



KEMENTERIAN PENDIDIKAN MALAYSIA

KSSM

English Language

Secondary Curriculum Framework

Secondary
Content and Learning Standards

Listening Module Content and Learning Standards

The thinking behind the Secondary Listening Content and Learning Standards

The three Content Standards for Listening focus on learners' ability to understand meaning, to use appropriate listening strategies and to recognise typical features of spoken texts. 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. Learners 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
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
1.1 Understand meaning in a variety of familiar contexts	Understand the main idea when listening to texts on familiar topics	1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics	1.1.1 Understand independently the main ideas in simple longer texts on a range of familiar topics	1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics	1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics	1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics
1.1 Understand meaning in a variety of familiar contexts	Understand specific details when listening to texts on familiar topics	1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics	1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics	1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics	1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics

Content Standard	Focus	Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
1.1 Understand meaning in a variety of familiar contexts	Understand attitude or opinion when listening to texts on familiar topics	1.1.3 No learning standard	1.1.3 Recognise with support attitudes or opinions in simple longer texts on a range of familiar topics	1.1.3 Recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics	1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics	1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics
1.1 Understand meaning in a variety of familiar contexts	Understand classroom instructions about familiar topics	1.1.4 Understand longer sequences of supported classroom instructions	1.1.4 Understand with little or no support longer sequences of classroom instructions	1.1.4 Understand independently longer sequences of classroom instructions	1.1.4 No learning standard	1.1.4 No learning standard
1.1 Understand meaning in a variety of familiar contexts	Understand questions on familiar topics	1.1.5 Understand more complex supported questions	1.1.5 Understand with little or no support more complex questions	1.1.5 Understand independently more complex questions	1.1.5 Understand independently more complex questions on a wide range of familiar topics	1.1.5 No learning standard
1.1 Understand meaning in a variety of familiar contexts	Understand narratives on familiar topics	1.1.6 Understand with support longer simple narratives on a wide range of familiar topics	1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics	1.1.6 Understand independently longer simple narratives on a range of familiar topics	1.1.6 Understand independently longer simple narratives on a wide range of familiar topics	1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics

Content Standard	Focus	Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
1.2 Use appropriate listening strategies in a variety of contexts	Use strategies to understand meaning on familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics	1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics
1.3 Recognise features of spoken genres on familiar topics	Recognise typical features of spoken texts	1.3.1 No learning standard	1.3.1 No learning standard	1.3.1 Recognise with support typical features at word, sentence and text levels of a small number of spoken genres	1.3.1 Recognise with support typical features at word, sentence and text levels of a range of spoken genres	1.3.1 Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres

Speaking Content and Learning Standards

The thinking behind the Secondary Speaking Content and Learning Standards

The four Content Standards for Speaking focus on learners' ability to communicate meaning, to use register appropriately, to use appropriate communication strategies and to communicate appropriately when speaking alone to a small or large group. We have called interacting with others *Spoken Interaction*, and speaking alone to a group *Spoken Production*. Most Learning Standards focus on Spoken Interaction, as we think that this is learners' main need in Secondary School. We have not mentioned pronunciation within the Secondary Learning Standards as we see it as a Speaking focus which is embedded within the adverbs *intelligibly* and *appropriately* in the Speaking Content Standards. This means that learners should have chances to learn from both explicit and implicit focuses on pronunciation within the classroom.

The order in which the Content and Learning Standards appear does **not** reflect a chronological sequence of classroom learning which starts with 2.1.1 and finishes with 2.4.1. Learners need to develop these skills simultaneously over the school year and so will learn from opportunities to practise different speaking skills in varied sequences in their English lessons.

Spoken Interaction

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate information clearly	2.1.1 Ask about and give detailed information about themselves and others	2.1.1 Ask about and explain key information from simple texts	2.1.1 Paraphrase short simple texts	2.1.1 Explain simple content on familiar topics from what they read and hear	2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Find out about and communicate information clearly	2.1.2 Ask about and express rules and obligations	2.1.2 Ask for and respond appropriately to simple suggestions	2.1.2 Ask about and explain simple processes	2.1.2 Ask about and explain causes and consequences of actions, events, simple processes	2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate plans and ambitions clearly	2.1.3 Ask about and describe future plans or events	2.1.3 Express opinions about future plans or events	2.1.3 Describe future plans and ambitions	2.1.3 Explain advantages and disadvantages of plans and ambitions	2.1.3 Explain and justify plans and ambitions
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate a point of view clearly	2.1.4 Explain and give reasons for simple advice	2.1.4 Express opinions about simple spoken or written advice given to themselves or others	2.1.4 Explain own point of view	2.1.4 Explain and justify own point of view	2.1.4 Explain and justify the point of view of classmates or others
2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Communicate feelings clearly	2.1.5 Ask about and describe personality	2.1.5 Express opinions or feelings about character and personality	2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest	2.1.5 Express and respond to feelings such as amusement, anger and regret	2.1.5 Explain and justify own feelings or those of others
2.2 Use register appropriately	Use register appropriately in familiar contexts	2.2.1 No learning standard	2.2.1 No learning standard	2.2.1 Use formal and informal registers appropriately in some familiar contexts	2.2.1 Use formal and informal registers appropriately in most familiar contexts	2.2.1 Use formal and informal registers appropriately in most familiar and some unfamiliar contexts

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
2.3 Use appropriate communication strategies	Manage interaction appropriately	2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying	2.3.1 Keep interaction going in longer exchanges by checking understanding of what a speaker is saying	2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	2.3.1 Confirm understanding in discourse-level exchanges by repeating back what a speaker has said	2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately
2.3 Use appropriate communication strategies	Negotiate classroom tasks appropriately	2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks	2.3.2 No learning standard	2.3.2 No learning standard	2.3.2 No learning standard	2.3.2 No learning standard

Spoken Production

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
2.4 Communicate appropriately to a small or large group on familiar topics	Communicate information, events, stories, feelings and ideas to an audience	2.4.1 Narrate short stories, events and experiences	2.4.1 Communicate opinions or feelings about a story, event or experience	2.4.1 Summarise the main points of a story	2.4.1 Summarise the main points of a story, text or plot	2.4.1 Explain the main points of an idea or argument

Reading Content and Learning Standards

The thinking behind the Secondary Reading Content and Learning Standards

The two Content Standards for Reading focus on learners' ability to understand meaning and to extend thinking through independent reading. The Learning Standards have five main strands. These are: understanding main ideas, understanding details, using reading strategies, using reference resources and reading to develop thinking.

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

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Understand the main idea in a variety of text types on familiar topics	3.1.1 Understand the main points in simple longer texts	3.1.1 Understand the main points in simple longer texts on a range of familiar topics	3.1.1 Understand the main points in longer texts on an increased range of familiar topics	3.1.1 Understand the main points in extended texts on a wide range of familiar topics	3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Understand specific details in a variety of text types on familiar topics	3.1.2 Understand specific details and information in simple longer texts	3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics	3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics	3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Guess the meaning of unfamiliar words in a variety of text types on familiar topics	3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context	3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics	3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics	3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Use dictionary skills appropriately to check and extend understanding	3.1.4 Use with some support familiar print and digital resources to check meaning	3.1.4 Use independently familiar print and digital resources to check meaning	3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding	3.1.4 Use independently familiar and some unfamiliar print and digital resources to check meaning and extend understanding	3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Recognise the attitude or opinion of the writer in a variety of text types on familiar topics	3.1.5 No learning standard	3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts	3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts on an increased range of familiar topics	3.1.5 Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics	3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Recognise typical features of texts on familiar topics	3.1.6 No learning standard	3.1.6 No learning standard	3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres	3.1.6 Recognise with support typical features at word, sentence and text levels of an increased range of genres	3.1.6 Recognise with little or no support typical features at word, sentence and text levels of a wide range of genres
3.2 Explore and expand ideas for personal development by reading independently and widely	Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment	3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest	3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest	3.2.1 Read enjoy and give a personal response to fiction / non-fiction and other suitable print and digital texts of interest	3.2.1 Read a variety of suitable print and digital texts to investigate and analyse national issues	3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues

Writing Content and Learning Standards

The thinking behind the Secondary Writing Content and Learning Standards

The two Writing Content Standards focus on learners' ability to communicate meaning and to use appropriate language, form and style when doing so. Learning Standards are divided almost equally between the two Content Standards. This reflects the importance of both fluency and accuracy in writing at this stage of the learners' school career.

The order in which the Content and Learning Standards appear does **not** reflect a chronological sequence of classroom learning which starts with 4.1.1 and finishes with 4.2.4. Learners need to develop these skills simultaneously over the school year and so will learn from opportunities to practise different writing skills in varied sequences in their English lessons.

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
4.1 Communicate intelligibly through print and digital media on familiar topics	Communicate information clearly	4.1.1 Give detailed information about themselves and others	4.1.1 Explain simple content from what they have read	4.1.1 Explain simple content from what they have read or heard	4.1.1 Explain information from (i) diagrams (ii) charts (iii) tables (iv) graphs or other visuals	4.1.1 Explain and evaluate (i) visual (ii) read (iii) heard information
4.1 Communicate intelligibly through print and digital media on familiar topics	Communicate information clearly	4.1.2 Describe future plans or events	4.1.2 Make and respond to simple requests and suggestions	4.1.2 Explain simple processes	4.1.2 Explain causes and consequences of i) actions ii) events or iii) simple processes	4.1.2 Explain advantages and disadvantages of i) ideas ii) plans or iii) arrangements

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
4.1 Communicate intelligibly through print and digital media on familiar topics	Communicate ideas clearly	4.1.3 Narrate factual and imagined events and experiences	4.1.3 Summarise the main points of a simple story, text or plot	4.1.3 Summarise the main points and explain key details in of a story, text or plot	4.1.3 Explain the main points of an idea or argument	4.1.3 Explain the main points for and against an idea or argument
4.1 Communicate intelligibly through print and digital media on familiar topics	Communicate feelings and opinions clearly	4.1.4 Describe personality	4.1.4 Express opinions and common feelings such as happiness, sadness, surprise, and interest	4.1.4 Express and respond to opinions and common feelings such as happiness, sadness, surprise, and interest	4.1.4 Express and respond to opinions and common feelings such as amusement, anger and regret	4.1.4 Express and respond to real or imagined opinions and feelings
4.1 Communicate intelligibly through print and digital media on familiar topics	Organise information coherently	4.1.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns	4.1.5 Organise, and sequence ideas within short texts on familiar topics	4.1.5 Organise, sequence and develop ideas within short texts on familiar topics	4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics	4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics
4.2 Communicate with appropriate language, form and style	Punctuate texts appropriately	4.2.1 Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level	4.2.1 Punctuate written work with moderate accuracy	4.2.1 Punctuate written work with moderate accuracy	4.2.1 Punctuate written work on a range of text types with reasonable accuracy	4.2.1 Punctuate written work on a range of text types with reasonable accuracy

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
4.2 Communicate with appropriate language, form and style	Spell written work accurately	4.2.2 Spell most high frequency words accurately in independent writing	4.2.2 Spell written work with moderate accuracy	4.2.2 Spell written work with moderate accuracy	4.2.2 Spell written work on a range of text types with reasonable accuracy	4.2.2 Spell written work on a range of text types with reasonable accuracy
4.2 Communicate with appropriate language, form and style	Plan, draft and edit work appropriately	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently	4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently	4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently	4.2.3 Produce a plan or draft and modify this appropriately independently
4.2 Communicate with appropriate language, form and style	Use register appropriately	4.2.4 No learning standard	4.2.4 No learning standard	4.2.4 Begin to use formal and informal registers appropriate to the target audience in familiar situations	4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations	4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations

Literature in Action Content and Learning Standards

The thinking behind the Secondary Literature in Action Content and Learning Standards

The three Literature in Action Content Standards focus on learners' ability to enjoy and appreciate different text types, to analyse and evaluate texts, and to respond imaginatively to texts.

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

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
5.1 Engage with, respond to and interpret a variety of literary text types	Give a personal response to a variety of literary text types	5.1.1 Describe in simple language a character's actions or feelings and explain the reasons for them	5.1.1 Explain in simple language connections between characters, places or events in texts and their own lives	5.1.1 Explain why a part or aspect of a text interests them	5.1.1 Explain briefly the feelings and opinions a text provokes in them	5.1.1 Explain in detail the feelings and opinions a text provokes in them
5.1 Engage with, respond to and interpret a variety of literary text types	Interpret a variety of literary text types	5.1.2 Identify and describe in simple language the key characters in a text	5.1.2 Identify and describe in simple language the key characters and themes in a text	5.1.2 Explain briefly the development of plot, characters and themes in a text	5.1.2 Explain in detail the development of plot, characters and themes in a text	5.1.2 Compare and contrast the way in which different literary extracts treat the same theme

Content Standard	Focus	Learning Standard	Learning Standard	Learning Standard	Learning Standard	Learning Standard
		Form 1	Form 2	Form 3	Form 4	Form 5
		Revise A2	A2 High	B1 Low	B1 Mid	B1 High
5.2 Analyse and evaluate a variety of literary text types	Analyse and evaluate a variety of literary text types	5.2.1 No learning standard	5.2.1 No learning standard	5.2.1 Identify key stylistic features of a text and explain briefly why the author uses them	5.2.1 Evaluate and explain briefly stylistic features an author uses to show character, events or place	5.2.1 Evaluate and explain in detail stylistic features an author uses to show character, events or place
5.3 Express an imaginative response to literary texts	Plan, prepare and produce creative work with a focus on language use	5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	5.3.1 Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes Other imaginative responses as appropriate	5.3.1 Respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages Other imaginative responses as appropriate	5.3.1 Respond imaginatively and intelligibly through writing scripts and creating props for a short play Other imaginative responses as appropriate	5.3.1 Respond imaginatively and intelligibly through live performance of stage plays Other imaginative responses as appropriate