



KEMENTERIAN PENDIDIKAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH  
Dokumen Penajaran Kurikulum  
Tahun 2020**

**BAHASA INGGERIS**  
Sekolah Jenis Kebangsaan

**TAHUN 2**



## KATA PENGANTAR



Kandungan Kurikulum Standard Sekolah Rendah (KSSR) telah dijajarkan bagi memenuhi keperluan pembelajaran murid yang terkesan lanjutan daripada Perintah Kawalan Pergerakan (PKP) yang dikuatkuasakan akibat penularan koronavirus (COVID-19). Arahan PKP telah membawa normal baharu dalam pelaksanaan pengajaran dan pembelajaran (PdP) secara maya. Dapatan daripada beberapa tinjauan melalui media cetak dan elektronik menunjukkan bahawa PdP secara maya semasa tempoh PKP, tidak dapat dilaksanakan secara menyeluruh dan bersistematik. Implikasinya, wujud jurang pembelajaran antara murid. Hal demikian turut menjelaskan penguasaan kandungan, kemahiran dan nilai asas yang diperlukan oleh murid bagi meneruskan pembelajaran ke peringkat seterusnya. Oleh itu, penjajaran kurikulum ini merupakan usaha Kementerian Pendidikan Malaysia bagi memastikan kelangsungan pembelajaran murid berlaku.

Kurikulum yang dijajarkan ini bukanlah kurikulum baharu, tetapi kurikulum sedia ada yang disusun semula berdasarkan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) KSSR. Kandungan DSKP tersebut dibahagikan kepada Kandungan Asas, Kandungan Tambahan dan Kandungan Pelengkap.

Penjajaran kandungan kurikulum ini bertujuan memberi penekanan terhadap kandungan asas yang perlu dikuasai oleh murid. Manakala kandungan tambahan dan kandungan pelengkap berperanan menyokong keseluruhan pembelajaran bagi kandungan sesuatu mata pelajaran melalui pelbagai kaedah dan teknik pembelajaran. Pendekatan pembelajaran teradun yang menggabungkan teknik pengajaran bersemuka dan tidak bersemuka menggunakan medium yang sesuai mampu menghasilkan PdP yang lebih fleksibel tanpa mengabaikan hasil pembelajaran yang dihasratkan.

Harapan Kementerian Pendidikan Malaysia agar guru dapat memastikan kandungan DSKP disampaikan kepada murid seterusnya merealisasikan hasrat dan matlamat mata pelajaran KSSR. Kementerian Pendidikan Malaysia juga merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penjajaran kandungan DSKP KSSR bagi kegunaan tahun 2020.

**DATIN SRI HAJAH NOR ZAMANI BINTI ABDOL HAMID**  
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<b>Standard Kandungan</b>	<b>Standard Pembelajaran (SP)</b>		
	<b>Kandungan Asas</b>	<b>Kandungan Tambahan</b>	<b>Kandungan Pelengkap</b>
<b>LISTENING</b>			
<b>1.1</b> <b>Recognise and reproduce target language sounds</b>	<b>1.1.1</b> Recognise and reproduce with support a range of high frequency target language phonemes		
<b>1.2</b> <b>Understand meaning in a variety of familiar contexts</b>		<b>1.2.1</b> Understand with support the main idea of simple sentences  <b>1.2.2</b> Understand with support specific information and details of simple sentences  <b>1.2.4</b> Understand an increased range of short basic supported classroom instructions  <b>1.2.5</b> Understand an increased range of short supported questions	<b>1.2.3</b> Understand with support very short simple narratives

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	<b>Kandungan Asas</b>	<b>Kandungan Tambahan</b>	<b>Kandungan Pelengkap</b>
<b>1.3 Use appropriate listening strategies in a variety of contexts</b>	<b>1.3.1</b> Understand the message the teacher or classmate is communicating by using visual clues when they are speaking		
<b>SPEAKING</b>			
<b>2.1 Communicate simple information intelligibly</b>	<b>2.1.1</b> Give simple personal information using basic statements  <b>2.1.2</b> Find out about personal information by asking basic questions  <b>2.1.3</b> Give a short sequence of basic instructions  <b>2.1.4</b> Ask about and express ability	<b>2.1.5</b> Describe objects using suitable words and phrases	

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<b>2.2</b> <b>Use appropriate communication strategies</b>		<p><b>2.2.1</b> Keep interaction going in short exchanges by using suitable non-verbal responses</p> <p><b>2.2.2</b> Ask for attention or help from a teacher or classmate by using suitable statements and questions</p>	
<b>2.3</b> <b>Communicate appropriately to a small or large group</b>	<b>2.3.1</b> Introduce self and others to an audience using fixed phrases		
<b>READING</b>			
<b>3.1</b> <b>Recognise words in linear and non-linear texts by using knowledge of sounds of letters</b>	<p><b>3.1.2</b> Recognise and sound out with some support beginning, medial and final sounds in a word</p> <p><b>3.1.3</b> Blend phonemes (CVC, CCVC, CVCV, CCV)</p>	<p><b>3.1.1</b> Identify, recognise and name the letters of the alphabet</p>	

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	<b>3.1.4</b> Segment phonemes (CVC, CCVC, CVCV, CCV)		
<b>3.2</b> <b>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</b>	<b>3.2.3</b> i) Reread a word, phrase or sentence to understand meaning  ii) Ignore unknown words in order to understand a phrase or sentence	<b>3.2.1</b> Understand the main idea of simple sentences  <b>3.2.2</b> Understand specific information and details of simple sentences	<b>3.2.4</b> Use a picture dictionary to find, list and categorise words from Year 2 topics and themes
<b>3.3</b> <b>Read independently for information and enjoyment</b>			<b>3.3.1</b> Read and enjoy simple print and digital games at sentence level
<b>WRITING</b>			
<b>4.1</b> <b>Form letters and words in neat legible print using cursive writing</b>	<b>4.1.1</b> No learning standard  <b>4.1.2</b> No learning standard		

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<b>4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</b>	<b>4.2.2</b> Express simple ability <b>4.2.3</b> Write short familiar instructions	<b>4.2.1</b> Ask for and give basic personal information using basic questions and statements <b>4.2.4</b> Describe objects using suitable words and phrases <b>4.2.5</b> Connect words and phrases using basic coordinating conjunctions	
<b>4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media</b>	<b>4.3.3</b> Plan, draft and write simple sentences	<b>4.3.1</b> Use capital letters and full stops appropriately in guided writing at sentence level <b>4.3.2</b> Spell a narrow range of familiar high frequency words accurately in guided writing	

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<b>LANGUAGE ARTS</b>			
<b>5.1</b> <b>Enjoy and appreciate rhymes, poems and songs</b>		<b>5.1.1</b> In addition to Year 1 text types: simple songs  <b>5.1.2</b> In addition to Year 1 text types: simple songs	
<b>5.2</b> <b>Express personal responses to literary texts</b>		<b>5.2.1</b> Name people, things, actions, or places of interest in texts	
<b>5.3</b> <b>Express an imaginative response to literary texts</b>		<b>5.3.1</b> Respond imaginatively and intelligibly through creating simple short chants or raps  Other imaginative responses as appropriate	

Pernyataan: Guru perlu menggunakan aktiviti yang terkandung dalam *Scheme of Work* berdasarkan Standard Pembelajaran yang tersenarai di atas. Guru boleh mengajar mengikut tahap kebolehan murid dan kesesuaian jadual waktu sekolah.



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