KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

MODUL BIMBINGAN

MOBIM

BAHASA INGGERIS

TAHUN 1

MODUL BIMBINGAN (MOBIM)

BAHASA INGGERIS

TAHUN 1

CONTENT

NATIONAL PRINCIPLES

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:
Maintaining a democratic way of life;
Creating a just society in which the wealth of the nation shall be equitably shared;
Ensuring a liberal approach to her rich and diverse cultural traditions; and
Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles:

**BELIEF IN GOD
LOYALTY TO KING AND COUNTRY
SUPREMACY OF THE CONSTITUTION
RULE OF LAW
GOOD BEHAVIOUR AND MORALITY**

NATIONAL EDUCATION PHILOSOPHY

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

Source: Education Act 1996 (Act 550)

NATIONAL CURRICULUM DEFINITION

National Curriculum

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

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97.]

FOREWORD

Bismillahhirahmanirrahim.
Assalamualaikum Warahmatullahi Wabarakatuh.

The Curriculum Development Division has successfully produced the Modul Bimbingan (MOBIM) for English Language Year 1 as a teaching and learning guide. This Module provides teachers with ideas on how to plan and implement interesting and engaging activities especially for Year 1 pupils. Teachers can infuse fun learning, differentiation strategies and varied classroom assessment through the suggested activities.

MOBIM also encourages teachers to use differentiation strategies to cater to different learning styles through material adaptation based on pupils' abilities. In addition, the element of fun learning in the suggested activities encourages pupils' active participation and interest towards learning the English language.

Hence, the use of MOBIM would be able to increase the effectiveness of teaching and learning as well as enhance the overall performance of pupils in the English language.

The Curriculum Development Division extends its heartfelt gratitude to all those who have contributed to the production of this Module. It is hoped that this Module will benefit all teachers and pupils in support of the Ministry of Education's continuous effort to improve the quality of education in Malaysia.

Thank you.

DR. RUSMINI BINTI KU AHMAD

Director
Curriculum Development Division
Ministry of Education Malaysia

INTRODUCTION

The Standards-Based English Language Curriculum for Primary Schools (Kurikulum Standard Sekolah Rendah (KSSR) (Semakan 2017) Bahasa Inggeris) aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that are appropriate to the pupils' level of development.

MOBIM for English Language Year 1 serves as a guide for teachers to further enhance their teaching and improve pupils' English language proficiency at the primary level. MOBIM highlights some differentiation strategies which allow teachers to focus on the needs of pupils according to their abilities. Teachers are free to explore suitable activities and resources available to them in line with the requirements of the curriculum. MOBIM also includes suggestions on how to evaluate and adapt learning materials to suit the needs of the pupils during the lessons. Some suggested activities have also been included in MOBIM as a guide for teachers when preparing their lessons. Last but not least, an explanation of

classroom assessment and suggested assessment activities are also included in MOBIM. Hence, the Module also serves as a reference for teachers who wish to carry out training sessions within their professional learning communities.

OBJECTIVES

This module enables teachers to:

1. have an overview of the primary curriculum content as well as related curriculum and assessment documents;
2. plan effective English language lessons that address the needs of their pupils according to their abilities; and
3. carry out effective classroom assessment.

CONTENT ORGANISATION

MOBIM Bahasa Inggeris Tahun 1 is based on the Standards-Based Curriculum and Assessment Document (Revised 2017) or *Dokumen Standard Kurikulum dan Pentaksiran* (DSKP) *Semakan 2017* for English Language Year 1.

This module is organised as a training kit for Primary Year 1 English language teachers. It contains a short explanation of the topics, followed by presentation slides and training notes as reference for teachers.

The module contains an introduction and overview of the primary curriculum framework (which includes all the Content and Learning Standards from Year 1 to Year 6) and the Schemes of Work (SoW) for Year 1. In addition, there is an explanation on the seven differentiation strategies suggested for primary English as well as on evaluation and adaptation of learning materials. Some suggested activities have been included for teachers' reference in lesson planning. A write-up on classroom assessment is included with suggested activities for more effective formative assessment.

Finally, the module contains a section that provides an exercise for teachers to put together all the ideas in the module into planning a training session for English language teachers.

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM)
Bahasa Inggeris Tahun 1

SLOT 1

Overview

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Malaysia English language education reform programme which aims to align the curriculum and assessment to CEFR was made in the Malaysian Education Blueprint in 2013. Detailed plans of how this would then take place were set out in the Roadmap developed by the English Language Standards and Quality Council (ELSQC). One of the initiatives needed to be achieved was the adoption of the CEFR as the governing framework for English language learning and assessment through the familiarisation of teachers at a nationwide scale with the CEFR and its descriptors.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Question: What is CEFR? CEFR or Common European Framework of Reference is originated in Europe and is used internationally to identify and to measure language achievements in educational systems around the world. It has been translated into over 40 languages. CEFR has impacted many regions of the world. Nowadays, it is increasingly difficult to talk about language ability without reference to the CEFR proficiency levels. *Educational language policy* in China, Hong Kong, Japan, Korea, Philippines, Taiwan, Thailand, Singapore and Vietnam is aligned to the CEFR. Countries in South America (Chile, Colombia, Argentina), the Middle East (Bahrain, Qatar) and Africa (Egypt) are also *incorporating the CEFR into their educational systems.* Even countries which have developed their own language frameworks, such as Canada and the USA, are beginning to utilise the CEFR or identify ways of *bringing their own frameworks and the CEFR together*. Now, it is being adopted in Malaysia.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Baseline Study results	Roadmap (2015-2025) aspirational targets	Curriculum Targets
Preschool 78% below A1	**Preschool** A1	**Preschool** **Years 4+ and 5+** Working towards A1
Year 6 On average at A1	**Year 6** A2	**Year 1** - Working towards A1 **Year 2** - A1 low **Year 3** - A1 mid **Year 4** - A1 high **Year 5** - A2 low **Year 6** - A2 mid
Form 3 On average at A1	**Form 3** B1	
Form 5 On average at A2 *n=20000+ students from 426 schools	**Form 5** B1/B2	**Form 1** - Revised A2 **Form 2** - A2 high **Form 3** - B1 low **Form 4** - B1 mid **Form 5** - B1 high

Common European Framework of Reference for Languages: The Global Scale					
A1	A2	B1	B2	C1	C2
Basic User (Basic)		Independent User (Intermediate)		Proficient User (Advanced)	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
As part of MoE's adoption of international standards, namely, the Common European Framework of Reference for Languages (CEFR), new curricula have been developed with the learning standards aligned to the CEFR. This English Language Curriculum Implementation Plan consists of the CEFR-aligned curriculum framework, schemes of work rolled out and teacher training, and its aim is to help with planning for the implementation of the new English language curriculum in schools in Malaysia. The CEFR aligned English language curriculum was introduced to enable pupils to have evident English language competence. Question: As an English language teacher in Malaysia, what is the minimum requirement of the CEFR scale you must achieve? The table shows the result of the Baseline Study in 2013 that were used to decide on the curriculum and aspirational targets for pre-school up to Form 5.	

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

CURRICULUM INDUCTION
TRAINING IMPLEMENTATION TIMELINE

- Preschool
- Year 1 & Year 2
- Form 1 & Form 2

- Year 3
- Form 3

- Year 4
- Form 4

- Year 5 & Year 6
- Form 5

| 1 | 2 | 3 | 4 |

| 2018 | 2019 | 2020 | 2021 |

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
Question: How many of you have attended training courses (face to face/online) on the Curriculum Induction since 2018? Question: Did you really scrutinise and read every single page of the materials given? The CEFR aligned curriculum was rolled out in the curriculum induction training in 2018 for Years 1 & 2 and Forms 1 & 2 with subsequent levels the following years. Due to the COVID-19 pandemic, face to face training sessions in 2020 and 2021 were not possible and we had to resort to online training.	
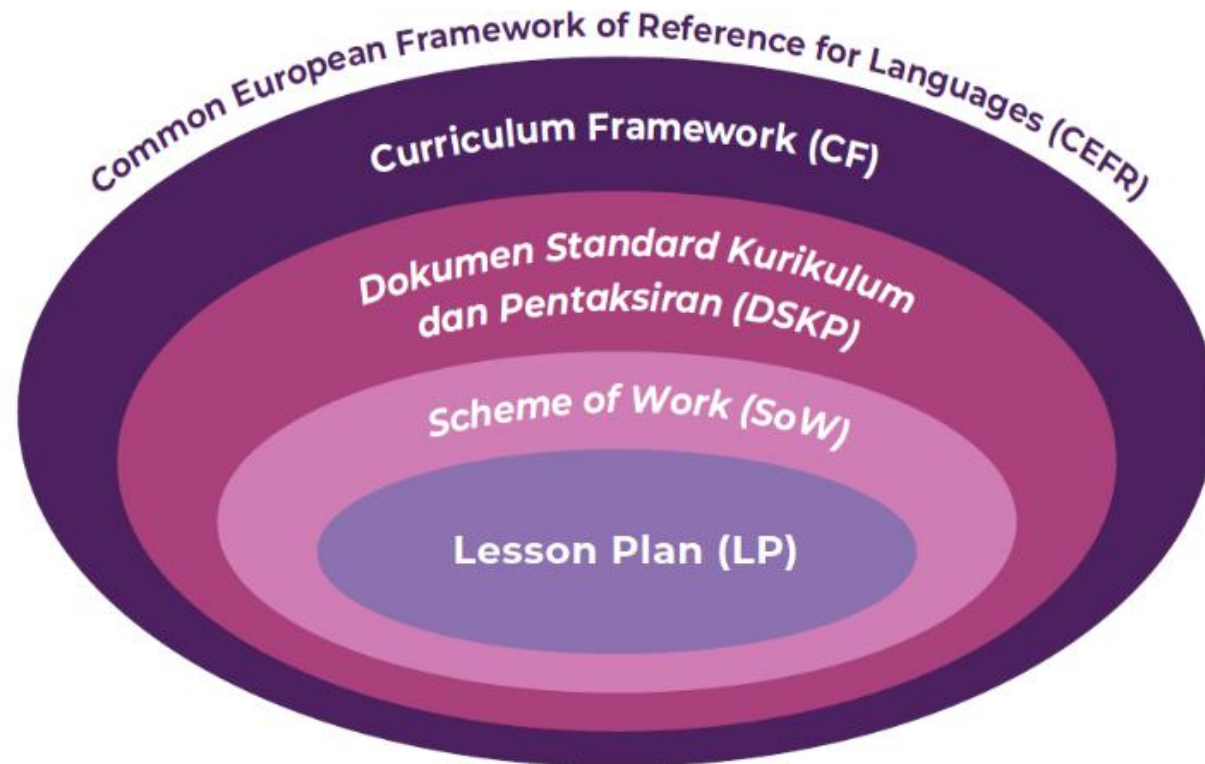
Common European Framework of Reference for Languages (CEFR)

Curriculum Framework (CF)

Dokumen Standard Kurikulum dan Pentaksiran (DSKP)

Scheme of Work (SoW)

Lesson Plan (LP)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
CEFR standards are used to frame the content standards & learning standards in the curriculum. Question: How many of you have looked through the Curriculum Framework? Question: What are the differences between the DSKP and the SoW?	

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language
Curriculum Framework
Primary

Task 1:
Make a list of what information you get from the English Language Curriculum Framework for Primary.

http://bpk.moe.gov.my/index.php/terbitan-bpk/bahan-sokongan/category/220-bahasa-inggeris?download=1947:english-primary-curriculum-framework-2018

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Working towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid
1.1 Recognise and reproduce target language sounds	Recognise and reproduce target language phonemes intelligibly	1.1.1 Recognise and reproduce with support a limited range of high frequency target language phonemes	1.1.1 Recognise and reproduce with support a range of high frequency target language phonemes	1.1.1 Recognise and reproduce with support a range of target language phonemes	1.1.1 Recognise and reproduce with support a wide range of target language phonemes	1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	1.1.1 Recognise and reproduce independently a wide range of target language phonemes

In the English Language Curriculum Framework for Primary, teachers can see the progression of learning for each Content Standard within each skill from Year 1 right up to Year 6.
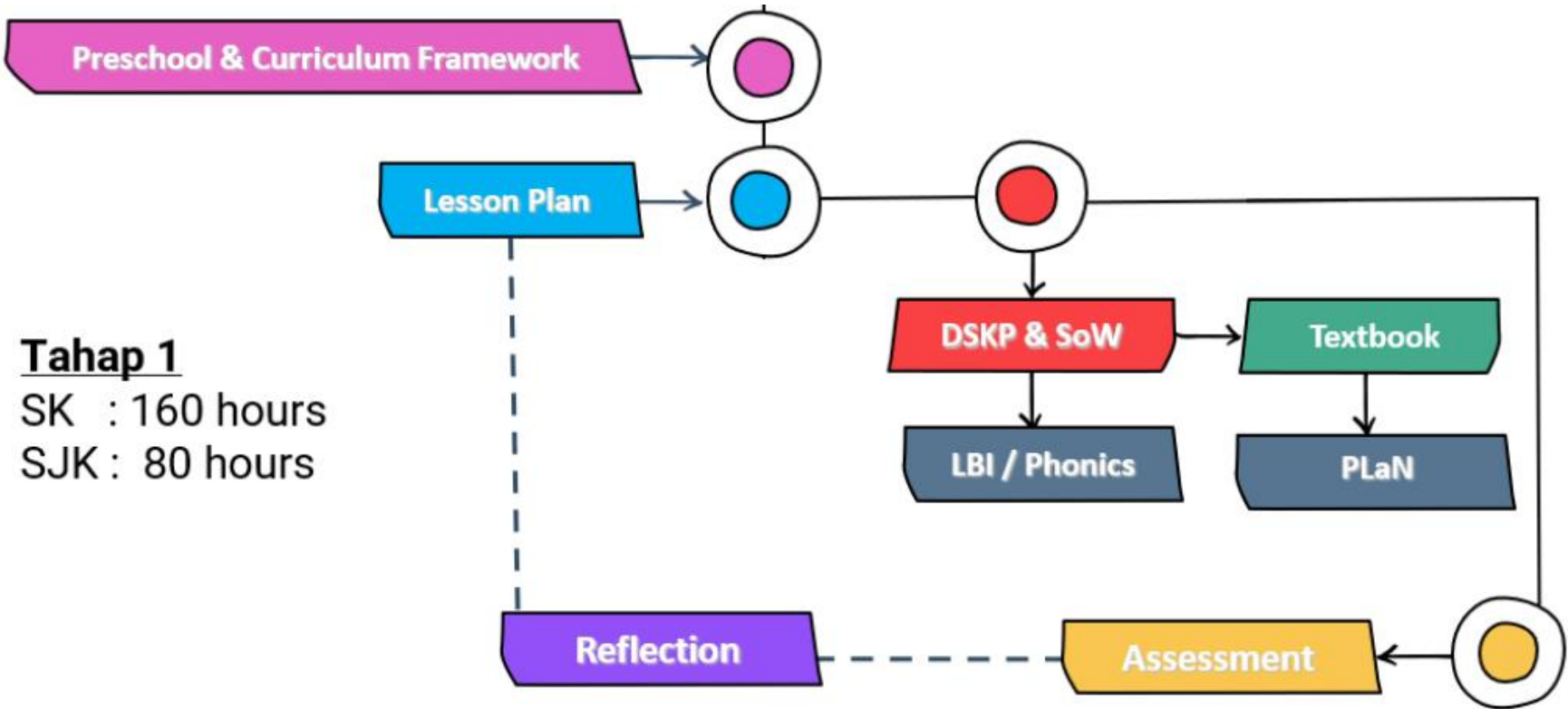
Question:
If number 1 refers to the Listening Skill. What skill does number 4 in the curriculum refer to?

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Question: When writing a lesson plan, what documents do you need to refer to? Teachers need to refer to various documents in this curriculum for lesson planning as well as the teaching, learning and assessment in the classroom. We need the Standards-based English Language Curriculum (SBELC) or widely known as DSKP for the Performance Standards. Only then we can complete our Classroom Assessment (*Pentaksiran Bilik Darjah* - PBD). As for SoW, it is the reference document which contains the themes, language skills, grammar, language functions and vocabulary to be taught and learnt for an academic year.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

SBELC - Lesson Organisation	
CEFR-aligned Curriculum	Previous Curriculum
❖ Listening ❖ Speaking ❖ Reading ❖ Writing ❖ Language Arts (primary) / Literature In Action (secondary)	❖ Listening & Speaking ❖ Reading ❖ Writing ❖ Language Arts (primary) / Literature In Action (secondary)

Other changes:

❖Summative assessment:
- All four skills will be evaluated
- The scale is based on the CEFR levels

❖Textbooks:
- Off-the-shelf books that fulfil the curriculum targets

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　　　**S1: Overview**

Notes	Remarks
There are many differences between the old curriculum and the CEFR aligned curriculum. Question: As practising teachers, 4 years after the implementation, what differences can you see?	

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

Bahasa Inggeris

Dokumen Standard Kurikulum dan Pentaksiran

TAHUN 1

http://bpk.moe.gov.my/index.php/terbitan-bpk/kurikulum-sekolah-rendah/cate gory/47-dskp-tahun-1-semakan?download=2336:dskp-kssr-semakan-tahun-1-bahasa-inggeris-sk

SJK

http://bpk.moe.gov.my/index.php/terbitan-bpk/kurikulum-sekolah-rendah/category/47-dskp-tahun-1-semakan?download=2335:dskp-kssr-semaka n-tahun-1-bahasa-inggeris-sjk

1 Aims & Objectives

2 The Curriculum Framework & Focus

3 21st Century Skills & HOTS

4 Teaching & Learning Strategies & Cross Curricular Elements

5 School Assessment

6 Content Organisation
-Listening
-Speaking
-Reading
-Writing
-Language Arts

7 Syllabus & Word Lists

19

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　　　**S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The official document of the curriculum is called **The Standards-based English Language Curriculum Document (SBELC)** or *Dokumen Standard Kurikulum dan Pentaksiran Bahasa Inggeris* **(DSKP)**. Lesson plans should be developed based on this official document. SBELC consists of: **1. Content Standards** **2. Learning Standards** **3. Performance Standards** SK SBELC is for the national schools. SJK SBELC is for the national type/vernacular schools.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

KSSR BAHASA INGGERIS TAHUN 1

AIM

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 are appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils are able to:

1. communicate with peers and adults confidently and appropriately in formal and informal situations.

2. read and comprehend a range of English texts for information and enjoyment.

3. write a range of texts using appropriate language, style and form using a variety of media.

4. appreciate and demonstrate understanding of English language literary or creative works for enjoyment.

5. use correct and appropriate rules of grammar in speech and writing.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　**S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

ENGLISH LANGUAGE CURRICULUM FRAMEWORK FOR PRIMARY

2

Listening Content and Learning Standards

The thinking behind the Primary Listening Content and Learning Standards

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

The order in which the Content and Learning standards appear does **not** reflect a chronological sequence of classroom learning which starts with 1.1.1 and finishes with 1.3.1. Children need to develop these skills simultaneously over the school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Working towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid
1.1 Recognise and reproduce target language sounds	Recognise and reproduce target language phonemes intelligibly	1.1.1 Recognise and reproduce with support a limited range of high frequency target language phonemes	1.1.1 Recognise and reproduce with support a range of high frequency target language phonemes	1.1.1 Recognise and reproduce with support a range of target language phonemes	1.1.1 Recognise and reproduce with support a wide range of target language phonemes	1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	1.1.1 Recognise and reproduce independently a wide range of target language phonemes

The SBELC content and learning standards are derived from the curriculum framework

Table 1: Curriculum Target Levels based on CEFR

Primary						Secondary				
1	2	3	4	5	6	1	2	3	4	5
Working Towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid	Revise A2	A2 High	B1 Low	B1 Mid	B1 High

The curriculum standards for Year 1 are aligned to the CEFR proficiency level **working towards A1.**
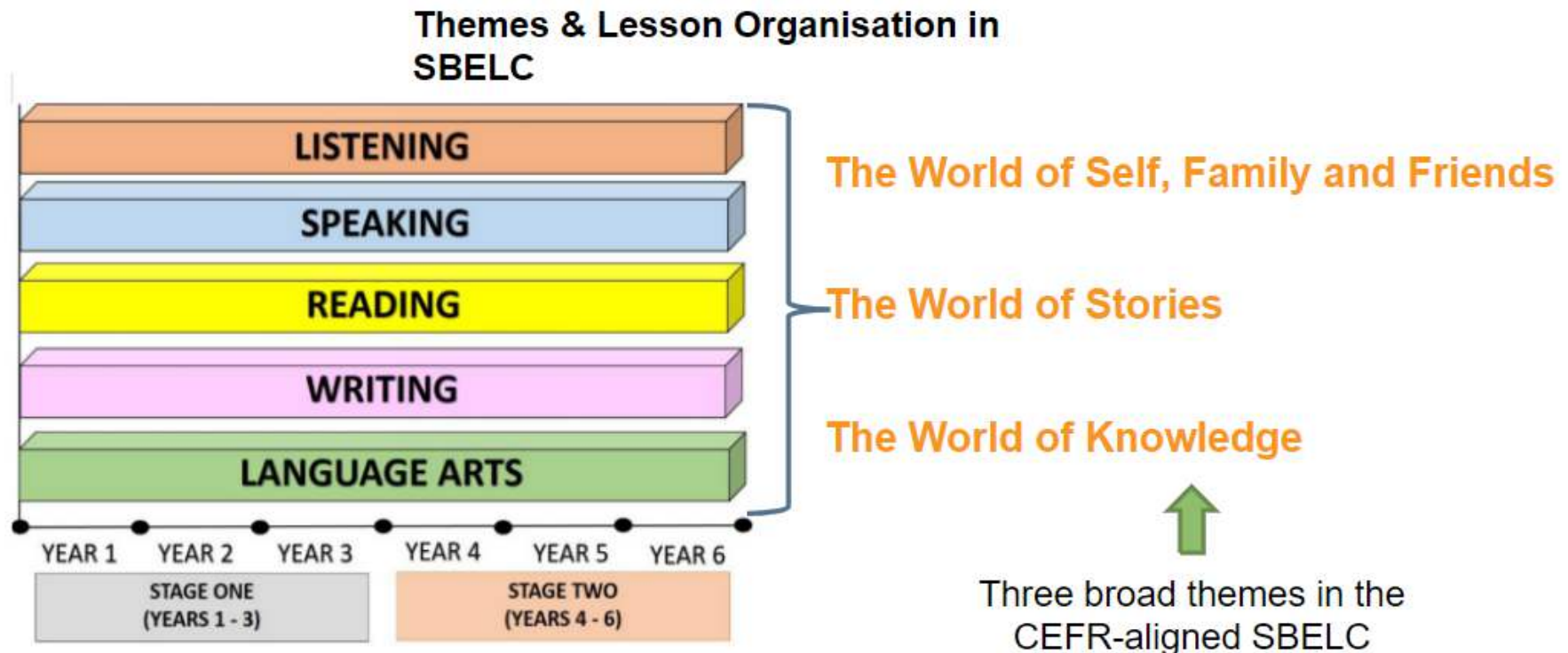
Figure 2: Lesson Organisation

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 | S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

21st Century Skills in SBELC

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are steadfast in facing and overcoming hardship and challenges with wisdom, confidence, tolerance and empathy.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being pupils themselves. They generate questions about and are open towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Informed	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
Caring	Pupils are able to show empathy, pity and respect towards the needs and feelings of others. They are committed to serving the society and ensuring the sustainability of the environment.
Patriotic	Pupils are able to show their love, support and respect for the country.

Communicator	Pupils are able to voice out their thoughts, ideas and information with confidence and creativity orally and in written form, using various types of media and technologies.
Team Player	Pupils are able to co-operate effectively and harmoniously with one another. They share responsibility, respect and appreciate the contributions by each member in the team. They gain interpersonal skills through collaboration, which in turn makes them better leaders and team members.
Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Principled	Pupils have a sense of integrity, sincerity, equality, fairness, high moral standards and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.

CROSS-CURRICULAR ELEMENTS

1. Language
2. Environmental Sustainability
3. Values
4. Science and Technology
5. Patriotism

6. Creativity and Innovation
7. Entrepreneurship
8. Information and Communications Technology
9. Global Sustainability
10. Financial Education

The cross-curricular elements are embedded into the teaching and learning process and are concurrent with the Content and Learning Standards in SBELC.

Question: On what page are these elements in the SBELC?

CLASSROOM ASSESSMENT

conducted as an on-going process

FORMATIVE

conducted at the end of a topic/unit/term

SUMMATIVE

Various methods of assessment:

- observations
- oral presentations
- quizzes
- question and answer
- task sheets or written assignments to document pupils' progress in learning.

Teachers can record pupils' progress in:

(a) record book
(b) exercise book
(c) notebook
(d) checklist
(e) schedules
   or through other appropriate methods.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

Notes	Remarks
Teachers should plan, construct assessment or instruments, examine, record and report levels of acquisition that are taught based on the SBELC. Two types of classroom assessment are carried out by the teachers in schools: • The formative assessment is carried out during teaching and learning. • The summative assessment is implemented at the end of an instructional period; as a conclusion of a learning unit as well as mid-semester and year-end examinations. Take into consideration: • Use of various assessment strategies. • The various levels of knowledge and skills learned. • Allow pupils to exhibit various learning capabilities. • Assess the pupil's mastery level based on the Learning Standards and Performance Standards. • Perform follow-up action for remedial and enrichment purposes.	

Teacher Handbook
Formative Assessment Principles and Practices
MARCH 2018

FORMATIVE ASSESSMENT

3 PRINCIPLES
9 BLOCKS

1. **WHERE ARE WE GOING?**
   - Sharing LO and SC
   - Exemplars

2. **WHERE IS EACH PUPIL NOW?**
   - Starters and Plenaries
   - Deliberate Practice
   - Questioning
   - Discussion
   - Quick Scans
   - Self-assessment & Peer-assessment

3. **HOW DO WE GET THERE?**
   - Feedback

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

Notes	Remarks
These are the 3 principles and 9 blocks of formative assessment. The teacher handbook was rolled out digitally in 2018. When planning lessons, it is important to incorporate these formative assessment strategies to help gather information and evidence in order to report pupils' performance level accurately. Source: https://anyflip.com/uhnev/sjyr/basic	

CLASSROOM ASSESSMENT (PBD) IMPLEMENTATION
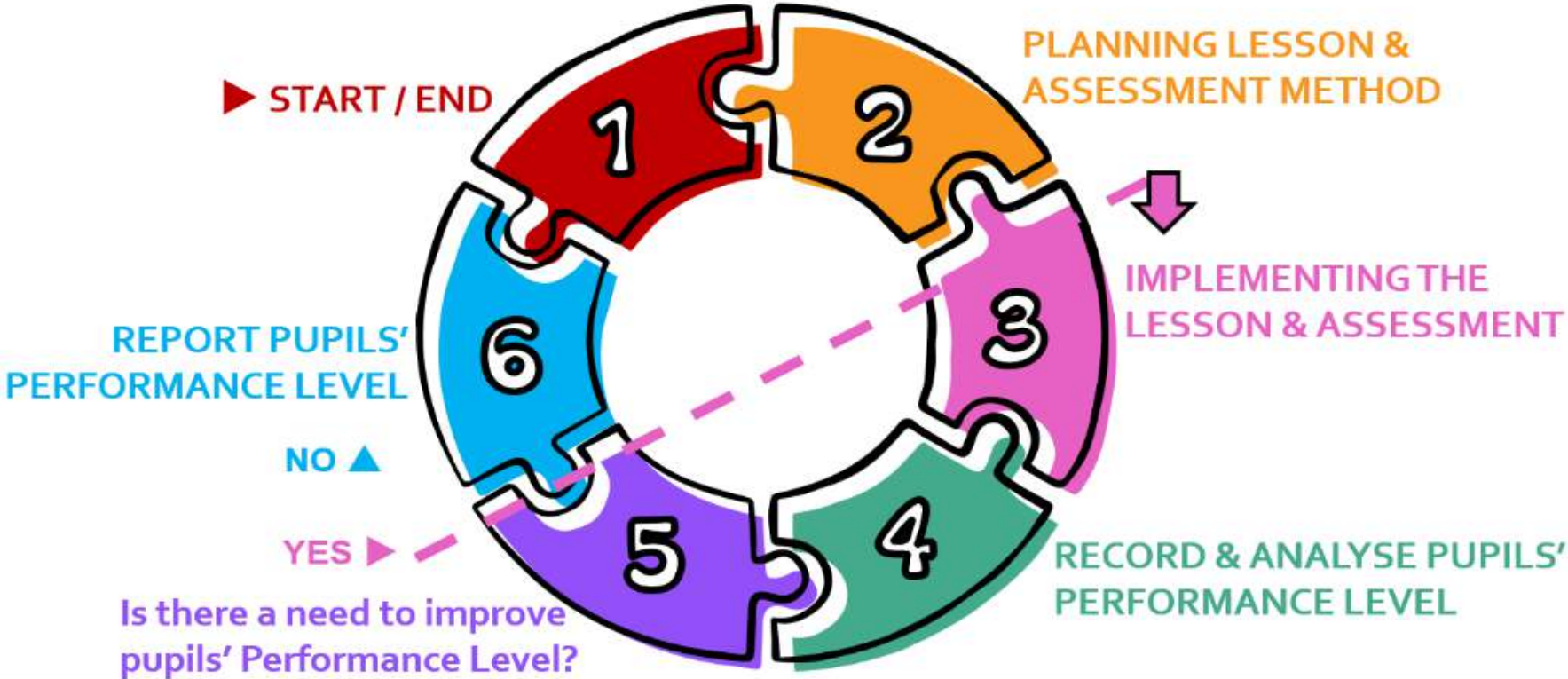
Classroom Assessment: General Performance Standards Guide for A1 (Basic User)

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

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

KEMENTERIAN PENDIDIKAN MALAYSIA		
SEKOLAH : SK BUKIT CAHAYA MURNI		
ALAMAT : SEREMBAN		
: NEGERI SEMBILAN		
TARIKH PELAPORAN : 15/6/2018		

MATA PELAJARAN	NAMA GURU MATA PELAJARAN: CIK ALYA KHALISAH BT HADI	Sila tentukan peringkat pentaksiran
BAHASA INGGERIS	KELAS: TAHUN 1 MAWAR	○ Pentaksiran Pertengahan Tahun ● Pentaksiran Akhir tahun

BIL.	NAMA MURID	NO. MY KID / NO. KAD PENGENALAN	JANTINA	MENDENGAR (LISTENING)	BERTUTUR (SPEAKING)	MEMBACA (READING)	MENULIS (WRITING)				TAHAP PENGUASAAN KESELURUHAN
1	AHMAD BIN SULAIMAN	123356-78-9413	L	5	6	5	5				
2	SYARMILA THOMAS	133456-78-9412	P	2	2	2	2				
3	MOHD RAMLI BIN SHUKRI	120001-78-9413	L	3	3	3	3				
4	NORAINI BINTI KASIM	123876-78-9416	P	4	4	4	4				
5	ALIAS BIN OMAR	126100-08-9417	L	5	5	5	5				
6	ABDUL HAKIM BIN KAMARUZAMAN	149990-00-9413	L	6	6	6	6				
7	CHIN MAY KIM	137832-12-4413	P	3	4	2	1				
8	JAYESH KIAAN	120078-42-5698	L	6	3	6	5				
9	WILLIAM LING	143990-00-9414	L	6	5	5	6				

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The performance levels are recorded in the reporting template that has been provided after the teachers have completed teaching the Learning Standards. Please take note that at the end of an academic term, teachers are supposed to record pupils' achievements in the *Sistem Pengurusan Pentaksiran Bersepadu* (SPPB).	

CONTENT STANDARDS	LEARNING STANDARDS	PERFORMANCE STANDARDS
Specific statements on what pupils should know, understand and be able to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' primary education. The Content Standards are over-arching educational goals that should be achieved by the end of Year Six. The focus section provides an idea or the expected achievement by the end of Year 6.	The Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their primary education. It is a set of criteria or indicator for learning quality and achievements that can be measured for each Content Standard. These standards should be mastered by all pupils at the end of each year.	Express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards. These Standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　　　　**S1: Overview**

Notes	Remarks
These are the 3 main standards in the SBELC. The content standards are the same for all years, while the Learning and Performance Standards differ from year to year. SBELC adopts the behavioural curriculum design, whereby pupils' learning outcomes are measured based on the performance standards. For the receptive skills such as listening and reading, the action verb 'understand' is used in the learning standards to describe the thinking process which are measurable through the learning outcomes. In addition, the content and learning standards in the SBELC document cover all aspects of thinking skills which are consistent with the CEFR principles.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

3.0 Reading Skills

CONTENT STANDARD	FOCUS	LEARNING STANDARD
3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	Identify and distinguish the letters of the alphabet* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.1 Identify and recognise the shapes of the letters in the alphabet
	Distinguish and articulate beginning, medial and final sound words* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.2 Recognise and sound out with support beginning, medial and final sounds in a word
	Blend phonemes to recognise words* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.3 Blend phonemes (CVC, CCVC)
	Segment words into phonemes to spell* *Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support	3.1.4 Segment phonemes (CVC, CCVC)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
Each skill (Listening, Speaking, Reading, Writing and Language Arts) has a list of set content and learning standards which must be covered within a year of schooling. For the teaching of reading in lower primary, we adopt the hybrid approach through the use of whole language approach and phonics. This is a technique where children are instructed in letter-sound relationships when they read text, as opposed to being taught the relationships in isolation prior to practising reading. Whole language reading instruction requires that pupils memorise words so that they can recognize them on sight. These are called "sight words." Phonics approach focuses on letters and their sounds using literature/texts to provide context, and teachers may use this reading strategy according to their pupils' needs.	

Performance Standards Guide for Listening Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR LISTENING SKILLS	NOTES
1	• Hardly recognises and reproduces limited target language phonemes. • Hardly understands very simple questions, instructions and main ideas of the texts even with a lot of support from the teacher.	Requires support to achieve curriculum target (Working towards A1)
2	• Recognises and reproduces some limited target language phonemes with a lot of support from the teacher. • Understands a few very simple questions, instructions and main ideas of the texts with a lot of support from the teacher.	On track to achieve curriculum target (Working towards A1)
3	• Recognises and reproduces limited target language phonemes with support from the teacher. • Understands very simple questions, instructions, main ideas and supporting details of the texts with support from the teacher. • Predicts words using knowledge of a topic with support from the teacher.	Achieves expectations of curriculum target (Working towards A1)
4	• Recognises and reproduces limited target language phonemes with minimal support from the teacher. • Understands very simple questions, instructions, main ideas and supporting details of the texts with minimal support from the teacher. • Predicts words using knowledge of a topic.	Working towards exceeding expectations (A1 Low)
5	• Recognises and reproduces target language phonemes appropriately. • Understands simple questions, instructions, main ideas and supporting details of the texts without hesitation. • Displays increasing confidence and self-reliance in predicting words using knowledge of a topic.	On track to exceed expectations (A1 Low)
6	• Recognises and reproduces target language phonemes appropriately and independently. • Understands simple questions, instructions, main ideas and supporting details of the texts promptly and independently. • Predicts words using knowledge of a topic confidently and independently.	Exceeds expectations (A1 Low)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Question: Why is it important to analyse the Performance Standard? **The Performance Standard descriptors do not mirror the Learning Standards.** Analysing the performance standards is important as the Performance Standards do not reflect the Learning Standards. The Performance Standards group several Learning Standards together in one bullet point whereas teachers assess a particular Learning Standard in a lesson.	

Year 1 syllabus scope and sequence:

Theme	Unit	Topic	Grammar Content	Vocabulary
World of Self, Family and Friends	Introduction	Friends	*What's your name?* *I'm (Thunder).* *How old are you?* *I'm (seven)*	**Numbers** One, two, three, four, five, six, seven, eight, nine, ten **Colours** yellow, red, orange, purple, green, blue **Fixed phrases** Look at me, My turn **Other vocabulary** balloon, cat, animal, sing, dance, speak, nice, Cool!
World of Self, Family and Friends	1	At School	*What's this?* *It's a (pencil).* *Is it a (pen)?* *Yes, it is. / No, it isn't.* *Open your book, please.* *Pass me a (ruler), please.* *Sit at your desk, please.*	**Classroom objects** pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case **Colours** pink, grey **Instructions** come back, tell me, sit (at your desk), open (your bag), close (your book), pass me (a pen), watch out, put away (your book), take out (your ruler), look for (the rubber), write **Fixed phrases** Thank you, Please, I'm sorry, It's OK, Here you are, Here's (your pencil case), This is…, in a mess

The Year 1 syllabus and scope covered the 5 chapters in the textbook from Introduction Unit up to Unit 4.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

Year 1 vocabulary by category

Adjectives
amazing
beautiful
big
brown
clever
cold
cool
fat
favourite
great
hot
healthy
hungry
long
new
nice
old
short
silly
small
tall
ugly
unhealthy

Animals
butterfly(ies)
animal(s)
bird(s)
cat(s)
crocodile(s)
dog(s)
duck(s)

elephant(s)
fish
frog(s)
giraffe(s)
lizard(s)
rat(s)
snake(s)
spider(s)
tiger(s)

Classroom objects
bag
book
desk
notebook
pen
pencil
pencil case
rubber
ruler

Colours
blue
green
grey
orange
pink
purple
red
yellow

Fixed phrases
Bye!

Cool!
Here you are
Here's (your pencil case)
How are you?
How do you spell…?
I'm fine, thanks
I'm sorry
in a mess
It goes…
It's OK
Look at me
My turn
Please
Sorry
Thank you
There are
This is…
Where's…?

Food
apple(s)
banana(s)
broccoli
cake
carrot(s)
cheese sandwich
chicken
coconut(s)
corn
fruit
green bean(s)
hot dog
mushroom(s)

Vocabulary lists are given in 2 formats:
•by category
•alphabetically

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language
Scheme of Work for Phonics
Primary Year 1

http://bpk.moe.gov.my/index.php/terbitan-bpk/bahan-sokongan/category/223-tahun-1?download=1948:english-primary-year-1-scheme-of-work-phonics

1 **Glossary of Terms**

2 **Differentiation Strategies**

4 **Formative Assessment**

6 **Phonics SoW (21 lessons)**

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　　　**S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Teachers need to teach phonics for basic literacy as stipulated in the Scheme of Work for Phonics before carrying out lessons on other language skills such as Listening, Speaking, Reading, Writing and Language Arts. Therefore, **Scheme of Work for Phonics** is a guide for teachers to develop phonics-based lessons. Teachers are required to prepare lessons for **4 weeks (Year 1)** and **2 weeks (Year 2)** at the beginning of the schooling year. Once the phonics teaching and learning have been carried out at the beginning of the year, teachers should embark on the teaching of other language skills lessons as suggested in the **Main Scheme of Work** and **Super Minds textbook.** However, teachers are encouraged to **consolidate** the phonics teaching and learning activities in the lessons throughout the year.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Glossary of terms in Year 1 curriculum framework		
Page in curriculum framework	**Term in Year 1 curriculum framework**	**Meaning**
2	Listening 1.1.1 Recognise and reproduce with support **a limited range of high frequency target language phonemes**	a limited range of high frequency target language phonemes These are the phonemes in the phonics table shown in the phonics table on p2 of the syllabus. A range of target language phonemes in Year 1 means a suitable variety of phonemes from the phonics table, based on the teacher's judgment of how well the pupils they teach can read.
3	Listening 1.2 Understand meaning in **a variety of familiar contexts**	a variety of familiar contexts Familiar contexts are ones which pupils know. Examples include contexts linked to topics covered in the Superminds 1 textbook, such as *friends and family, school,* and *food.* However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use thier own judgment here.
3	Listening 1.2.1 Understand with support the main idea of **very simple phrases and sentences** See also • Listening 1.2.2 p 4 • Reading 3.2.1 p 21 • Reading 3.2.2 p 22	very simple phrases and sentences Very simple phrases and sentences are simple in structure. They are short, and contain just one clause, (e.g. *I'm seven; She can swim, He's got 2 sisters*). The ideas they contain are easy for pupils to understand (e.g. *They live in Kuching, I like bananas*)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The glossary is an important element in the Scheme of Work. It helps the teacher to understand what the terms used in the Scheme of Work mean. There is also a glossary of terms for all the learning standards. Teachers need to refer to better understand the requirement(s) of the learning standards. **Do not interpret the learning standards based on your own understanding.**	

SoW : DIFFERENTIATION STRATEGIES FOR PRIMARY PUPILS

1
Differentiate by the task pupils are given

2
Differentiate by the type & amount of support provided

3
Differentiate by the outcome expected from pupils

4
Differentiate by the time pupils are given to complete a task

5
Differentiate by supporting individual learning preferences & needs

6
Differentiate by the types of question asked

7
Differentiate by the feedback given

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　　　**S1: Overview**

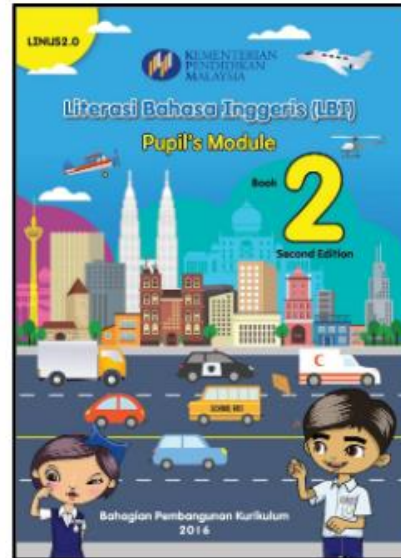| Notes	Remarks
In the Scheme of Work provided from Year 1 right up to Year 6, BPK suggested 7 types of differentiation strategies to be utilised by teachers in the classroom. It is recommended that teachers select relevant material from LINUS2.0: Literasi Bahasa Inggeris (LBI) Pupil's Modules 1 and 2 (Second Edition) as supplementary to Reading and Writing lessons indicated in the Scheme of Work under the Differentiation column.	

http://bpk.moe.gov.my/index.php/inisiatif-kpm/plan

https://plan.moe-dl.edu.my/

https://sumberku.moe-dl.edu.my/self

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
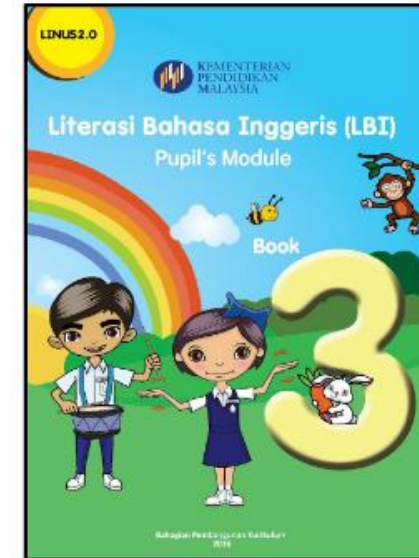BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
Some pupils are already literate when they begin Primary Year 1, whereas others may not yet be literate or may only start learning to read. Within the Scheme of Work, reading and writing skills are developed in different ways. Pupils' literacy skills will be developed through the activities and lessons, both in the textbook-based lessons and the non-textbook-based lessons as the relevant Content and Learning Standards are given adequate attention for pupils who are developing literacy skills. However, pre-literate pupils, or those with low-level literacy skills will need extra support. It is recommended that teachers select relevant materials from LINUS2.0: Literasi Bahasa Inggeris (LBI) Pupil's Modules 1 and 2 (Second Edition) as supplementary to reading and writing lessons indicated in the Scheme of Work. The 3 LBI books are available to be downloaded from BPK's or PlaN's website and even though these modules were produced under the LINUS2.0 programme, they are still applicable and can be used for Year 1 & Year 2.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　**S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Primary Year 1 English Scheme of Work							

LESSON: 1 (Listening 1)

MAIN SKILL(S) FOCUS: Listening

	CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
THEME: World of Self, Family and Friends **TOPIC**: Unit 1 Fun at the Beach, Unit 2 Annie, Ant and **LANGUAGE/GRAMMAR FOCUS**: Row a.: /s/ (s), /æ/ (a), /t/ (t), /p/ (p) WEEK:	Listening 1.1 Recognise and reproduce target language sounds **COMPLEMENTARY CONTENT STANDARD** Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	Listening 1.1.1 Recognise and reproduce with support a limited range of high frequency target language phonemes **COMPLEMENTARY LEARNING STANDARD** Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet 3.1.2 Recognise and sound out with support beginning, medial and final sounds in a word 3.1.3 Blend phonemes (CVC, CCVC) 3.1.4 Segment phonemes (CVC, CCVC)	**Pre-lesson** 1. Sing the Phonics Song (audio) **Lesson delivery** 1. Listen to the sounds and do the actions 2. Listen to the words and identify the relevant sounds 3. Listen and circle the correct pictures 4. Sing a song **Post lesson** 1. Read the questions and answers (pair work) 2. Match the pictures to the correct words 3. Wordsearch *Choose any suitable activities in the learning outline for your lesson	**Suggested Phonics Song (audio):** 1. https://youtu.be/ffeZXPtTGC4 2. https://youtu.be/BELIZKpi1Zs 3. https://www.youtube.com/watch?v=saF3-f0XWAY 4. https://youtu.be/zNmh4s9un3c 5. https://youtu.be/c-2j3I7IHLc **LINUS Module Book 1 Suggested pages:** **1.1.1** p. 9, 16, 21, 25 **3.1.1, 3.1.2 , 3.1.3, 3.1.4** p. 14, 15, 17, 18, 19, 21, 22, 23(E), 25, 26, 28 **KSSR Teacher's Guidebook English Language Year 1 by BPK** p. 52-60, 77-118, 142, 147 for relevant activities	Language	Use any appropriate strategies in the KSSR Teacher's Guidebook English Language Year 1 by BPK	At this stage, do not show the video as pupils should learn to pick up the sounds first before associating the sounds with the letters. After that, they will learn how to recognise the letters. Teachers may choose any suitable materials for their pupils from the suggested pages.

SAMPLE LEARNING OUTLINE OF YEAR 1 PHONICS SCHEME OF WORK

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

Notes	Remarks
The **SoW** is drawn from the SBELC. It is a detailed plan of work for you to cover in an academic year. The lesson plans are then prepared based on the specifications given in the SoW. It is important to know what the Scheme of Work is because most teachers assume or focus ONLY on the Lessons. There is a lot of information in the Scheme of Work that actually helps teachers to implement the curriculum in an effective manner. **This Scheme of Work for Phonics contains suggested activities derived from:** • Teacher's Guide Book (developed in 2011) • Pupil's Module for LBI (Literasi Bahasa Inggeris) Book 1, 2 and 3 Second Edition (published in 2018)	

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language
Scheme of Work
Primary Year 1
SK

1 Introduction & Overview of SoW	**5** Suggested Pre-Lesson Tasks
2 Glossary of Terms	**6** Suggested Post-Lesson Tasks
3 Differentiation Strategies	**7** SK SoW (160 lessons)
4 Formative Assessment	**8** SJK SoW (81 lessons)

http://bpk.moe.gov.my/index.php/terbitan-bpk/bahan-sokongan/category/223-tahun-1?download=1950:english-primary-year-1-sk-scheme-of-work

SJK

http://bpk.moe.gov.my/index.php/terbitan-bpk/bahan-sokongan/category/223-tahun-1?download=1949:english-primary-year-1-sjk-scheme-of-work

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
These are the contents in the Scheme of Work. All these information are important in order to understand the curriculum well and get materials for teaching and learning The Scheme of Work provides outlines for lessons which focus on listening, speaking, reading, writing or Language Arts over the whole school year. It links the lessons to: • themes and cross-curricular elements in the Primary Year 1 national curriculum. • the four – lesson cycle of skills lessons (Listening, Speaking, Reading, and Writing) and a Language Arts lesson as outlined in the Primary Year 1 national curriculum. • the Content and Learning Standards contained within the English Language Primary Curriculum Framework document. • suggested learning materials for teachers to use and/or adapt for their classes.	

PRE & POST LESSON TASKS

- **12 tasks**
- **5-10 minutes**

PRE LESSON TASKS

- **12 tasks**

POST LESSON TASKS

PRE-LESSON TASK 1: WORK OUT THE WORDS

AIM: to prepare and give pupils confidence for a listening or reading text

MATERIAL: Board, exercise books and pens

Write anagrams of key topic vocabulary words on the board, e.g.

e l o y l w   (for yellow)
r e n e g   (for green)

Put pupils into pairs or groups and ask them to work out the words by completing the anagrams. If pupils find this difficult provide the first letter of each word or provide a picture to help them with meaning.
When finished, invite pupils to form larger groups to see if they have the same words.
Ask volunteers to say a word then spell it or come up to the board to write it.

POST-LESSON TASK 3: GUESS THE WORD

AIM: to review topic vocabulary

MATERIALS: Cards with words or pictures, bag

1. Choose about 7 words related to the lesson.
2. Prepare small cards with the names or pictures of the items.
3. Put the words in a bag then take out a card without letting the pupils see what it is.
4. Explain the word without saying the name or mime it.
5. Invite pupils to guess the word.
6. Continue with all the words until there is none left in the bag.

A possible variation is:
1. Make 3 or 4 sets of the cards.
2. Explain or mime 1 or 2 words yourself (step 4 above).
3. Divide pupils into groups.
4. Give each group a set of cards and ask pupils to follow steps 4 – 6 in their own groups.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Teachers may choose from or adapt the pre & post lesson section within the Scheme of Work. These pre/post-lesson tasks are suitable to begin/end almost any skills-focussed lesson and require minimal materials and preparation. Please note that these tasks are the same for Primary Year 1 and Primary Year 2. The language and vocabulary focus will be different. However some tasks can be modified for slightly older or more proficient pupils.	

SoW : DIFFERENTIATION STRATEGIES FOR PRIMARY PUPILS

1
Differentiate by the task pupils are given

2
Differentiate by the type & amount of support provided

3
Differentiate by the outcome expected from pupils

4
Differentiate by the time pupils are given to complete a task

5
Differentiate by supporting individual learning preferences & needs

6
Differentiate by the types of question asked

7
Differentiate by the feedback given

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The 7 types differentiation strategies may be utilised by teachers in the classroom. This is also one way of providing support to less proficient pupils and allowing more proficient pupils to be more independent and have more challenging tasks. When planning lessons, it is important to think of differentiation strategies that can be used in the lessons.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

LESSON: 1 (Speaking 1)

MAIN SKILL(S) FOCUS: Speaking

THEME: World of Self, Family and Friends

TOPIC: Friends

LANGUAGE/GRAMMAR FOCUS:

Hi. What's your name?
I'm (name)
He's, She's (name)
Bye

WEEK:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Speaking 2.1 Communicate simple information intelligibly	**MAIN SKILL** Speaking 2.1.4 Greet, say goodbye, and express thanks using suitable fixed phrases	**Pre-lesson** 1. Introduce target language (*Hi, I'm ... What's your name?*) using yourself and pupils as examples. 2. Pupils report back (*I'm.... He's... She's...*) ... **Lesson delivery**	None needed	Values (Friendship)	Strategies 3 and 4 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LiNUS Module 1* to be added in to this lesson, to work towards Content Standard:	
COMPLEMENTARY SKILL Speaking 2.3 Communicate appropriately to a small or large group	**COMPLEMENTARY SKILL** Speaking 2.3.1 Introduce self to an audience using fixed phrases	3. Pupils practise target language in pairs. 4. Pupils report back to the whole class e.g. *I'm ... he's/she's ...* 5. Divide pupils into groups of about 6: they repeat step 3. 6. Make larger groups of about 12: pupils report names within the larger group. 7. Pupils report back to whole class **Post lesson** 8. Ask pupils to stand in a line in alphabetical order of their first names. 9. In pairs, pupils remember as many names as they can (e.g. *He's Ahmed, She's Regina*). 10. Finish by eliciting the names of everyone in the line. 11. Teach pupils *Bye!* 12. Divide pupils into groups Pupils say *Bye!* to each other (e.g. *Bye Nur!, Bye. Amir!*) and *Bye!* to you.			Writing 4.1 Form letters and words in neat legible print using cursive writing.	

SAMPLE LEARNING OUTLINE OF YEAR 1 SCHEME OF WORK

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

Notes	Remarks
Question 1: Do teachers need to follow the SoW verbatim? Teachers need to keep to the given Content and Learning Standards for lessons. This is because Content and Learning Standards are repeated a number of times over Primary Year 1 in order to increase pupils' chances of success in achieving them across all four skills and Language Arts. However, teachers do not have to follow the learning outline and materials suggested. These can, of course, be adapted according to the teaching and learning context, as long as they work towards the Content and Learning Standards for that particular lesson. Upon completion of the phonics teaching and learning for Year 1 (**4 weeks**), teachers need to refer to the **Main Schemes of Work (Year 1 - 370 pages)** and **Super Minds textbook** to plan lessons on the language skills (Listening, Speaking, Reading, Writing) and Language Arts. Teachers need to also include suitable grammar or vocabulary focus in the lesson planning. Therefore, they need to refer to Year 1 syllabus. The syllabus is integrated in the curriculum document (SBELC).	

TEXTBOOK LESSONS (5 LESSONS)

Lesson	Lesson Skill/Focus
1 Lesson	Listening
1 Lesson	Writing
1 Lesson	Reading
1 Lesson	Speaking
1 Lesson	Language Arts

The sequence of the skills lessons in the textbook-based lessons is decided by the focus in the Super Minds 1 textbook.

NON – TEXTBOOK LESSONS (5 LESSONS)

Lesson	Lesson Skill/Focus
1 Lesson	Listening
1 Lesson	Speaking
1 Lesson	Reading
1 Lesson	Writing
1 Lesson	Language Arts

In the non-textbook-based lesson, the skills lessons are mostly in a fixed order of Listening, Speaking, Reading and Writing

21 phonics lessons

The last few lessons (149 – 160) review language and skills practised over the whole of Primary Year 1. The final three Language Arts lessons suggest a class performance of some kind which reviews a chosen area of language learned during the year.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The lessons are organized in certain sequence and cycles. It is important to understand the cycles and the sequence within each cycle. Year 1 and Year 2 share the same textbook, Super Minds 1. Therefore, the use of non textbook lessons is to cater to the number of hours to be covered in a year and also the Learning Standards that are not covered in the textbook lessons. There are 21 phonics lessons. The details of the phonics lessons can be found in the Scheme of Work for Phonics.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

OVERVIEW OF THE NATIONAL (SK) AND NATIONAL-TYPE (SJK) SCHEME OF WORK FOR YEAR 1

Malaysia SoW for English Year 1: Overview by lesson, skill, content +learning standards, cross-curricular element

Lesson SK	Lesson SJK	Materials	Skill and Lesson No SK	Skill and Lesson No SJK	Content standard	Learning standard	Cross-curricular element
1	1	None needed	S1	S1	S2.1 S2.3	S2.1.4 S2.3.1	Values
2	2	Flashcards of colours	L1	L1	L1.1	L1.2.4 W4.1.2	Language
3	3	Own material: phonics	R1	R1	R3.1	R3.1.1 R3.1.2	Language
4	4	Own material: phonics	W1	W1	W4.1.	W4.1.2 R3.1.1	Language
5	5	Own material : objects or pictures	Language Arts 1	Language Arts 1	LA5.1	LA 5.1.1 LA 5.1.2	Entrepreneurship
6	6	Superminds (SM) Introductory unit p4	L2	L2	L1.2 S 2.1	L 1.2.2 S 2.1.1	Values
7	7	SM Introductory unit p5	W2	W2	W 4.1 W 4.2	W 4.1.2 W 4.2.1	Language
8	8	SM Introductory unit p6	R2	R2	R 3.1 W 4.1	R3.1.1 W 4.1.2	Language
9	9	SM Introductory unit p7	S2	S2	S 2.1 R 3.1.3	S 2.1.5 R 3.1.3	Language
10	10	Own material: Numbers song	Language Arts 2	Language Arts 2	LA 5.1	LA 5.1.1 LA 5.1.2	Entrepreneurship
11	11	Own material	L3	L3	L1.2 W4.2	L1.2.5 W4.2.2	Values
12	12	Own material	S3	S3	S2.3 W4.3	S2.3.1 W4.3.1	Language
13		Own material	R3		R 3.1 W 4.1	R3.1.1 W 4.1.2	Language

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

KEMENTERIAN PENDIDIKAN
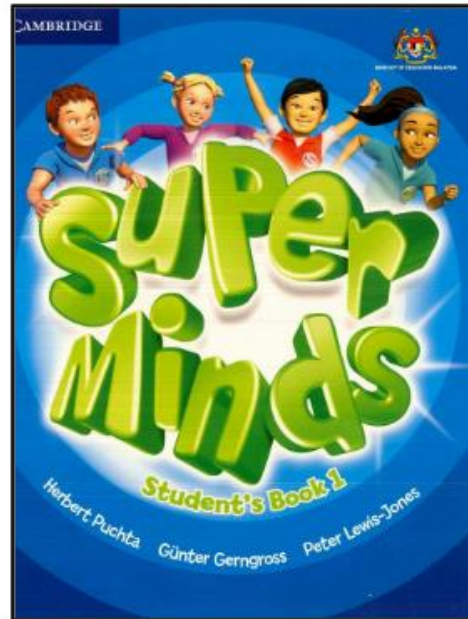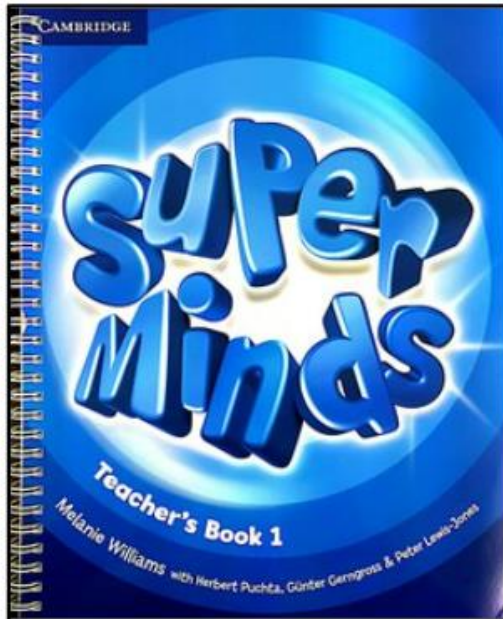BAHAGIAN PEMBANGUNAN KURIKULUM

S1: Overview

Notes	Remarks
Primary Year 1 starts with two getting-to-know-you lessons, two phonics lessons, and a Language Arts lesson. From Lesson 6 onwards, Primary Year 1 is generally organised into textbook-based lessons (using the selected textbook - Super Minds 1) and non-textbook-based lessons. In the textbook-based lessons, there are four skills lessons and a Language Arts lesson. The sequence of the skills lessons in the textbook-based lessons is decided by the focus in the Super Minds 1 textbook. In the non-textbook-based lesson, the skills lessons are mostly in a fixed order of Listening, Speaking, Reading and Writing.	

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

Notes	Remarks
All *Program Literasi dan Numerasi* (PLaN) worksheets for BM, English and Mathematics for lower primary are available on DELIMA2.0 portal in the *Sumber Rujukan PdP* section. There is a dedicated PLaN button and teachers can access them there.	

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language
Syllabus
Primary Year 1

The syllabus is integrated/ included in the Year 1 SBELC.

http://bpk.moe.gov.my/index.php/terbitan-bpk/bahan-sokongan/category/223-tahun-1?download=1951:english-primary-year-1-syllabus

Example of Primary 1 Syllabus

Year 1 Scope and Sequence:

Theme	Unit	Topic	Grammar Content	Vocabulary
World of Self, Family and Friends	Introduction	Friends	What's your name? I'm (Thunder). How old are you? I'm (seven)	**Numbers** One, two, three, four, five, six, seven, eight, nine, ten **Colours** yellow, red, orange, purple, green, blue **Fixed phrases** Look at me, My turn **Other vocabulary** balloon, cat, animal, sing, dance, speak, nice, Cool!
World of Self, Family and Friends	1	At School	What's this? It's a (pencil). Is it a (pen)? Yes, it is. / No, it isn't. Open your book, please. Pass me a (ruler), please. Sit at your desk, please.	**Classroom objects** pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case **Colours** pink, grey **Instructions** come back, tell me, sit (at your desk), open (your bag), close (your book), pass me (a pen), watch out, put away (your book), take out (your ruler), look for (the rubber), write **Fixed phrases** Thank you, Please, I'm sorry, It's OK, Here you are, Here's (your pencil case), This is…, in a mess

5
Primary Year 1 Syllabus

Grammar content and vocabulary are included in the syllabus

These are linked to Super Minds textbook

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S1: Overview**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Content standard		3.2 → Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies
Learning standard		3.2.1 → Understand the main idea of very simple phrases and sentences *Complementary learning standard (CLS)* 3.2.2 → Understand specific information and details of very simple phrases and sentences
Learning objective(s)		By the end of the lesson, pupils will be able to : 1. → read and understand the process of making a sandwich by rearranging the sentence strips in the correct sequence. 2. → read and understand specific information and details of making a sandwich by matching very simple phrases and sentences to the correct paragraghs.

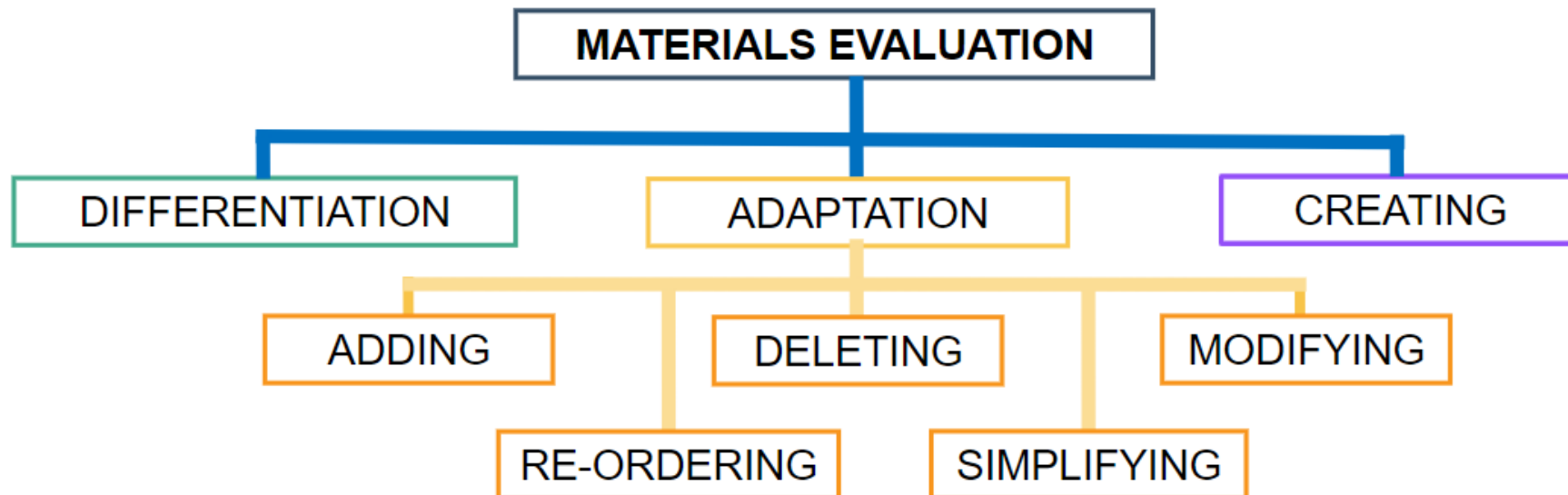*Learning objective on main learning standard*

Learning objective on complementary learning standard

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S1: Overview**

Notes	Remarks
Teachers must write **"will be able to"** statement when writing learning objective(s) in the lesson plan. e.g. By the end of the lesson, pupils will be able to ... Learning objectives SHOULD BE based on the **main skill** and **complementary skill(s)** indicated in the Scheme of Work.	

MATERIALS EVALUATION

- **DIFFERENTIATION**
- **ADAPTATION**
  - ADDING
  - RE-ORDERING
  - DELETING
  - SIMPLIFYING
  - MODIFYING
- **CREATING**

**Materials for Non-Textbook Lessons, PBL &
Revision Lessons**

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S1: Overview

| Notes	Remarks
In non-textbook based lessons, teachers need to source materials. Teachers have to ensure the learning standards for the non-textbook based lessons are adhered to. Materials that have been selected must be evaluated to ensure that they are suitable. If they are suitable, teachers can decide to use and carry out differentiation or adaptation. Teachers can also create activities for materials selected if the existing activities are not suitable.	

Summary on what a teacher should know and do when writing a lesson plan:

PRIMARY YEAR 1
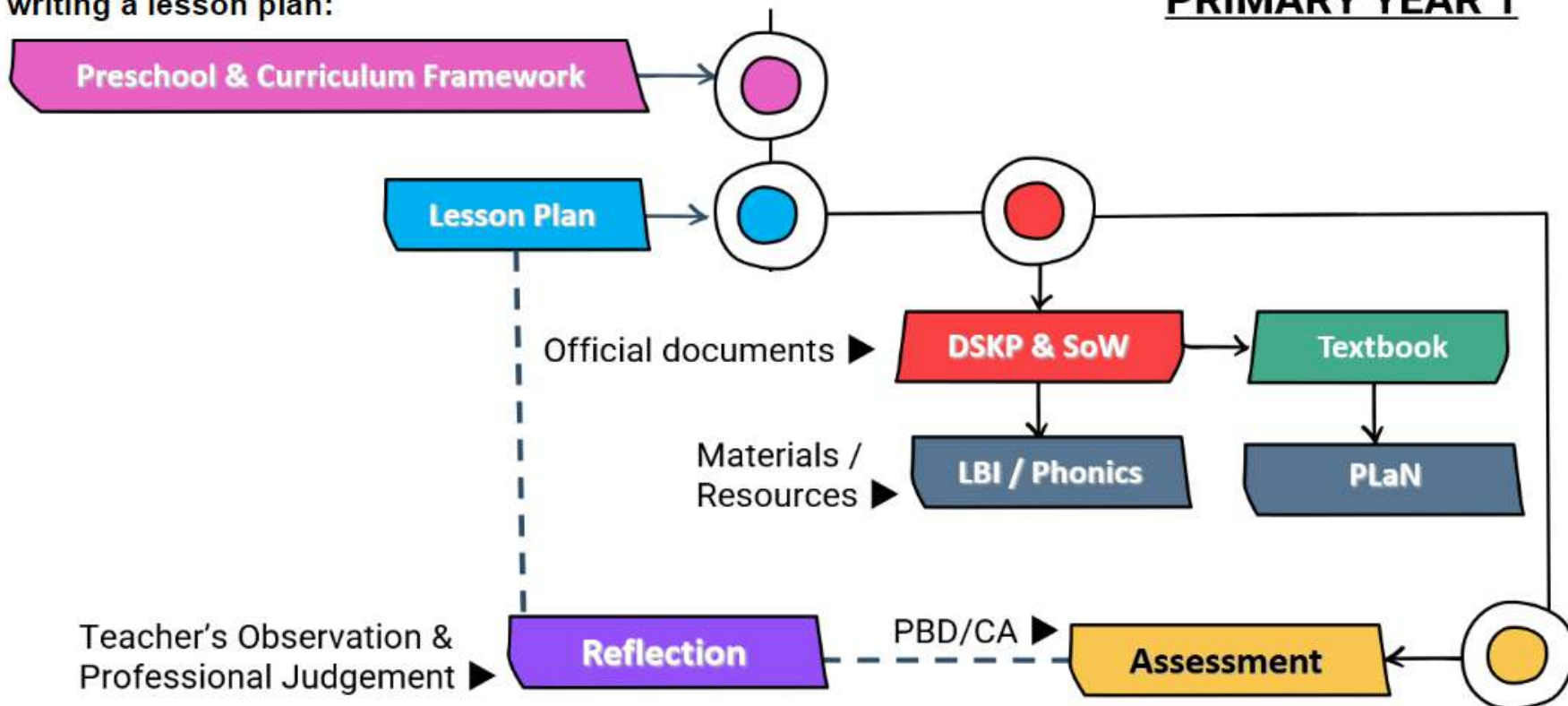
Extra reading on CEFR-aligned curriculum by the English Language Teaching Centre (ELTC):
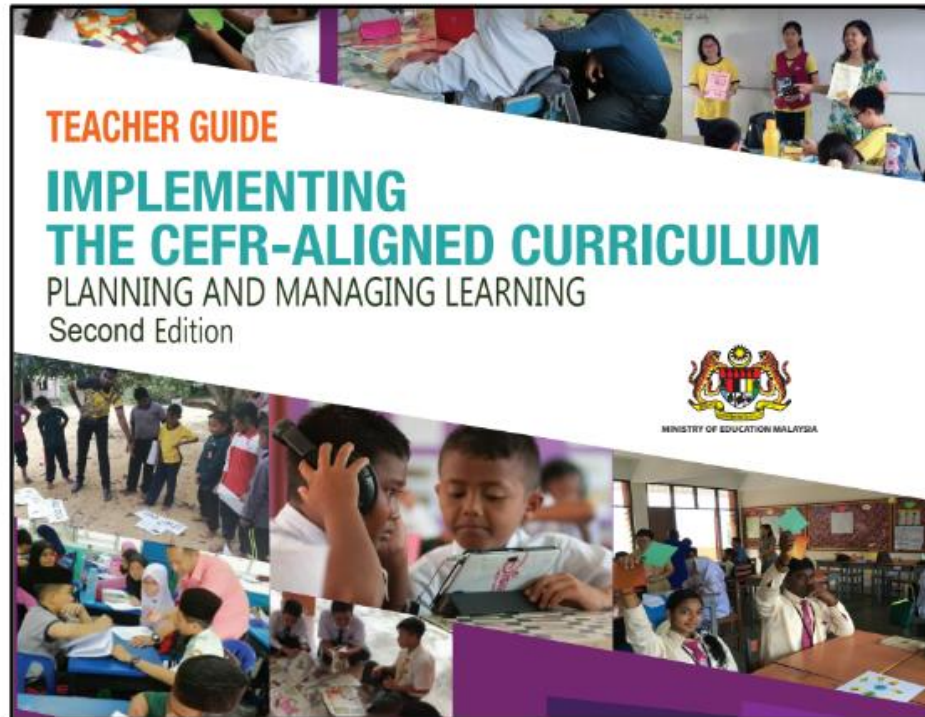
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KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM)
Bahasa Inggeris Tahun 1

SLOT 2
Getting to Know Our Pupils

In the Malaysian context, multiple intelligence aims to realise the intention of the National Education Philosophy, which is to develop the potential of individuals in a comprehensive and integrated way, thus producing individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S2: Getting to Know Our Pupils**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The theory of multiple intelligences proves that each individual has a unique intelligence profile and this uniqueness is influenced by biological factors and the environment. According to Howard Gardner, the 9 multiple intelligences are: • Bodily-kinaesthetic Intelligence • Linguistic Intelligence • Visual-spatial Intelligence • Intrapersonal Intelligence • Interpersonal Intelligence • Musical Intelligence • Naturalist Intelligence • Logical-mathematical Intelligence • Existential Intelligence	

BODILY-KINAESTHETIC

refers to an individual's ability to understand and manipulate objects, ideas, and information through physical movement and touch. It involves the coordination of fine and gross motor skills, body awareness, and a strong sense of spatial relationships. People with high bodily-kinaesthetic intelligence excel in activities such as sports, dance, sculpture, and other physical endeavors requiring dexterity and kinesthetic awareness.

LINGUISTIC

refers to the ability to understand and manipulate language effectively. Individuals with linguistic intelligence excel in areas such as reading, writing, speaking, and interpreting verbal information. They have a strong command of words, syntax, and communication strategies, allowing them to express themselves clearly, engage in persuasive discourse, and comprehend complex linguistic concepts.

VISUAL-SPATIAL

refers to a cognitive ability to perceive, analyze, and manipulate visual and spatial information effectively. Individuals with strong visual-spatial intelligence excel in tasks involving mental imagery, spatial reasoning, pattern recognition, and navigation. They often possess heightened visual perception, object manipulation skills, and a keen sense of direction, enabling them to excel in fields such as art, architecture, engineering, and geography.

INTRAPERSONAL

refers to an individual's ability to understand and navigate their own inner world of thoughts, emotions, and self-awareness. It involves introspection, reflection, and the capacity to analyze one's own strengths, weaknesses, and motivations. People with strong intrapersonal intelligence are often skilled at self-reflection, setting goals, and making decisions based on their internal understanding of themselves.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S2: Getting to Know Our Pupils**

EXISTENTIAL

refers to the capacity to ponder and comprehend fundamental questions about the meaning, purpose, and nature of human existence. It involves an individual's ability to contemplate abstract concepts such as life, death, and the universe, and to reflect upon their own existence and place in the world. It encompasses philosophical and metaphysical inquiries and contributes to one's understanding of existential issues.

MUSICAL

refers to a person's capacity to understand, create, and appreciate music. It encompasses a range of abilities, including recognizing patterns, interpreting melodies and harmonies, and expressing emotions through sound. Individuals with high musical intelligence possess a heightened sensitivity to rhythm, pitch, and tonal variations, enabling them to excel in playing musical instruments, composing music, or perceiving and analyzing complex auditory structures.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S2: Getting to Know Our Pupils

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

NATURALIST

refers to a person's ability to recognize and categorize patterns in nature, such as plants, animals, and ecosystems. Individuals with this intelligence exhibit a strong affinity for the natural world, easily identifying and understanding its elements, interconnections, and processes. They possess a keen eye for observation, classification, and an intuitive grasp of environmental concepts.

LOGICAL-MATHEMATICAL

refers to the ability to reason, analyze, and solve problems using logical thinking and mathematical operations. It involves skills such as deductive and inductive reasoning, pattern recognition, numerical computation, and logical sequencing. People with this intelligence excel in fields such as mathematics, computer programming, scientific research, and problem-solving requiring logical thought processes.

INTERPERSONAL

refers to an individual's ability to understand and interact effectively with others. It involves skills such as empathy, communication, and the capacity to interpret non-verbal cues. People with strong interpersonal intelligence are adept at building relationships, resolving conflicts, and collaborating with diverse groups. They excel in areas such as counseling, leadership, negotiation, and teamwork, demonstrating a keen awareness of social dynamics and the ability to navigate interpersonal situations successfully.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S2: Getting to Know Our Pupils

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Determining dominant intelligences in pupils can be achieved through various methods. One approach is using Howard Gardner's theory of multiple intelligences. Teachers can design activities that engage different areas of intelligence, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Observing pupils' preferences and strengths in these activities can provide insights into their dominant intelligences. Additionally, administering well-designed aptitude tests or surveys can help identify individual strengths. However, it is important to remember that intelligence is multifaceted, and pupils may exhibit strengths across multiple intelligences. A holistic approach, combining observation, assessment, and pupil self-reflection, can offer a comprehensive understanding of their dominant intelligences.	

Notes	Remarks
Let us use this knowledge of multiple intelligences to help our pupils reach their learning potential. In order to motivate and to let pupils engage in meaningful learning, teachers are encouraged to devise activities that match two to four pupils' dominant intelligences at a time in a learning session. If teachers can engage these intelligences through learning activities on a regular basis, the teachers can develop each pupil's potential regardless of his or her particular pattern of intelligence and foster the development of all facets of all intelligences in all pupils.	

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Modul Kecerdasan Pelbagai https://drive.google.com/file/d/1MmODYpp56G4D0qZkw63rPjHTIMKF-iBD/view

- **Musical-rhythmic** relates to sensitivity to sounds, rhythms, tones and music. Writing jazz chants would help pupils to remember vocabulary, tonal/rhythmic patterns in music of the target language. Songs, rhymes and chants can contribute to the pupils' global development, and acting together is fun and stimulates the pupils' sense of humour.

- Teacher picks a few target words and phrases from the story to create a jazz chant.
- Pupils clap their hands, stomp their feet, or they can even play percussions made of water bottles as they read the jazz chant!

2

JAZZ IT UP!

Modul Kecerdasan Pelbagai https://drive.google.com/file/d/1MmODYpp56G4D0qZkw63rPjHTlMKF-iBD/view

ROLE-PLAY!

- Pupils 'become' anyone they like for a short time!
- They choose and act out the role of their favourite character from the story.

Teachers can adapt this activity to suit the story that they have chosen based on the level of their pupils

a. Taro
b. grandmother
c. village headman
d. warlord
e. several villagers (6 pupils)
f. several old people (4 pupils)

- **Bodily-kinesthetic** includes a sense of physical action, which is learning through movement and manipulating things.

Some activities include role playing, dancing, total physical response (TPR), hands-on learning, manipulatives, and multimedia games or activities. Additional activities are known as stand-up and sit-down and inside/outside circle.

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KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM)
Bahasa Inggeris Tahun 1

SLOT 3
Making a Difference in the Classroom

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

Let's Reflect … what do you think is happening?

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks

1.   The trainer shows examples of classroom scenes.
 	
2.   The participants take a few minutes to observe the scenes and compare the different scenes. The trainer may ask some probing questions like:
 	
    ● How different or similar are the classroom scenes?
    ● What activities can you see?
    ● How are the pupils responding to the lesson? The teacher? Their classmates?
    ● Is the setup conducive for learning?	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

What is it?

teaching strategy

adjusting learning processes

meeting needs of individual pupils

Adapting classroom activities

Modifying, challenging, engaging, benefiting learning

Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike.

— Carol Ann Tomlinson —

AZ QUOTES
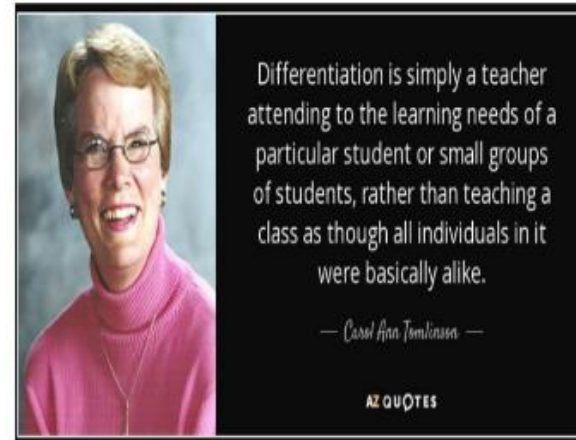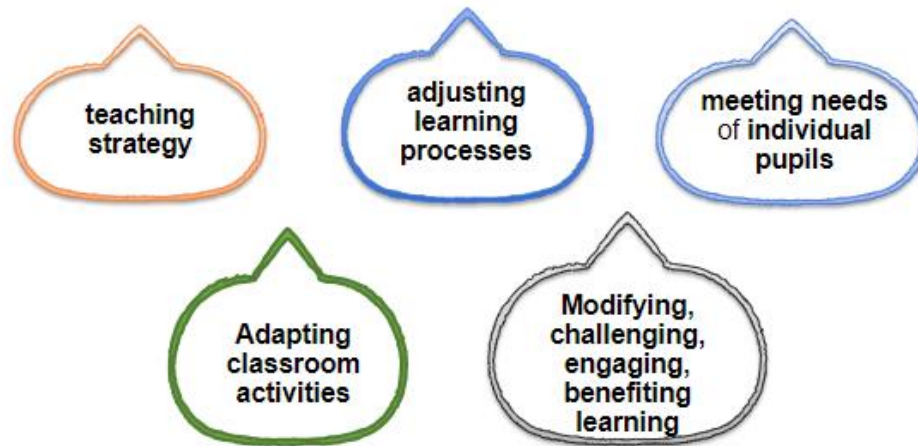
CAROL ANN TOMLINSON

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S3: Making a Difference in the Classroom**

Notes	Remarks
1. In this session, participants will focus on differentiation. At the end of the session, they will • Understand how differentiation strategies support pupils with different learnings and abilities • Relate differentiation strategies to classroom experiences and pupils' learning outcomes • Identify, plan and adapt learning materials and activities to facilitate differentiated learning 2. Ask participants what they think differentiation is – elicit a few ideas and even definitions if possible. 3. Keep this fairly brief; then flash some key words on the board. • Differentiation is a **teaching strategy**; the **practical** steps a teacher takes to **adjust learning processes** to take into account the **needs** of **individual pupils** and to scaffold (**support**) and **adapt classroom activities** to reflect the **abilities**, **preferred ways of learning** and **interests** of **different pupils**. • Teachers **modify** what is done in the classroom to make sure that learning activities present the right level of **challenge** for individual pupils and allow them to **engage** with and work through activities in the most **beneficial** ways.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

What challenges do you face in your classroom?

What kind of support would you need to overcome those challenges?

Pen down your thoughts

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the
Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
The Reality in the Classrooms Based on your own classroom experiences, what challenges do you face when teaching? What kind of support would you need? Discuss your answers. 1. For this activity, you may use sticky notes (every participant gets a few pieces). 2. Alternatively, you may create a Jamboard for this activity. 3. Get into groups of 4s or 5s. Discuss and write down your responses on the sticky notes or Jamboard. 4. After 15 minutes, each group shares their responses and also provides feedback to others.	

Pupils learn at different speed or rate

WHY DIFFERENTIATION ?
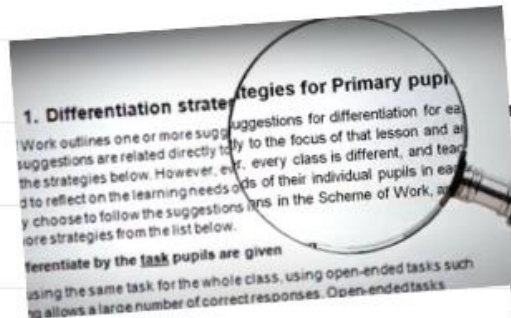
Pupils have varying interests and readiness levels.

Different learners have differing needs.

Some pupils are strong in some areas and weaker in others

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

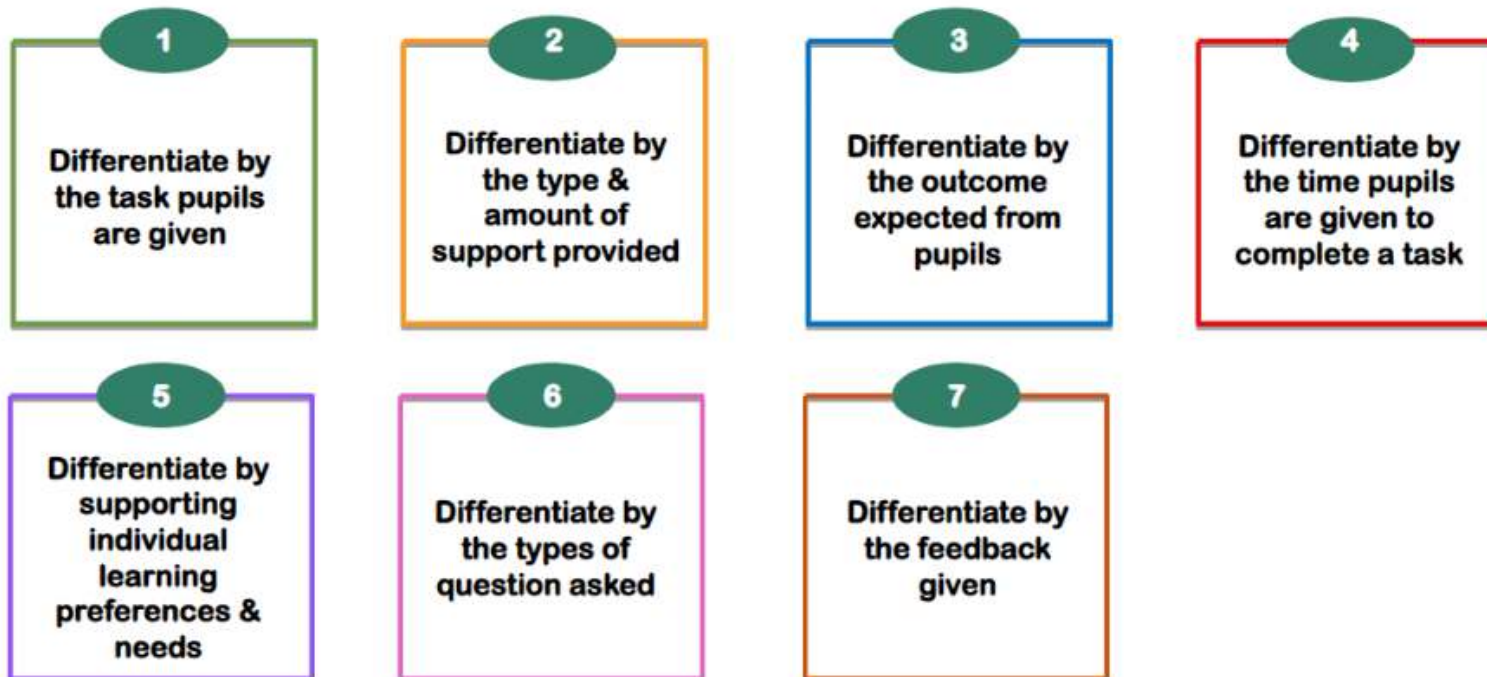| Notes	Remarks
1. An effective differentiated classroom may use flexible grouping, which acknowledges pupils who are strong in some areas and weaker in others. For example: • A Year 1 pupil may be excellent in listening to songs and singing to the tunes but have difficulty in spelling and reading. • Teachers **modify** what is done in the classroom to make sure that learning activities present the right level of **challenge** for individual pupils and allow them to **engage** with and work through activities in the most **beneficial** ways. 2. According to experts, effective 'differentiated' learning involves: • **noticing** how different pupils react to different techniques • **responding** and **adapting** to their different reactions • **modifying** and **varying** activities within the teaching mix • **keeping** all pupils **involved** in lesson outcomes. 3. Differentiation also lets teachers plan for **active and inclusive learning.**	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
4. In big classes and mixed-ability pupils, how do we differentiate pupils' abilities? • Most classrooms have 20–35 or more pupils, so in reality, it is unlikely that teachers can provide fully 'differentiated' lessons or programmes. • However, there are many strategies teachers can use for language input or output that make sure pupils can be engaged in learning at their own pace and level. • Differentiation is a **teaching strategy**; the **practical** steps a teacher takes to **adjust learning processes** to take into account the **needs** of **individual pupils** and to scaffold (**support**) and **adapt classroom activities** to reflect the **abilities**, **preferred ways of learning** and **interests** of **different pupils.** • Teachers **modify** what is done in the classroom to make sure that learning activities present the right level of **challenge** for individual pupils and allow them to **engage** with and work through activities in the most **beneficial** ways.	

Supporting pupils with different learning rates and needs:

SoW : DIFFERENTIATION STRATEGIES FOR PRIMARY PUPILS

1
Differentiate by the task pupils are given

2
Differentiate by the type & amount of support provided

3
Differentiate by the outcome expected from pupils

4
Differentiate by the time pupils are given to complete a task

5
Differentiate by supporting individual learning preferences & needs

6
Differentiate by the types of question asked

7
Differentiate by the feedback given

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks

1. There are seven differentiation strategies mentioned in the Primary Scheme of Work (SoW).
 	
 2. A teacher may differentiate his/her lesson according to:
 	
   • Task
   • Type and amount of support provided
   • Outcome expected
   • Time given to pupils
   • Individual learning preferences and needs
   • Types of question asked
   • Feedback given
 	
 3. Through differentiation, we can **support pupils** in different ways so that **each pupil can progress** within their own level of potential, whether that is at a higher or lower level or somewhere in between.	

They may differ in **content** or **structure**.

1

Differentiate by the task pupils are given

My name is Fay. This is my family. My dad likes to play football. My mum likes to sing. My brother Jim likes to play basketball.

Fill in the blanks

My _____ likes to play football
My ____ likes to sing.
Sparky is my _____.

Adaptation Principle:
Omission

Adaptation Principle:
Original Text

My name is Fay. This is my family. My dad has got brown eyes and brown hair. He can play football and he can dive too. My mum has got long brown hair. She can sing and dance. My brother, Jim is 6 years old. His favourite sport is basketball. We got a big dog. His name is Sparky and he's great.

Complete the sentences

Fay's dad can _____
Fay's mum can _____
Fay's brother likes _____

Adaptation Principle:
Addition

My name is Fay. I live in Canada. I am 7 years old. This is my family. My dad has got brown eyes and brown hair. He is a diver by profession, and he loves to play football. My mum is a teacher. Her hobby is singing and dancing. She has got long brown hair. My brother, Jim is 6 years old. His favourite sport is basketball. We got a big dog. He is a Golden Retriever. His name is Sparky and he's great dog.

Comprehension

1.What is Kay's father's occupation?
2.Where do Kay's family reside?
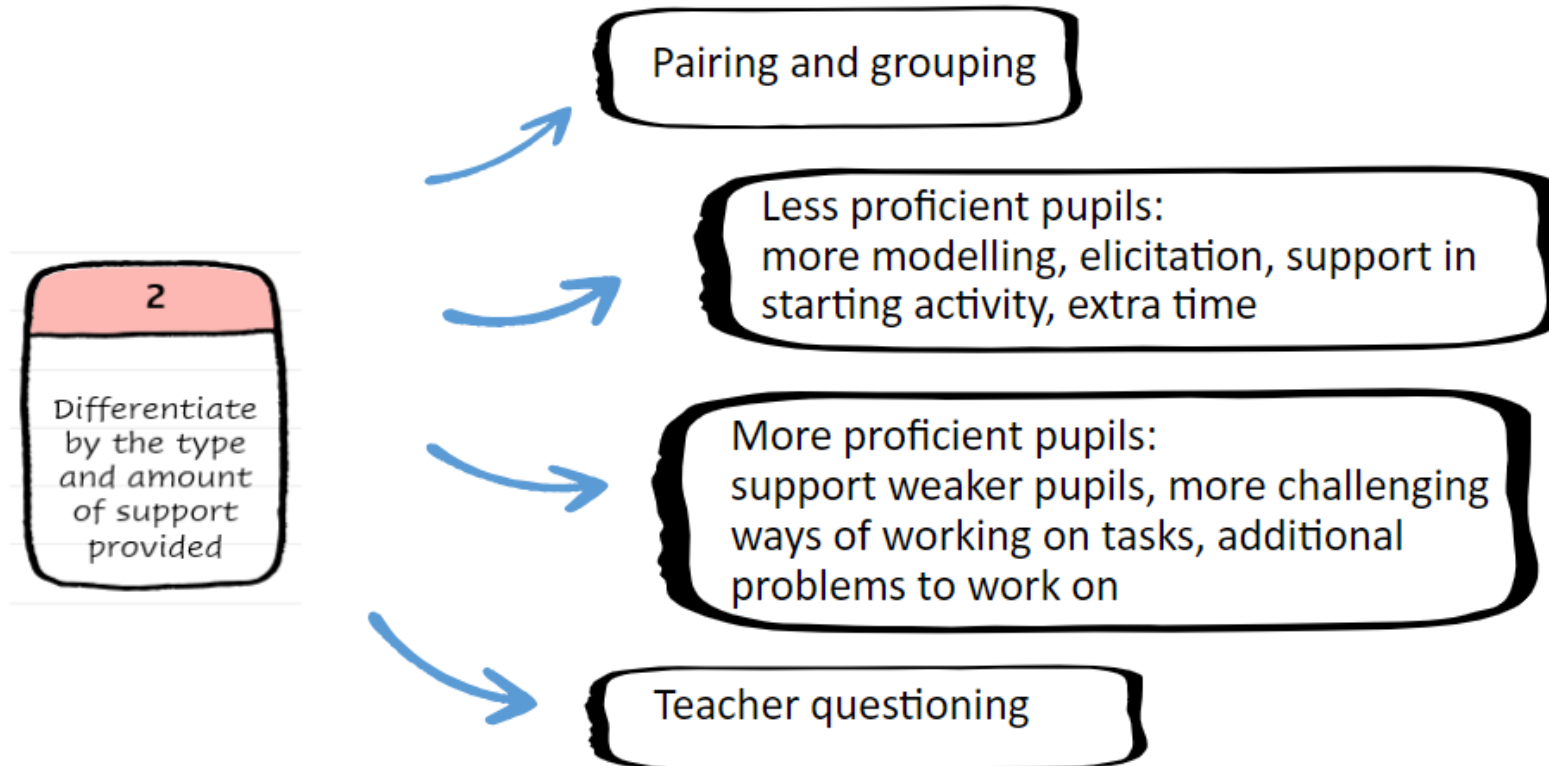3.What breed is Kay's dog and what is his name?

For example:
a variety of questions getting progressively more difficult

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

Notes	Remarks

Differentiate by task
 	
1. Tasks are set according to pupils' abilities. They may differ in **content** or **structure**. For example:
 	
    • a choice between a variety of questions getting progressively more difficult
    • change instructions for different groups to provide slightly different focus/challenge
    • pupils can attempt completely different tasks covering the same topic.
 	
2. Different tasks can be given to different pupils according to their abilities with tasks being varied in either:
    • content (what pupils do), structure (how they do it), or both
 	
    For example:
 	
    • a choice between a variety of questions getting progressively more difficult
    • change instructions for different groups to provide slightly different focus/challenge
    • pupils can attempt completely different tasks covering the same topic.
 	
3. Task design may involve pupils having different roles (in group or pair work). This is particularly applicable in larger group work or projects.
 	
4. Pupils can be given different roles which reflect their needs in terms of:
 	
    • Skill, language proficiency, interests, and personality	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Pairing and grouping

Less proficient pupils:
more modelling, elicitation, support in starting activity, extra time

2

Differentiate by the type and amount of support provided

More proficient pupils:
support weaker pupils, more challenging ways of working on tasks, additional problems to work on

Teacher questioning

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S3: Making a Difference in the Classroom**

Notes	Remarks
Differentiate by support 1. Provide varying levels and types of support for pupils as they work on tasks. 2. One way to do this is to mix pairs/groups so that pupils who need more support will be able to get input from peers. 3. However weaker pupils might not get to participate much as more able pupils move speedily to complete tasks. 4. Support can also focus on reminding/prompting individual pupils how to do things once they are working in their groups.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

3

Differentiate by the outcome expected from pupils

OUTCOME 1

COMPLEXITY OF TASK

Example:
"say a phrase"
"say a full sentence"

OUTCOME 2

CONTENT

Example:
"say how many"
"say how many of each colour"

OUTCOME 3

QUANTITY

Example:
":write one or two sentences"
"write a paragraph"

OUTCOME 4

SKILL

Example:
":write a description"
"describe (orally) the picture"

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

Notes	Remarks

Differentiate by outcome
 	
 1. There are different ways we can modify the outcome.
 	
    • What will different pupils produce in an activity (outcome)?
    • It could be varied by complexity (e.g. 'say a phrase / full sentence')
    • It could be varied by content (e.g. 'say how many' / 'say how many of each colour')
    • It could be varied by length/quantity (e.g. 'write one sentence / two sentences')
    • It could be varied by skill (e.g. written / spoken)
 	
 2. Select a suitable activity and focus on what the pupils can do or produce.
 	
 3. Ask participants to share some examples of differentiation by outcome in their own classroom. Discuss their answers.	

4

Differentiate by the time pupils are given to complete a task

MORE PROFICIENT

- less time
- more challenges

versus

LESS PROFICIENT

- more time
- more confidence

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks

Differentiate by time pupils are given to complete a task
 	
1. Some pupils need longer than others to complete tasks, especially when writing is involved.
 	
2. When appropriate, pupils should be given a little more time to finish, while those who complete their task early may be provided with extra tasks. For example:
 	
   • Write as many animal words as you can;
   • Name as many items as you can in the picture (referring to the textbook);
   • Talk to your friend in English. Choose any topic you like.
 	
3. Avoid rewarding fast finishers with something 'fun' to do (such as playing with toys or drawing a picture), as this will encourage pupils to work quickly, rather than to work carefully at their own speed.
 	
   • Extra tasks should extend and enrich learning.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

For reading on Gardner's Multiple Intelligences, see https://drive.google.com/file/d/1MmODYpp56G4D0qZkw63rPjHTIMKF-iBD/view

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

Notes	Remarks
Differentiate by individual learning preferences 1. This is related to pupils' different intelligences, the way that they process information and view the world, and how they learn best. 2. Some pupils like to see things and prefer to visualise, draw pictures, diagrams etc. or in a musical way. 3. Some pupils are active and learn when they are manipulating things. 4. Some learn best by talking ideas through, communicating with others, they may be very sociable and talkative. 5. Others may prefer to think about things in a logical or mathematical way, they may enjoy problem solving, for example, and approach a task in a very organised systematic way. 6. Depending on the group and time available, you could introduce Gardner's theory of Multiple Intelligences. Or ask participants to read *Modul Kecerdasan Pelbagai* published by BPK https://drive.google.com/file/d/1MmODYpp56G4D0qZkw63rPjHTIMKF-iBD/view	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

6

Differentiate by the types of questions asked

More proficient

- Ask open questions. E.g. 'What can Misty do now?', 'Why do you think Misty cried?'
- Provide extra challenge.
- Ask easier questions to get them more involved and pace themselves.

Less proficient

- Ask closed questions. E.g. 'Which boy is Thunder?', 'Is it a dog or a cat?'
- Closed questions are easier to answer.
- Closed questions can give them chance to produce accurate answers.
- Ask more open questions when they grow more confident in themselves.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Differentiate by the types of questions asked 1. Closed questions are questions in which the choice of possible answers is very limited. They often involve very short responses. Open questions usually have more possible answers, and longer responses. 2. Asking closed questions to less proficient pupils (e.g. Which boy is Thunder? Is it a dog or a cat?) gives them a chance to produce accurate answers, as they are usually easier to answer than open questions. 3. Asking open questions to more proficient pupils (e.g. What can Misty do now?) provides extra challenge. 4. As less proficient pupils grow in confidence and competence, teachers can ask them more open questions. 5. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and helps the pace of the lesson.	

7

Differentiate by the feedback given

More proficient

If they make misspellings, tell them which lines they appear and ask them to find and correct them.

Less proficient

Feedback can be given on what they did well, e.g. if they tried hard and produced misspellings, just highlight 2 or 3 of more important words.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the
Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Differentiate by the feedback given 1. Feedback given to pupils should be varied according to their ability to act on the feedback. For example, if a pupil who is poor at writing but has tried hard to produce a piece of writing with a few misspellings, provide feedback on their good effort, and highlight minimal misspellings (2 or 3) which are relevant or important. 2. The pupil should respond to this feedback because the suggested improvement is achievable for them. 3. If a proficient pupil writes well and makes minor misspellings, tell the pupils where the misspellings occur and ask them to find and correct the errors. 4. The pupil should be able to respond to the extra challenge built into this feedback. 5. The same principle applies to giving feedback on pupils' speaking skills.	

LEARNING MATERIALS ADAPTATION

WHAT TO CONSIDER?

1

How and **when** to adapt or supplement the textbook

2

Different **types** of adaptation

3

Where to source lesson materials

4

Link learning objectives derived from LSs and detail outlined in the SoW to the **adapted materials** or supplement materials

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S3: Making a Difference in the Classroom**

Notes	Remarks
Why do teachers need to change or add to materials? • Where something is missing (not all lessons have suggested materials or are aligned to the textbook) • Where there is too much of something (pupils may not need all available materials so teachers can be selective) • Where something is not suitable (possibly in relation to culture or level of pupils, etc.) This is usually because it doesn't meet the pupils' needs: • language level • literacy level • other individual needs	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

"The selection of materials involves **matching** the given **materials against** the **context** in which they are going to be used and the **needs and interests** of the teachers and pupils who work within it, to find the **best possible fit** between them.   ."
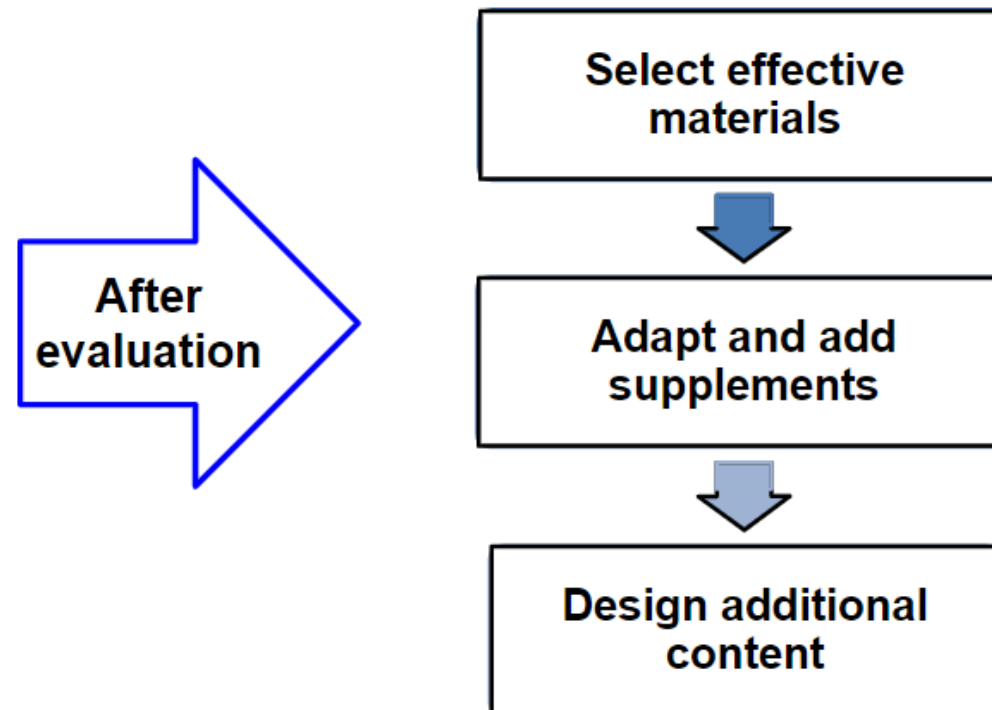
Rubdy (2003)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

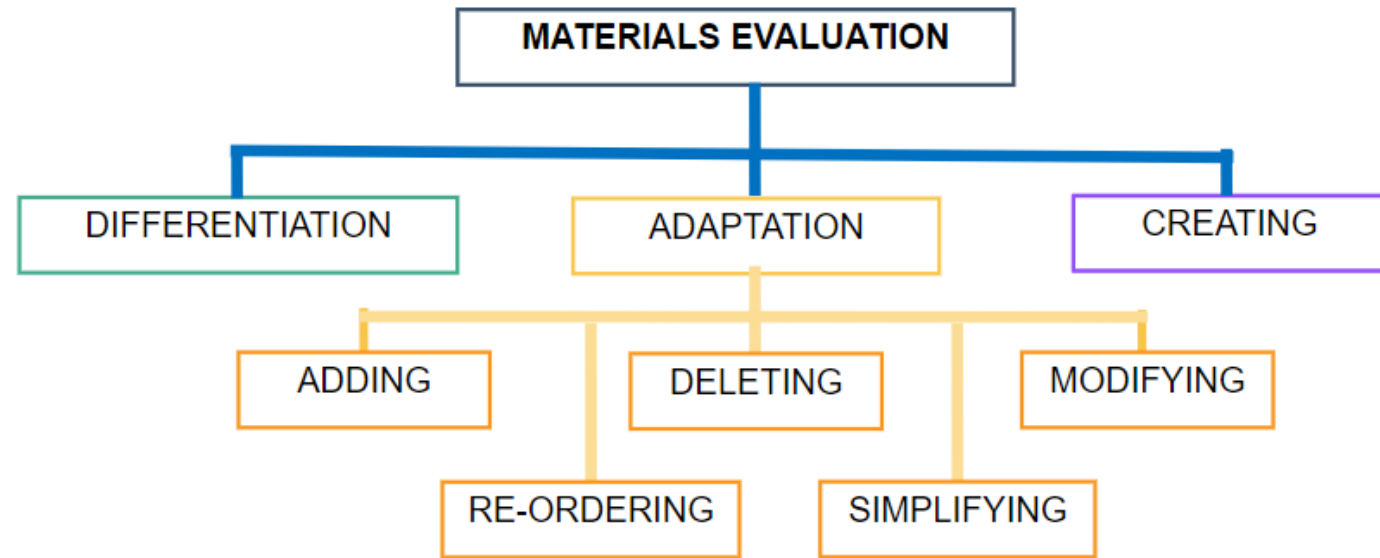| Notes	Remarks
1. Read the quote about selecting and adapting materials. 2. Elicit keywords to check understanding.	

Evaluating materials:

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S3: Making a Difference in the Classroom**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
1. The process of selection and evaluation begins with the selection of the materials.	
2. The materials may be taken from the textbook or they may be from other suitable sources which are appropriate for the lesson.	
3. The next step is to evaluate the material.	
4. Evaluation is carried out to ensure that the material chosen is the best possible fit - it may need to be changed in some way for this best fit. Or it may need to be added to or replaced completely.	

How can we adapt?

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

Notes	Remarks
1. Materials that have been selected must be evaluated to ensure their suitability. 2. If they are suitable, decide whether to carry our differentiation or adaptation. 3. In addition, activities can be created for the selected materials if the existing activities are not suitable. 4. There are five main ways of adapting materials such as to: • add, • delete, • modify, • simplify, or • re-order	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

WHY ADAPT MATERIALS?

1

- add real choice
- cater for learning styles

2

adjust the level of the material

3

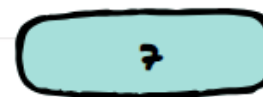include more autonomy for the pupil

4

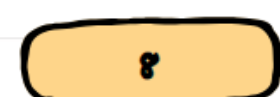develop thinking skills

5

modernise through the use of technology

6

- make the input more enjoyable
- differentiation

7

- change pace / provide variation
- include local context

8

increase pupil to pupil interaction

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
1. Before showing the slides, brainstorm ideas on 'why one needs to adapt materials?' 2. Go through the points: Some of the main reasons for adapting are to: • add real choice • cater for learning styles • adjust the level of the material • include more autonomy for the pupils • develop thinking skills • modernise through the use of technology • make the input more enjoyable • differentiation • change pace/ provide variation • include local context • increase pupil to pupil interaction	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Evaluating materials:

How can we evaluate?
❏ Using checklists

What kind of criteria?
Examples:
❏ Match LS, target level, vocabulary, tasks appropriacy

Evaluating materials

Note:
0 - Does NOT meet the criteria
1 - Meets SOME of the criteria
2 - Meets ALL of the criteria

Criteria	0 / 1 / 2	Comments
1. Do the Learning Standards match the material?		
2. Is the language level right for my pupils?		
3. Is the vocabulary level right for my pupils?		
4. Are the tasks appropriate for my pupils?		
5. Is there plenty of support for my pupils?		
6. Are the instructions clear?		

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
1. Look at how to evaluate materials for our own teaching situation and our own pupils. How can we do this?	
2. The best way is to use checklists – look at the list of points (criteria) and put a tick or cross, depending on if it matches the criteria.	
3. Then decide whether to use the material or not, and if the material is to be used, decide what needs to change or added to so it is most suitable for the pupils.	
4. Show the list of criteria. Elicit some more ideas. Ask participants to add to the criteria. For example: • Do the lesson learning standards fit the materials? (They should do!) • Is the vocabulary the right level of difficulty? • Is the text length suitable? • Are the tasks suitable? • Are the instructions clear? • Is there enough support? • Are the topics interesting? • Are the topics culturally appropriate? • Are the pictures culturally appropriate?	
5. Do I have suitable resources available (e.g. a computer, colour pens, etc) Note that the focus of the questions is on 'my pupils'.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S3: Making a Difference in the Classroom

KEMENTERIAN PENDIDIKAN
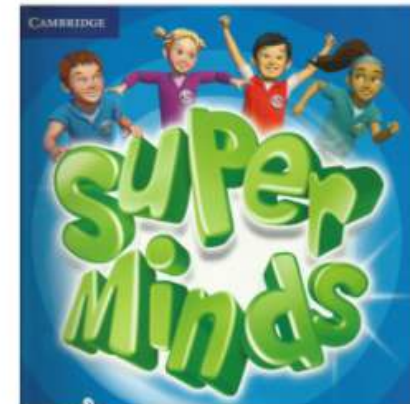BAHAGIAN PEMBANGUNAN KURIKULUM

Finding materials:

Task:
- Use the internet to find materials or ideas for materials for **one** lesson from:
  - Year 1(find a **suitable lesson** from the **textbook or non-textbook** lesson)
  - Based on *Super Minds 1 or materials from the internet*

Ensure that:
- there is a link between your materials and the Learning Standards.
- the materials are appropriate for the skills being covered.

Year 1 & 2

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S3: Making a Difference in the Classroom**

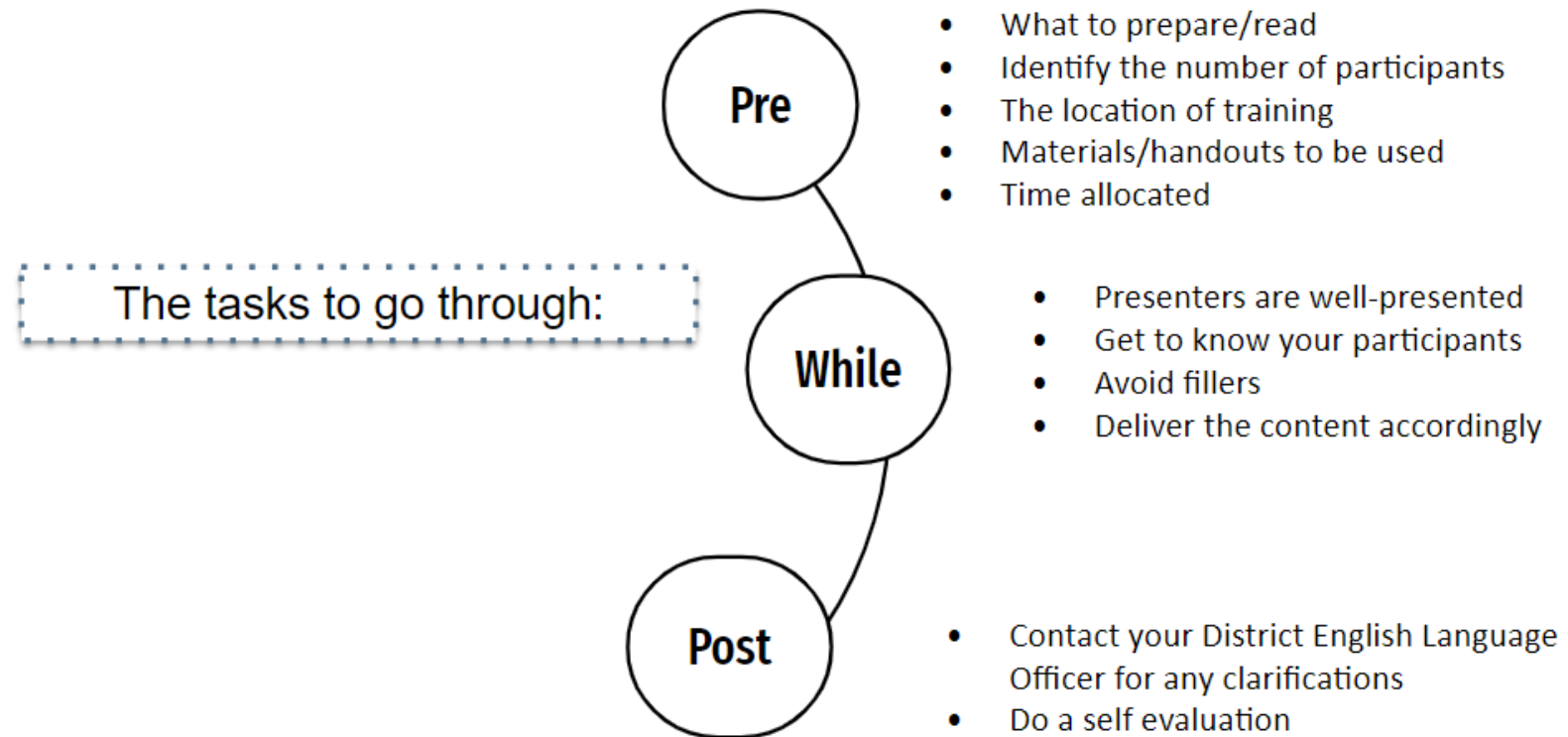| Notes	Remarks
In the final task, look for some suitable materials for a lesson from the SoW (Year 1 - find a suitable lesson from the textbook or non-textbook lesson). Go through the lesson and and then run through the materials based on the questions below: ● Do the materials link with the learning objectives? Why? State the evidence. ● Use the criteria developed earlier in the session to check the materials. ● Revisit these steps when creating your own materials. ● Allow question and answer, go around the tables and discuss.	

**KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM**

Modul Bimbingan (MOBIM)
Bahasa Inggeris Tahun 1

Slot 4
Putting It All Together

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S4: Putting It All Together

The tasks to go through:

Pre
- What to prepare/read
- Identify the number of participants
- The location of training
- Materials/handouts to be used
- Time allocated

While
- Presenters are well-presented
- Get to know your participants
- Avoid fillers
- Deliver the content accordingly

Post
- Contact your District English Language Officer for any clarifications
- Do a self evaluation

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Modul Bimbingan (MOBIM)
Bahasa Inggeris Tahun 1

SLOT 5
Check and Improve

FA: ways to collect information
(where they are, what, how to go there)

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
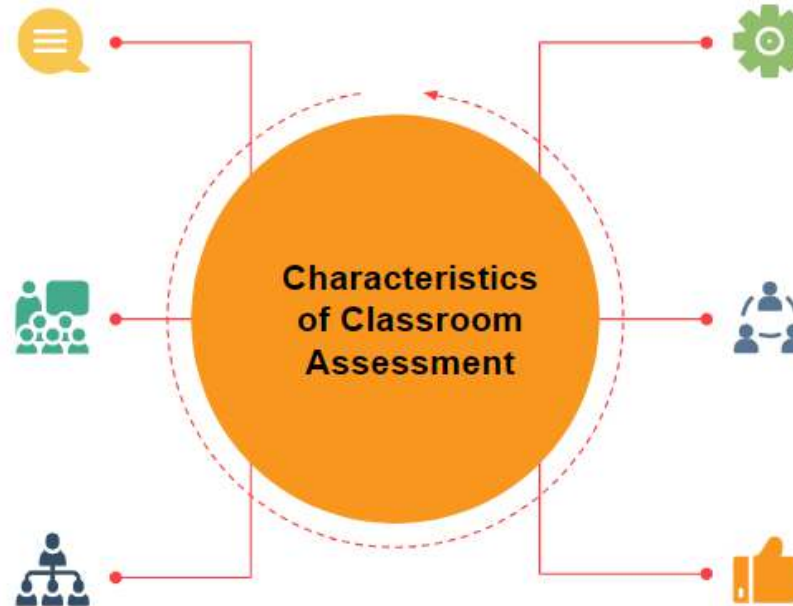BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Formative assessment is used to evaluate learning progress during the learning process itself. It is designed to provide pupils with feedback and guidance on their understanding of a particular topic or concept, and to help them improve their learning. Formative assessment can be in many different forms, such as quizzes, written assignments, classroom discussions, or one-on-one meetings with a teacher. Through formative assessment, teachers will know where they are, what to achieve and how to get there. Here are some ways to collect information. 1. Observe your pupils 2. Listen to your pupils 3. Talk to your pupils and 4. Give feedback 5. Test your pupils (Formative Assessment, Summative Assessment)	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S5: Check and Improve

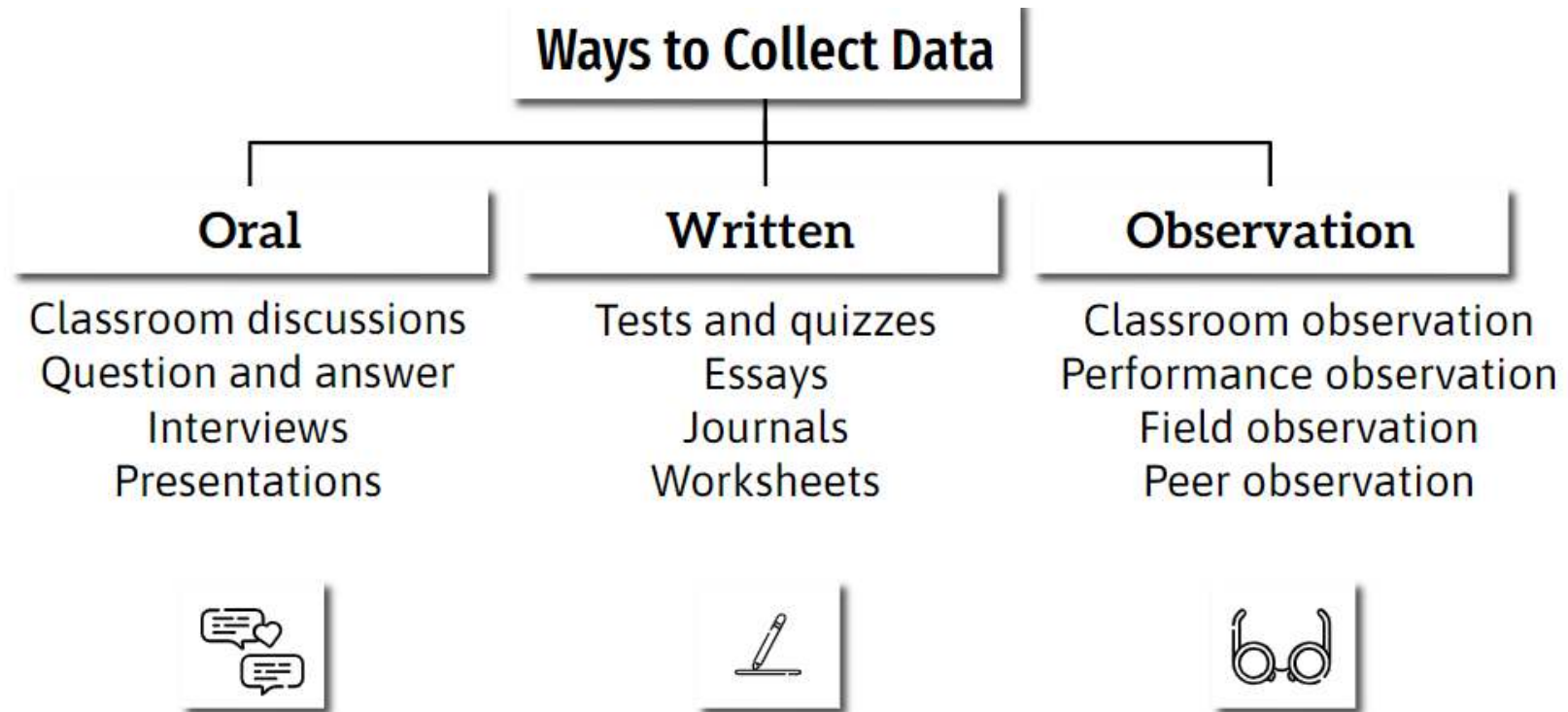| Notes	Remarks
Classroom assessment is used by teachers and schools to evaluate pupils' learning progress and achievement. Here are some key characteristics of classroom assessment: 1. **Contextual** - Classroom assessment is designed to meet the needs and goals of individual pupils and to align with the curriculum and learning objectives. 2. **Continuous** - It is an ongoing process that occurs throughout the learning cycle, rather than being a one-time event. 3. **Varied** - a variety of methods and tools to evaluate pupils' learning, including tests, quizzes, projects, portfolios, observations, and other methods. It is designed to provide a comprehensive picture of pupils' learning progress and achievement, and to capture different aspects of their learning.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

Notes	Remarks
4. **Authentic** - It is based on real-world tasks that are relevant and meaningful to pupils. It is designed to assess pupils' ability to apply their learning to practical situations and to develop skills that are transferable to real-life contexts. 5. **Formative** - It provides ongoing feedback to pupils to guide their learning and to help them improve their performance over time. It is used to identify areas where pupils may need additional support, and to provide opportunities for pupils to reflect on their learning and set goals for future growth. 6. **Inclusive** - It is designed to be inclusive and equitable, ast it is accessible to all pupils, regardless of their background, language, or abilities. It is designed to support the learning of all pupils and to provide opportunities for pupils to demonstrate their knowledge and skills in different ways.	

Ways to Collect Data

Oral

Classroom discussions
Question and answer
Interviews
Presentations

Written

Tests and quizzes
Essays
Journals
Worksheets

Observation

Classroom observation
Performance observation
Field observation
Peer observation

Notes	Remarks
There are different ways to collect data using oral, written, and observation methods. 1. Oral: a. Classroom discussions - Teachers can initiate discussions on a particular topic or question, and pupils can respond verbally with their thoughts and ideas. b. Question and answer sessions: Teachers can ask pupils questions related to the topic being studied and ask them to respond orally. c. Interviews: Teachers can conduct one-on-one or small-group interviews with pupils to collect information about their learning progress or to clarify their understanding of a concept. d. Presentations: Pupils can give oral presentations on a particular topic, and teachers can use this opportunity to evaluate their knowledge, skills, and understanding.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
2. **Written**: a. Tests and quizzes - teachers can use written tests and quizzes to evaluate pupils' understanding of a topic or concept. b. Essays - teachers can assign written essays on a particular topic and use them to assess pupils' writing skills, critical thinking, and understanding of the topic. c. Journals - pupils can keep written journals to reflect on their learning progress and to record their thoughts and ideas. d. Worksheets - teachers can assign written worksheets that require pupils to complete specific tasks related to a topic, and use them to assess their understanding and knowledge.	

Notes	Remarks
3. Observation: a. Classroom observation - teachers can observe pupils during classroom activities, such as group work or class discussions, to evaluate their participation, engagement, and understanding of the topic. b. Performance observation: Teachers can observe pupils during a performance task, such as a presentation or a science experiment, to evaluate their knowledge, skills, and understanding. c. Field observation: Teachers can take pupils on field trips or outdoor activities and observe their behavior and interaction with the environment to evaluate their understanding of a topic. d. Peer observation: Pupils can observe and evaluate each other's work, behavior, and participation in classroom activities. Teachers can use this information to evaluate pupils' understanding of the topic and to provide feedback.	

Focus on:

Speaking

- the pupil's ability to communicate to others
- their ability to use strategies when interacting with others
- their ability to communicate alone to a group

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
Some key aspects that are important for developing the speaking skill: 1. **Pronunciation**: The ability to articulate sounds and words clearly is essential for effective communication. 2. **Vocabulary**: Developing a wide range of vocabulary is important for effective communication. 3. **Grammar**: The ability to use grammar accurately is important for effective communication. 4. **Fluency**: The ability to speak fluently and smoothly is important for effective communication. 5. **Comprehension**: The ability to understand spoken language is important for effective communication. 6. **Interaction**: The ability to engage in conversation and discussion with others is important for effective communication.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S5: Check and Improve

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Content and Learning Standards for Speaking Skill

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2.1 Communicate simple information intelligibly	Communicate simple information about themselves clearly	2.1.1 Give very basic personal information using fixed phrases	2.1.1 Give simple personal information using basic statements	2.1.1 Ask about and express basic opinions	2.1.1 Explain and give reasons for basic opinions	2.1.1 Give detailed information about themselves	2.1.1 Give detailed information about themselves and others

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS	NOTES
1	• Hardly produces meaningful words and fixed phrases even with a lot of support from the teacher. • Hardly asks and answers straightforward questions using one word or a fixed phrase even with a lot of support from the teacher.	Requires support to achieve curriculum target (Working towards A1)
2	• Produces a few meaningful words and fixed phrases with a lot of support from the teacher. • Asks and answers a few straightforward questions using one word or a fixed phrase with a lot of support from the teacher.	On track to achieve curriculum target (Working towards A1)
3	• Produces and comprehends words and fixed phrases on very familiar topics with some support from the teacher. • Asks and answers straightforward questions using one word or a fixed phrase with some support from the teacher. • Introduces self, describes objects and participates in simple interactions on familiar topics using fixed phrases.	Achieves expectations of curriculum target (Working towards A1)
4	• Produces and comprehends words and fixed phrases on very familiar topics with minimal support from the teacher. • Asks and answers straightforward questions using one word or a fixed phrase with minimal support from the teacher. • Expresses self, describes objects and participates in simple conversations on familiar topics using fixed phrases.	Working towards exceeding expectations (A1 Low)
5	• Produces and comprehends words and fixed phrases on very familiar topics confidently. • Asks and answers straightforward questions using one word or a fixed phrase with increasing confidence and self-reliance. • Expresses self, describes objects and participates in conversations on familiar topics using fixed phrases with an increasing display of confidence.	On track to exceed expectations (A1 Low)
6	• Produces and comprehends words and fixed phrases on very familiar topics confidently and independently. • Asks and answers straightforward questions using fixed phrases with ease and great confidence. • Initiates, expresses self, describes objects and participates in conversations on familiar topics using fixed phrases independently. • Displays exemplary model of language use to others.	Exceeds expectations (A1 Low)

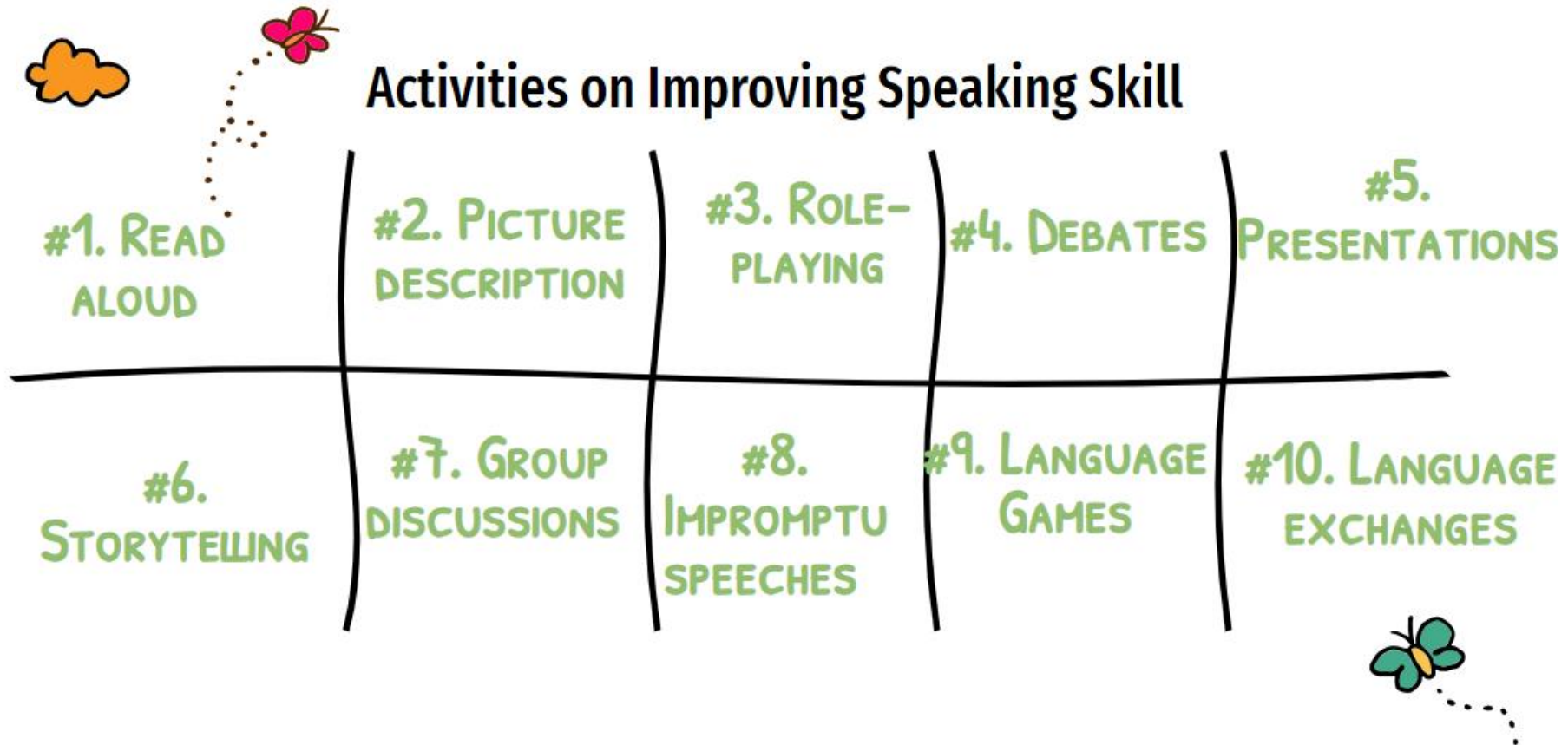Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S5: Check and Improve

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

LESSON: 1 (Speaking 1)	
MAIN SKILL(S) FOCUS: Speaking	
THEME: World of Self, Family and Friends	
TOPIC: Friends	
LANGUAGE/GRAMMAR FOCUS: Hi. What's your name? I'm (name) He's, She's (name) Bye	

WEEK:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES
MAIN SKILL Speaking 2.1 Communicate simple information intelligibly **COMPLEMENTARY SKILL** Speaking 2.3 Communicate appropriately to a small or large group	**MAIN SKILL** Speaking 2.1.4 Greet, say goodbye, and express thanks using suitable fixed phrases **COMPLEMENTARY SKILL** Speaking 2.3.1 Introduce self to an audience using fixed phrases	**Pre-lesson** 1. Introduce target language (*Hi, I'm … What's your name?*) using yourself and pupils as examples. 2. Pupils report back (*I'm… He's… She's…*) … **Lesson delivery** 3. Pupils practise target language in pairs. 4. Pupils report back to the whole class e.g. *I'm … he's/she's …* 5. Divide pupils into groups of about 6: they repeat step 3. 6. Make larger groups of about 12: pupils report names within the larger group. 7. Pupils report back to whole class **Post lesson** 8. Ask pupils to stand in a line in alphabetical order of their first names. 9. In pairs, pupils remember as many names as they can (e.g. *He's Ahmed, She's Regina*). 10. Finish by eliciting the names of everyone in the line. 11. Teach pupils *Bye!* 12. Divide pupils into groups Pupils say *Bye!* to each other (e.g. *Bye Nur!, Bye. Amir!*). and *Bye!* to you.	None needed	Values (Friendship)	Strategies 3 and 4 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing.

Unit 1: Speaking
Lesson 1 (SOW, SK)
Lesson 1 (SOW, SJK)
Textbook: Page 3 and 4

Activities on Improving Speaking Skill

#1. READ ALOUD	#2. PICTURE DESCRIPTION	#3. ROLE-PLAYING	#4. DEBATES	#5. PRESENTATIONS
#6. STORYTELLING	#7. GROUP DISCUSSIONS	#8. IMPROMPTU SPEECHES	#9. LANGUAGE GAMES	#10. LANGUAGE EXCHANGES

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

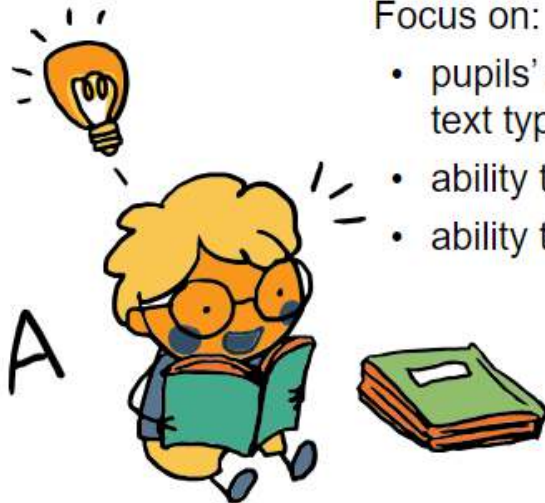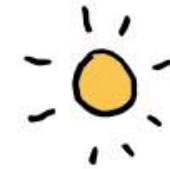| Notes	Remarks
Here are some activities that can help improve speaking skills: 1. **Read aloud** - Encourage pupils to read aloud from a book, article, or poem. This activity can help improve pronunciation, intonation, and fluency. 2. **Picture description:** Show a picture to pupils and ask them to describe what they see. This activity helps improve vocabulary and speaking skills. 3. **Role-playing:** Assigning roles to pupils and having them act out different scenarios can be an effective way to improve speaking skills. This activity helps pupils practice their speaking skills in a safe and supportive environment. 4. **Debates:** Debates encourage pupils to express their opinions and engage in conversation and discussion with others. This task helps improve speaking skills, as pupils have to defend their arguments and respond to counter arguments. 5. **Presentations:** Assigning presentations on a particular topic or subject can help improve speaking skills. This task allows pupils to practice speaking in front of a group and to present their ideas clearly and coherently. 6. **Storytelling**: Asking pupils to tell a story or anecdote can be an effective way to improve speaking skills. This task helps pupils develop their storytelling skills and express their ideas in an engaging and entertaining way.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S5: Check and Improve

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
7. **Group discussions:** Encouraging group discussions can help improve speaking skills, as pupils can exchange ideas and opinions in a supportive and non-threatening environment. This task also helps pupils develop their listening and critical thinking skills. 8. **Impromptu speeches**: Asking pupils to give an impromptu speech on a particular topic can help improve speaking skills. This activity helps pupils think on their feet and express their ideas clearly and coherently. 9. **Language games:** Incorporating language games into classroom activities can be an effective way to improve speaking skills. This task helps pupils practice their speaking skills in a fun and interactive way. 10. **Language exchanges:** Arranging language exchanges with native speakers can help improve speaking skills. This activity allows pupils to practice speaking with someone who speaks the target language fluently and can provide feedback and correction. Overall, the key to improving speaking skills is to provide opportunities for pupils to practice speaking, express their opinions and ideas, and engage in conversation and discussion with others. It is important to create a safe and supportive environment for pupils to practice their speaking skills and to provide constructive feedback and encouragement.	

Teaching of Language Arts

Focus on:

- pupils' ability to enjoy and appreciate different text types
- ability to express a personal response to texts
- ability to respond imaginatively to texts

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
To foster pupils' ability to enjoy and appreciate different text types, express personal response to texts, and respond imaginatively to texts, here are some teaching strategies that can be used: 1. Provide exposure to a variety of text types: Introduce pupils to a range of different text types, including nursery rhymes, poetry, prose and non-fiction. 2. Encourage independent reading: Provide time for independent reading and encourage pupils to choose texts that interest them. This can help pupils develop a personal connection to the texts they read and build a love of reading. 3. Use guided reading and discussion: Use guided reading to help pupils understand the key features of different text types. Provide opportunities for pupils to discuss texts in small groups, allowing them to share their personal responses and engage in imaginative discussions about the text.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

Notes	Remarks
4. Use creative writing: Encourage pupils ts to respond imaginatively to texts by creating their own stories, poems, or other creative works inspired by the texts they have read. 5. Provide opportunities for drama and role-play: Use drama and role-play to help pupils engage with texts in a creative and imaginative way. This can help pupils develop an appreciation for the characters and events in the texts and build their ability to respond imaginatively. 6. Use multimedia resources: Use multimedia resources, such as videos, audio recordings, and interactive websites, to help pupils engage with texts in a dynamic and interactive way. Overall, the key to fostering pupils' ability to enjoy and appreciate different text types, express personal response to texts, and respond imaginatively to texts is to provide a variety of engaging and interactive activities that help pupils connect with the texts in meaningful ways.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

Unit 1 : Language Arts

Lesson 15 (SoW, SK)

LESSON: 15 (Language Arts 3)
MAIN SKILL(S) FOCUS: Language Arts
THEME: World of Self, Family and Friends
TOPIC: Friends
LANGUAGE/GRAMMAR FOCUS: Your choice, as appropriate to your pupils' needs and interests

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES
MAIN SKILL Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs COMPLEMENTARY SKILL Speaking 2.1 Communicate simple information intelligibly	MAIN SKILL Language Arts 5.1.1 Demonstrate appreciation through non-verbal responses to: i) simple chants and raps ii) simple rhymes iii) simple action songs COMPLEMENTARY SKILL Speaking 2.1.5 Name or describe objects using suitable words from word sets	Plan a Language Arts lesson which gives pupils a chance to enjoy responding to and using language in a chant, rap, rhyme or action song. Once pupils can respond with confidence and enjoyment, you can help them to develop entrepreneurial skills by encouraging them to create their own words to their own extra verse.	Use your own, as appropriate to your lesson content If your focus is on colours, one possibility is the rainbow song. See: http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/F-J/sing_a_rainbow for the tune and words.	Entrepreneurship	Your choice, as appropriate to your lesson content You may want to provide prompts for pupils to help them to create their own verse.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S5: Check and Improve

KEMENTERIAN PENDIDIKAN
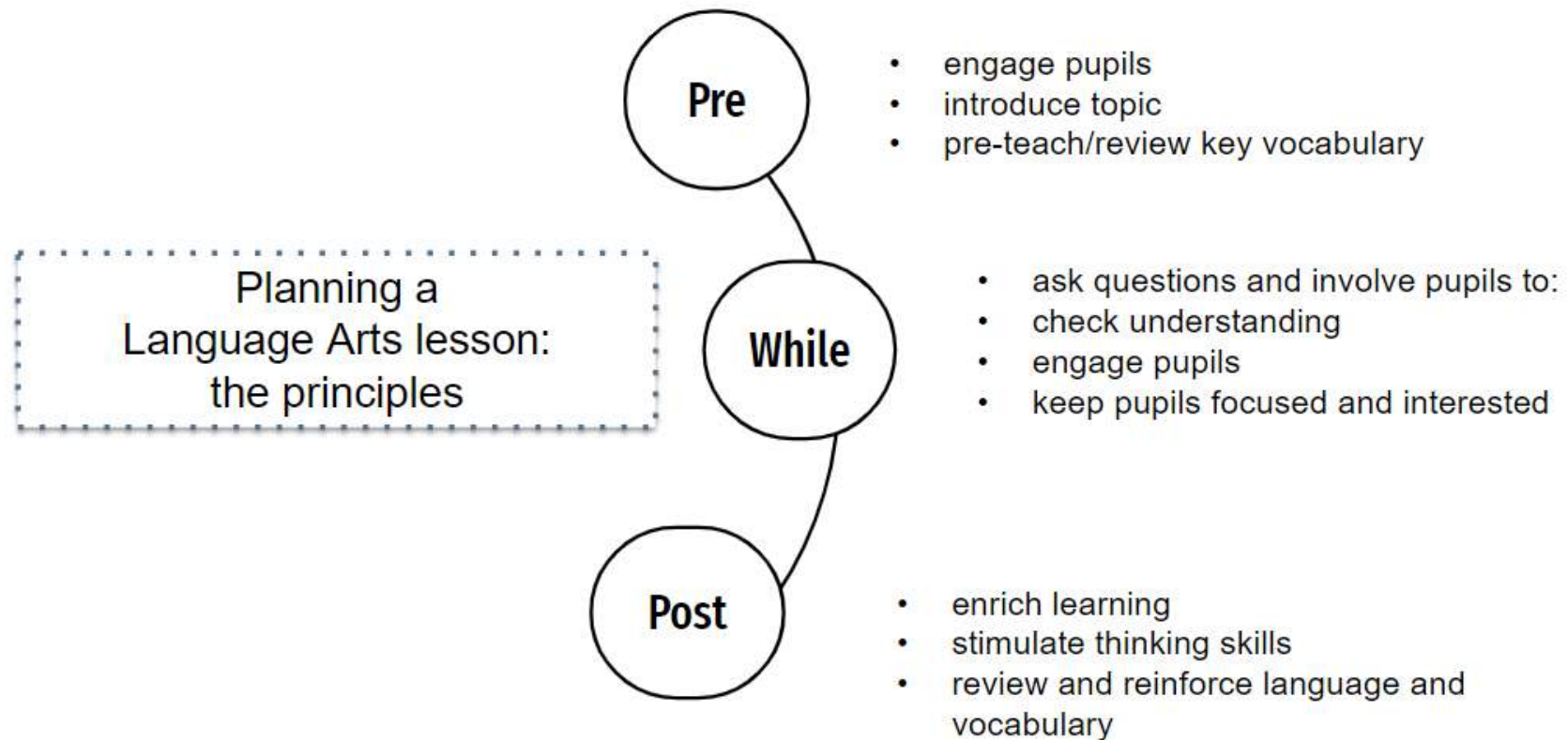BAHAGIAN PEMBANGUNAN KURIKULUM

LESSON: 17 (Language Arts 3)

MAIN SKILL(S) FOCUS: Language Arts

THEME: World of Self, Family and Friends

Lesson 17 (SoW, SJK)

TOPIC: At School	**CONTENT STANDARD**	**LEARNING STANDARD**	**LEARNING OUTLINE**	**MATERIALS / REFERENCES**	**CROSS - CURRICULAR ELEMENT**	**DIFFERENTIATION STRATEGIES**
LANGUAGE/GRAMMAR FOCUS: It's a (colour) (object).	**MAIN SKILL** Language Arts 5.2 Express personal responses to literary texts **COMPLEMENTARY SKILL** Speaking 2.1 Communicate simple information intelligibly	**MAIN SKILL** Language Arts 5.2.1 Name people, things or places of interest in illustrations accompanying texts **COMPLEMENTARY SKILL** Speaking 2.1.5 Name or describe objects using suitable words from word sets	Plan a Language Arts lesson which allows pupils to listen and respond to short texts. These could be descriptions of classroom objects that pupils need to identify. You could, for example, collect various classroom items and other realia (real things) to review vocabulary so far. Put these on a tray. Describe an item and pupils should tell you what it is. You could also write the sentences on the board if you would like to support reading skills development too. You could then play 'Kim's Game', where pupils look at the items on the tray for 30 seconds. Then close their eyes as you take something away. The pupils should tell you what you took away. Pupils can then play a similar game in small groups.	Your choice of materials and resources. Realia (real things) are recommended. Short texts (e.g. for you to say to describe classroom items.)	Language	Use appropriate strategies according to your lesson and class. .

Planning a
Language Arts lesson:
the principles

Pre
- engage pupils
- introduce topic
- pre-teach/review key vocabulary

While
- ask questions and involve pupils to:
- check understanding
- engage pupils
- keep pupils focused and interested

Post
- enrich learning
- stimulate thinking skills
- review and reinforce language and vocabulary

Notes	Remarks
To ensure effective teaching and learning in an English language class, it is essential to plan for pre-lesson, while-lesson, and post-lesson activities. 1. Pre-lesson activities: Before the lesson, the teacher should prepare a clear lesson plan that outlines the objectives, content, and activities for the lesson. The teacher should also review any relevant materials, such as textbooks or multimedia resources, and ensure that all necessary materials are available. 2. While-lesson activities: During the lesson, the teacher should engage the pupils in a range of activities designed to meet the lesson objectives. This may include a mix of teacher-led instruction, group work, and independent work. The teacher should also provide feedback to the pupils as they work, providing guidance and support where necessary to ensure that all pupils are able to achieve the lesson objectives. 3. Post-lesson activities: After the lesson, the teacher should provide opportunities for pupils to reflect on their learning and consolidate their understanding of the material. This may include homework assignments, review activities, or assessments. The teacher should also provide feedback to the pupils on their performance, highlighting areas of strength and areas for improvement.	

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KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Age-appropriate activity types

Task:

In groups, brainstorm some activities to fit these descriptions:
- Respond non-verbally
- Say the words
- Sing
- Name interesting things in illustrations (Year 1)
- Respond imaginatively
- Creating Arts & Craft products (Year 1)
- Other imaginative responses

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Performance Level	Descriptor for listening skills
1	- Can recognise and reproduce minimal target language phonemes after repeated listening with a lot of support. - Can display **minimal understanding** of the main idea, specific information and details of longer simple texts, short simple narratives, longer questions and classroom instructions with **a lot of support.** - Can guess meaning of a few unfamiliar words with a lot of support.
2	- Can recognise and reproduce some target language phonemes with a lot of support. - Can display **some understanding** of the main idea, specific information and details of longer simple texts, narratives, longer questions and classroom instructions with **a lot of support.** - Can guess meaning of some unfamiliar words with a lot of support.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1 **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Performance Level	Descriptor for listening skills
3	• Can recognise and reproduce a wide range of target language phonemes with support. • Can display **understanding** of the main idea, specific information and details of longer simple texts, short simple narratives, longer questions and classroom instructions **with support.** • Can guess meaning of unfamiliar words from clues provided by knowledge of the topic.
4	• Can recognise and reproduce a wide range of target language phonemes with occasional support. • Can **understand** the main idea, specific information and details of simple texts and narratives, longer questions and classroom instructions **with support** by **responding to given tasks at times.** • Can guess meaning of unfamiliar words from clues provided by knowledge of the topic.

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Performance Level	Descriptor for listening skills
5	• Can recognise and reproduce a wide range of target language phonemes easily with occasional support. • Can **understand** the main idea, specific information and details of simple texts and narratives, longer questions and classroom instructions **with support** by **responding to given tasks most of the time.** • Can guess meaning of unfamiliar words from clues provided by knowledge of the topic.
6	• Can recognise and reproduce a wide range of target language phonemes easily with little or no support. • Can **understand** the main idea, specific information and details of simple texts and narratives, longer questions and classroom instructions **with support** by **responding to given tasks easily.** • Can guess meaning of unfamiliar words from clues provided by knowledge of the topic. • **Can guide others in a given task.**

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

Recap/Reflection

3

2

1

List **three** things you know about FA,
Two key words in FA.
One adjective to describe FA

Notes	Remarks
Lesson planning involves several stages that are designed to ensure that the lesson is well-structured, engaging, and aligned with the learning objectives. Here are the typical stages in lesson planning: 1. Identify the learning objectives - This stage involves determining what you want your pupils to learn in the lesson. The learning objectives should be specific, measurable, and achievable, and they should be aligned with the overall learning outcomes for the course. 2. Determine the assessment: Once the learning objectives have been identified, you can determine the type of assessment that will be used to measure student progress. This could be a written test, an oral presentation, a group project, or a combination of these. 3. Develop the lesson structure: This stage involves developing a lesson plan that outlines the structure of the lesson. This should include a clear introduction, the main teaching activities, and a conclusion that summarizes the key points covered.	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S5: Check and Improve**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

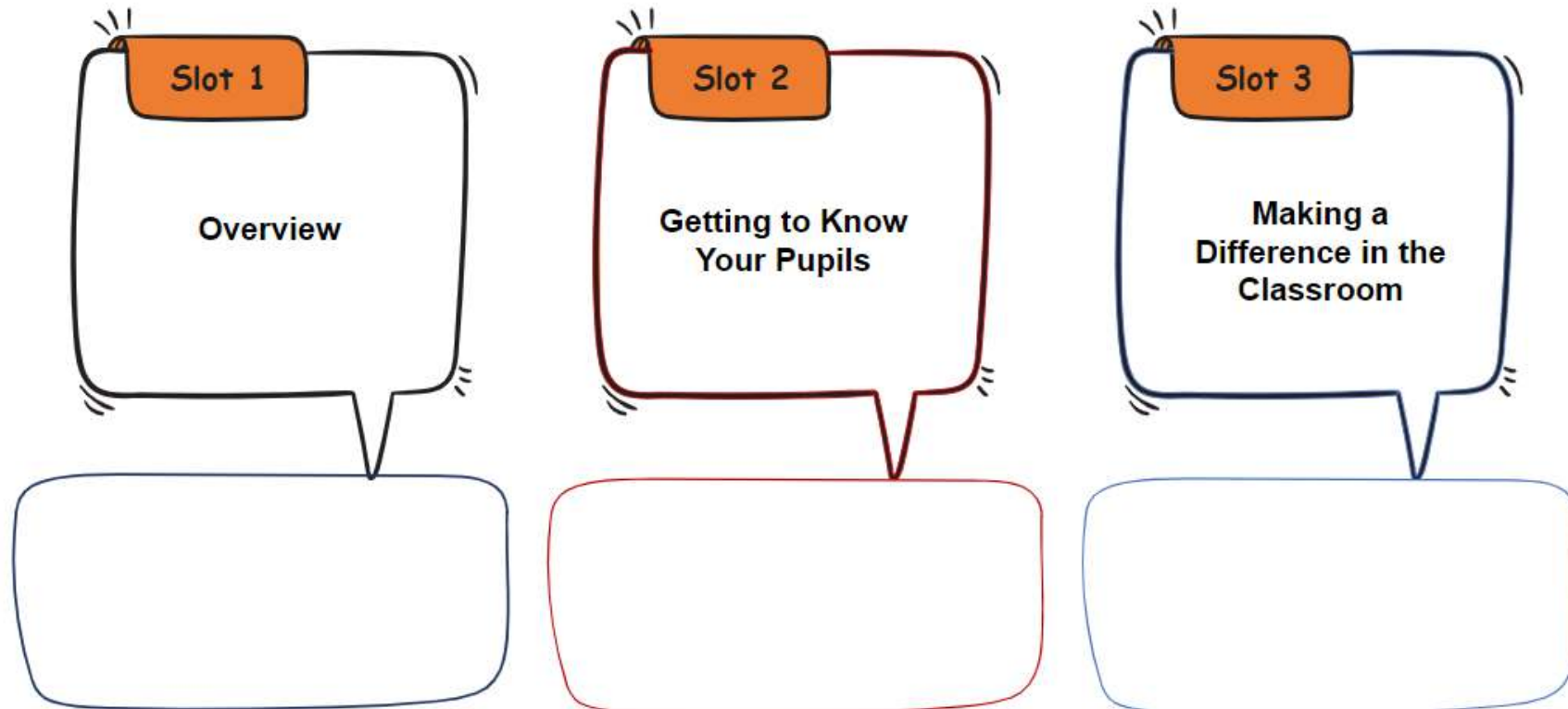| Notes	Remarks
4. Prepare materials and resources: At this stage, you need to ensure that all the necessary materials and resources are available to support the lesson. This could include handouts, worksheets, multimedia resources, and other materials that will be used during the lesson.	
5. Plan teaching activities: The teaching activities should be designed to support the learning objectives and engage the pupils. Activities could include lectures, group discussions, problem-solving exercises, and other interactive activities.	
6. Evaluate the lesson: This stage involves reviewing the lesson plan and assessing how effective it was in achieving the learning objectives. You should identify areas that worked well and areas that could be improved for future lessons.	

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

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SLOT 6
Reflection

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   **S6: Reflection**

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

What have you learnt from these slots?

Slot 1

Overview

Slot 2

Getting to Know
Your Pupils

Slot 3

Making a
Difference in the
Classroom

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1　　　S6: Reflection

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

What have you learnt from these slots?

Slot 4

Putting It All Together

Slot 5

Check & Improve

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KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Read the statements on common classroom practices. Choose 1 answer for each statement.

( ) I adhere rigidly to the learning outline in the Scheme of Work.

( ) I can replace texts in the textbook for differentiation purposes.

( ) I believe I must provide written practices in all lessons.

( ) I make sure assessment is carried out in every lesson.

(Y) YES

(N) NO

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KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

S6: Reflection

Notes	Remarks
These are some common classroom practices. Reflect on your own practices, read the statements and choose an answer for each. In groups, share your answers and discuss why did you answer as such.	

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Read the statements on common classroom practices. Choose 1 answer for each statement.

◯ I apply differentiation strategies in my lessons.

◯ My panel discusses the assessment that is to be given for each unit completed.

◯ I evaluate my pupils' performance levels based on my intuition.

◯ I give homework to my pupils for every lesson.

| 1. ALWAYS | 2. OFTEN | 3. SOMETIMES | 4. RARELY |

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1   S6: Reflection

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Read the statements on common classroom practices. Choose 1 answer for each statement.

◯ I think the textbooks are suitable for my pupils.

◯ I carry out Language Arts in lessons.

◯ I can only award Performance Level 6 towards the end of the year.

◯ I only refer to my textbook when planning lessons.

1. STRONGLY AGREE	2. AGREE	3. DISAGREE	4. STRONGLY DISAGREE

Further Points to Consider

1

Pupils need comprehensible input at all stages and different proficiency levels.

2

Give pupils:
Patience
Repetition
Identity
Drilling
Expectation

3

A test on testing:

https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learners/magazine/test-about-testing-lets-see-how-you

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S6: Reflection

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
As teachers of Year 1 pupils, always remember these points: 1. Year 1 pupils typically face different challenges. There are those who may have never undergone kindergarten. Others may have zero prior knowledge on letters and sounds. Some may be able to communicate interpersonally but lack specific vocabulary. 2. Regardless of their proficiency levels, they need "comprehensible input" or information that is conveyed in a manner that ensures they can understand, even if they do not know every word. For example, for pupils, that might mean communication through gestures or pictures; for other pupils, it might mean conveying new ideas with reference to terms already learned. **Suggestion:** • Build on pupils' previous knowledge and provide multiple representations of concepts to them • Promote interaction that is structured and supported	

Modul Bimbingan (MOBIM) Bahasa Inggeris Tahun 1

S6: Reflection

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

Notes	Remarks
3. Teaching Year 1 pupils can be very challenging, especially with very low-level pupils. However, it can also be incredibly rewarding as this is the level when you can see the most progress in your pupils over the time that you work with them. 5 things to remember to help you, have PRIDE in your teaching: • **Patience** - give students time to internalise new language, new information, and show them the strategies to help them learn • **Repetition** - any new vocabulary or language structures introduced must be taught repeatedly across the skills, for example in reading and listening activities, and pupils should be encouraged to use it in both speaking and writing. Seeing language in different contexts and with different images attached to it can also help memorisation. • **Identity** - our job as teachers is to build pupils' confidence and respect their individual's beliefs • **Drilling** - this is often neglected for young learners, especially low levels pupils. It is especially crucial in teaching pronunciation because we are aiming for accuracy in producing sounds, but done in a supportive manner. This can be done through various methods and teachers should be alert to the pupils' body language when they have had enough. • **Expectation** - just because some pupils have a very low level of English, it doesn't mean that they aren't creative or adventurous. By giving them chances to play with the language, these pupils often surprise us. Expect more from them and you will be rewarded. 4. We often assess our pupils, but have we ever thought that the way we give feedback may also help them improve even further? Let's have a look at this British Council's test on testing.	

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PANEL OF WRITERS

Eileen Jessie Ah Guan   Curriculum Development Division

Masreen Wirda binti Muhammad Ali   Curriculum Development Division

Dr. Teh Pei Ling   Curriculum Development Division

Mohd Syazwan bin Jonit   Curriculum Development Division

Technical Coordinator for Publication and Specifications

Hasneeda Binti Mohd Sarip
Siti Zulikha binti Zelkepli
Muhamad Zaiful bin Zainal Abidin