might use such language: e.g. after getting a lift home, after receiving something from the teacher. - e.g. Congratulating a friend for coming out first in the 100m relay. “Congratulations, Amir.” - e.g. Excusing oneself from a group of friends. “I have to go now. Bye.”

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 2.7.4 Express good wishes <u>Level 3</u> 2.7.5 Express an apology.	- e.g. <i>"Happy birthday, Dad."</i> <i>"Happy Mother's Day, Mum."</i> - e.g. <i>"Sorry, Abbas. I did not know this was yours."</i> - In many of the situations above, get pupils to role-play the situation, for example as teacher and pupil in carrying out the language functions.

3.0 READING SKILL

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 3.1 Acquire word recognition and word attack skills to recognise words on sight.	<u>Level 1</u> 3.1.1 Look at letters and say aloud the following sounds: a) short and long vowels b) diphthongs c) initial blends d) final blends e) initial digraphs f) final digraphs g) silent letters <u>Level 2</u> 3.1.2 Read aloud words with the letters listed in 3.1.1 above.	• See Sound System at the back of the document. • See the Sound System. e.g. 'ar' as in <i>barn</i>; 'ir' as in <i>bird</i>; 'o' as in 'go.
	3.1.3 Read and group words according to word families: the 'ch' family, and the 'sh' family. <u>Level 3</u> 3.1.4 Compare words for similar and different sounds.	• Example - The <i>child</i> The <i>shy</i> 'ch' <i>chick</i> 'sh' <i>shut</i> - family <i>check</i> family <i>shoe</i> • Example: underlining words with the same beginning sounds: <u>check</u> shell - shall <u>chill</u>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.2 Acquire key words at various stages of development.	<u>Level 1</u>	
	3.2.1 Recognise and read out whole words .	• Various activities include - reading out word cards held out by the teacher - selecting the correct word card from 2 or 3 word cards as the teacher calls out the words. - Playing word games such as Boggle. • Get pupils to memorise these words.
	3.2.2 Read and learn the meaning of key words for each topic taught.	Get learners to match the number card and the word card. Use the context of marks to teach these numbers.
	3.2.3 Recognise and read aloud cardinal numbers 21-25 in numeral and word forms.	
	<u>Level 2</u>	
	3.2.4 Recognise and read aloud: - the numbers 26-30 - numbers in tens up to 40 in its numeral and word forms.	• Example of activities: <i>spelling correctly, filling in blanks.</i>
	<u>Level 3</u>	
	3.2.5 Use key words in sentences of their own to show meaning.	• To help weaker pupils, give model sentences or provide picture cues.
	3.2.6 Read and learn ordinal numbers: fourth to tenth (4th – 10th).	• Ensure pupils know how to read aloud the number if the number is given and vice versa: <i>e.g. read aloud as 'fourth' for 4th; and write as 4th and not 4rd.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.3 Read and understand phrases, sentences, paragraphs, and whole texts.	<u>Level 1</u> 3.3.1 Read and understand phrases. <u>Level 2</u> 3.3.2 Read and understand simple sentences. <u>Level 3</u> 3.3.3 Read and understand simple paragraphs.	- Activities include: - matching sentences to pictures <i>e.g. the big tree.</i> - Activities include: - identifying key ideas in simple and compound sentences. - rearranging words to form complete sentences and questions. - Activities include: - arranging sentences in sequence. - selecting sentences to fit the picture.
3.4 Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm.	<u>Level 1</u> 3.4.1 Read aloud words and phrases pronouncing them correctly. <u>Level 2</u> 3.4.2 Read aloud correctly notices, announcements, messages, letters, stories and fables. <u>Level 3</u> 3.4.3 Read aloud poems, stories and fables with expression.	- Set pair work. One pupil will hold up a word card and the other pupil will say out the word aloud. - Get pupils to role-play situations where they would have to read aloud to each other. This sets the activity in a realistic context. <i>e.g. a child reading back the message he has taken down from a phone call.</i> - Teacher models good oral reading. - Have pupils read together. It builds confidence in weaker pupils.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.5 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.	<u>Levels 1, 2 & 3</u> 3.5.1 Understand the meaning of words by looking at picture cues.	Example: trunk (of a tree) branch
3.6 Acquire a wide range of vocabulary.	<u>Level 1</u> 3.6.1 Read and label parts. <u>Level 2</u> 3.6.2 Read and group words according to categories. <u>Level 3</u> 3.6.3 Recognise and make words from other words. 3.6.4 Pick out words that show comparison.	- Example: labeling parts of a tree, parts of a plant. - Example: things in the bathroom and things in the living room. sink toilet sofa table - Example: Make two words from these words: <i>home – he, me</i> <i>keeping – keep, pin.</i> - e.g. big, bigger, bigger than.
3.7 Read and understand simple factual texts for main ideas, supporting details, sequence, and cause and effect	<u>Level 1</u> 3.7.1 Look at pictures and captions (labels) and talk about them. <u>Level 2</u> 3.7.2 Read and understand simple factual texts by identifying details.	Examples of factual texts include texts on plants and trees. e.g. “<i>The rambutan tree</i>”. This is a rambutan tree. It is a big tree. It has a big trunk. It has many branches. There are many leaves and fruit.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	Level 1 3.7.3 Read and understand simple factual texts by identifying main ideas.	• Get pupils to answer comprehension exercises. • Simple information transfer exercises also help pupils identify main ideas and supporting details.
3.8 Use the dictionary.	Level 1 3.8.1 Read and group words according to alphabetical order. Level 2 3.8.2 Locate the word in the dictionary. Level 3 3.8.3 Choose the correct word according to meaning in context.	• Pupils must master alphabetical order if they are to use their picture dictionaries effectively. • Pupils must be able to use the guide words at the top of the page as found in certain dictionaries. a foot = 12 inches e.g. FEET: Meaning 1 - a unit of measurement Meaning 2 - a part of our body. 
3.9 Read and enjoy simple poems and stories and respond to them by talking about the people, and moral values in the story/poem; and relate it to one's life.	Level 1 3.9.1 Read and understand simple poems, stories and fables.	• Get pupils to talk about the cover and pictures in the book or accompanying the poem. • A simple poem may consist of just 4 lines.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 3.9.2 Read and give details about the people and animals in the story. <u>Level 3</u> 3.9.3 Read and talk about the actions of people and animals in a story heard or read. 3.9.4 Tell why a person or animal in a story is good or bad.	• Examples of details include number, size, and other features. • Set comprehension questions. • Get pupils to pick out a character they do not like and ask them why they do not like the character
3.10 Read widely and independently.	<u>All levels</u> 3.10 Read according to one's interest.	• Allow pupils to select books of their own interest. If there is a structured reading scheme, get pupils to progress level by level.

4.0 WRITING SKILL

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 4.1 Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing	<u>All Levels</u> 4.1.1 Write words, phrases and sentences in clear, legible print: - small letters - capital letters - combination of small and capital letters. 4.1.2 Write clearly and legibly cardinal numbers (21-30) and ordinal numbers (4th – 10th) in both number and word forms.	• Check pupils' handwriting for the following: - good formation of letters - slant of letters - spacing between letters and words • Ensure pupils learn to spell fourth, fifth, etc. correctly as well as writing them in number forms: 4th, 5th, 6th, etc.
4.2 Match words to linear and non-linear representations: - word to word; - word to phrase; - word to picture, symbol.	<u>Level 1</u> 4.2.1 Match phrases to pictures. <u>Level 2</u> 4.2.2 Label parts. <u>Level 3</u> 4.2.3 Give one word for many words.	e.g. <i>the taller tree</i>  e.g. <i>Labelling parts of a plant – e.g. roots, stem, leaves, flowers.</i> • e.g. <i>rose, daisy, orchidflowers.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.3 Complete texts with the missing word, phrase or sentence.	Level 1 4.3.1 Complete missing letters in words.	- Set task for pairs. The first pair to complete all the words is the winner. <i>e.g. flo_ers; tr_ _ s; pl_ _ ts.</i> <i>e.g. Once upon a time, there was a</i>  <i>e.g. At times, the teacher may have to use a composite picture to help pupils write on their own.</i>
	Level 2 4.3.2 Complete missing words in simple texts such as instructions, directions, descriptions, rhymes stories, and other texts (with guidance in the form of words and pictures).	
	Level 3 4.3.3 Complete missing words in simple texts such as instructions, directions, descriptions, rhymes, stories and other texts (with little or no guidance)	
4.4 Construct simple and compound sentences with guidance and independently.	Level 1 4.4.1 Form simple sentences and questions by arranging words.	<i>e. g. tree has trunk This a small</i> <i>e.g. This is a many thorns. It also has eight flowers & leaves. It has rose plant.</i> - A good stimulus would be to get pupils to write an essay based on a composite picture.
	Level 2 4.4.2 Form simple sentences by matching sentence parts.	
	Level 3 4.4.3 Construct simple sentences independently.	

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.5 Spell correctly and take dictation.	Level 1 4.5.1 Spell seen words. Levels 2 & 3 4.5.2 Take dictation of seen sentences.	- e.g. Give 2-syllable words to be memorized - e.g. Give pupils sentences to memorise.
4.6 Punctuate meaningfully.	All levels 4.6.1 Use capital letters for - the first word in a sentence - the pronoun 'I' - the names of people, days of the week, months of the year. 4.6.2 Use full stop at the end of a sentence. 4.6.3 Use question mark. 4.6.4 Use comma for lists. 4.6.5 Use exclamation marks.	- e.g. This tree is taller than that tree. Jack took the rabbit to the king. - e.g. The plants need sunlight and water. - e.g. Do you keep a pet? - e.g. There were many animals at the pet shop. There were birds, rabbits, mice and fish. - e.g. Hi there!
4.7 Give accurate information when writing messages, instructions, simple reports, and when filling out forms.	Level 1 4.7.1 Write simple short messages, instructions, directions with guidance.	e.g. Hi Susan, My house is number 26. See you at 4 o'clock. Marina

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 4.7.2 Write simple descriptions with guidance. <u>Level 3</u> 4.7.3 Write short messages, instructions, directions and descriptions with little or no guidance.	• Guide students with various guided writing exercises. • Use pictures as stimulus.

5. GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 3 SK. Two sections have been listed to assist teachers. In section 5 (a), grammar items to be taught have been specified under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught examples are given. Words underlined highlight significant points of grammar.

In section 5 (b), suggested sentence patterns for teaching are given. These sentence patterns are set out under some functions and / or areas of interest. In teaching these patterns, it is important that teachers teach them in context and in a meaningful way.

5 (a) Grammar items and examples

1. NOUNS

1.1 Countable Nouns

(things that can be counted).

e.g. one table, two chairs

1.2 Number (singular and plural forms)

Regular plurals (-s, -es)

e.g. cars, tables; classes, dresses.

1.3 Common Nouns

e.g. boy, girl, man, woman.

1.4 Proper Nouns (names of persons, places)

*e.g. Lisa, Ranjan, Cinderella,
Ipoh, Subang Jaya, Sabah*

1.5 Gender (masculine, feminine)

masculine – boy, man

feminine - girl, woman

2. ARTICLES (with singular nouns)

‘a’ is used before consonants.

e.g. a book, a pencil.

‘an’ is used before vowels.

e.g. an egg, an umbrella.

‘the’ is used when we are clear about the person or thing that we are talking about.

e.g. Give me the brown book.

3. PRONOUNS

3.1 Personal pronouns

e.g. I, you, he, she, we, they

3.2 Demonstrative pronouns

(these refer to a noun)

this, that

e.g. this house, that car.

these, those (plural)

e.g. these cows, those boys

3.3 **Possessive pronouns**
e.g. John's bag, Maria's car

3.4 **Possessive adjectives**
e.g. my book, his shoes

3.5 **Interrogative pronouns**
(‘Wh’ questions)

i. **What**

*e.g. (for singular forms)
What is this? What is that?*

*e.g. *What are these?*

**What are those?
(for plural forms)*

ii. **Who**

*e.g. Who is he? (singular)
Who are they? (plural)*

iii. **Where**

*e.g. Where is the boy?
Where are the boys?*

iv. **When** – *used to ask about time.*

*e.g. When is Rob coming?
When are the girls coming?*

v. **Which**

e.g. Which story do you like?

4. **CONJUNCTIONS (and, or, *but)**

*e.g. He bought two pencils and an eraser.
Would you like an apple or an orange?
* He wants to go out but it is raining.*

5. **PREPOSITIONS** (of location and direction)

e.g. in, out, on, at, to, up, under, down.

6. **VERBS**

**Regular verbs: ending with -d, -ed.
e.g. hope – hoped; walk – walked.*

**Irregular Verbs: change of one vowel
e.g. sit- sat; run- ran.*

7. **ADJECTIVES of colour, shape and size**

*e.g. a blue sky, a round table, a big boy
*a taller boy; *taller than*

8. **SUBJECT-VERB AGREEMENT**

e.g. This is my pet rabbit.

(singular verb for singular noun)

These are my pet rabbits.

(plural verb for plural noun)

9. **SIMPLE PRESENT TENSE**

(i) For habitual actions

e.g. Every day I go to school.

(ii) **There is** (singular)

e.g. There is a bird in the house.

There are(plural)

e.g. There are bees in the garden.

* **They are**.....

They are my friends.

(ii) **For imperatives**

e.g. Listen. Come here.

Bring me the book.

*(iv) **For instructions**

e.g. First, draw squares on the paper.

Next, cut the squares.

.....

10. SIMPLE PAST TENSE

Past tense of the verb be (=was)

e.g. He was at home. (singular)

Plural form of the verb be(=were)

e.g. They were at the house.

*Past simple with -ed (regular verbs)

e.g. He played with his friends.

* Past tense with change of one vowel

(irregular verbs):

e.g. run - ran; sit - sat.

*Using words that signal the past tense.

e.g. Yesterday..., Once upon a time...

11. POSITIVE STATEMENTS

e.g. My name is Jamil.

I am a boy.

I like to eat durians.

12. NEGATIVE STATEMENTS

e.g. I am not Tong Seng.

This is not a pen.

No, it is not a pen.

He does not live in Bangi.

13. POSITIVE QUESTIONS AND RESPONSES

e.g. Is it a pencil?

Yes, it is./ Yes.

No, it isn't./ No.

Are they bananas?

Yes, they are./ Yes.

No, they aren't./ No.

14. SENTENCE TYPES – simple sentence

e.g. It is a monster.

They are good children.

15. PUNCTUATION

i. Capital letters

- for the first word of a sentence
- for proper nouns: names of people, places, days of the week
- for the pronoun 'I'

ii. Full stop

- at the end of a sentence

iii. Question Mark

-at the end of questions

iv. Exclamation mark

- at the end of a sentence.

v. Comma – for lists

*e.g. Mother went to market and
bought meat, fish, and vegetables.*

5 (b) Suggested Sentence Patterns

These patterns are set out under different functions. The words underlined may be substituted with other words.

1. Exchanging greetings

A: Good morning, teacher.

B: Good morning, Sam.

2. Introducing oneself

A: Good morning. I am

3. Talking about oneself

A: Hi! I am

I amyears old.

I have a brother.

I have two sisters.

4. Asking questions and giving information

(i) **What** is your name?

My name is.....

(ii) **What** is that?

It is a (to identify)

(iii) **Where** do you stay?

I stay in

I stay at No.

iv. **Who** is that?

She is my (to state)

v. **Where** are you going?

I am going to the

vi. **When** is the circus coming?

It is coming on Friday.

5. Refuting statements

(i.) It is **not** white.

(ii.) **No**, it is **not** white.

(iii.) Is this yours?**No**.

6. Asking permission

Teacher, may I go out?

May I go out please, teacher?

7. Requesting for specific things.

May I have the book.

May I have a pencil, please.

8. Thanking people

Thank you, Mrs. Tan.

9. Congratulating friends and relatives

Congratulations, Uncle.

10. Taking leave

I have to go now, Goodbye.

11. Expressing good wishes.

Happy Birthday, Mum.

12. Expressing apology.

I'm sorry, Abbas. / Sorry Abbas.

6. Sound System

The sound system forms part of the language contents in the Year 3 Curriculum Specifications. The items listed below are to be taught in Year 3. The letters to be taught are presented in the orthographic form and in phonetic. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic symbols are only for

teacher's use and not to be taught to pupils. However, the sounds represented by the symbols should be taught. In each item, there are examples of the sounds to be taught and more examples should be given.

1. Initial Blends

1.1	bl / bl /	blue, black, block, blow	1.2	br / br /	brown, broom, break, brain
1.3	cl / kl /	clip, clap, clock, class	1.4	cr / kr /	crab, crown, crib, crop
1.5	fl / fl /	flag, flip, flop, floss	1.6	fr / fr /	frog, frock, fruit, frill
1.7	gl / gl /	glass, glad, glue, glow	1.8	gr / gr /	grin, green, group, grip
1.9	pl / p /	plum, plug, plan, play	1.10	pr / pr /	pram, press, pray, print
1.11	st / st /	stamp, stay, start, tick	1.12	sk / sk /	skip, skim, sky, skin

2. Final blends

2.1	sk / /	desk, task, mask	2.2	st / /	nest, best, must, dust
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3. Initial Digraphs

3.1	sh / /	shy, shoe, shut, shop	3.2	ch / /	chair, chain, chin, cheek
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4. Final Digraphs

4.1	sh / /	fish, dish, cash, mash	4.2	ch / /	rich, such, much, which
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5. Vowels

Long sounds

- 5.1 oo / u:/ boot, shoot, root, balloon
5.2 ea / i: / beat, seat, peat, eat
5.3 ee / i: / deep, seep, peep, jeep

Short sounds

- 5.4 oo / / book, cook, good, foot
5.5 i / i / bit, sit, dip, tip

6. Diphthongs

- 6.1 ou / / house, loud, round, pound
6.2 ow / / cow, brown, down, clown

7. Silent letters

- 7.1 **silent k** knee, knife, kneel, knit
at the beginning of the word
7.2 **silent h** hour, heir
at the beginning of the word

7. Word List

The word list consists of words commonly used in the English language. These are high frequency words which pupils will need even when reading simple texts. Teachers should teach pupils to recognize these words in context when reading and also understand them in the context of what they read. These are also the words that pupils will use when going about their writing task. **Teachers are encouraged to add to this list according to the**

maturity level and ability of their pupils as well as when teaching a particular topic. These words have been taught in Year 1 and Year 2 and are recycled in Year 3 to be taught in various contexts. The objective of this exercise is to get pupils to thoroughly master the words so that they are able to understand them and use them in speech and in writing.

a	can	get
about	canteen	good
afternoon	cap	go
am	cat	going
an	chair	green
and	classroom	hair
all	come	hands
are	day	have
arms	desk	he
at	door	head
away	dog	help
back	down	her
bag	did	him
ball	dress	his
bed	ears	house
belt	evening	in
big	eyes	jump
black	face	last
blue	father	left
book	feet	legs
boy	field	like
brother	first	live
brown	for	look
by	from	man
came	girl	many

morning
mother
mouth
much
me
my
name
next
night
no
nose
not
now
of
old
on
one
our
up
pen
pencil
play
red
right
ruler
said
she
shirt
shoe
sister
socks

table
teeth
this
the
they
this
time
tree
to
toilet
up
us
want
was
water
we
went
what
when
where
white
who
woman
will
years
yellow
yes
you
your

plus:

- days of the week
- numbers one to ten
- * numbers eleven to thirty
- pupil's name and address
- name and address of school
- social expressions and greetings:
 - e.g. good afternoon
 - good morning
 - goodbye
 - hello
- months of the year
- local fruits
- food (e.g. rice, bread, milk)

* new numbers to
be taught in Year 3