



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language

Syllabus

Primary Year 3

Primary Year 3 Syllabus

Primary Year 3 English Language Syllabus

1. Overview

This syllabus sets out the themes, language skills, grammar, language functions and vocabulary that pupils will learn in Primary Year 3. It explains how Year 3 content is organised, the place of thinking skills in Year 3, and helping pupils to read and improve their pronunciation. It also sets out text types suitable for pupils in Year 3.

2. Themes and Topics

The English Language Curriculum for Malaysian Primary Schools emphasises the importance of sustaining the use of the English language within and beyond the classroom. The curriculum adopts an inter-disciplinary approach and this is reflected within the three broad themes of:

- World of Self, Family and Friends
- World of Stories
- World of Knowledge

The chosen textbook and any non-textbook lessons, which teachers will create themselves, will all be based on the three themes above. Details of topics and lessons can be found within the Scheme of Work document.

3. Higher Order Thinking Skills (HOTS) and 21st Century Skills

Pupils have frequent opportunities to develop HOTS and 21st Century Skills as they learn English in Year 3. Lessons encourage developing 21st Century Skills by helping pupils develop aspirational characteristics stated in pupils' profile according to the Standards-Based Curriculum and Assessment Document (DSKP), for example, becoming thinkers and communicators. Pupils will think about the content and values shown in stories and activities in Year 3 Scheme of Work and other learning resources.

Pupils will develop HOTS during learning English while giving them tasks that encourage using knowledge, skills and values in thinking, applying, reflecting, problem-solving, decision-making, innovating and creating. A particularly good opportunity to do this is within Language Arts lessons where pupils are encouraged to collaborate, communicate, work together to suggest answers to problems and to think creatively and critically.

4. Pronunciation

Year 3 pupils will already be able to read quite well at word and simple sentence level. They progress to encounter a variety of text types which are usually around 30 to 40 words long. These text types are listed below. Though pupils have obtained an overall understanding of sounds and the ways these sounds are usually written, the English spelling system contains many exceptions. Examples from the Year 3 wordlist are the different pronunciations of the bolded letter groups in the words: **our**/colour; horse/**world**; worry/**story**; **bear**/**ear**/learn.

Pupils who are still at early stages of learning to read will need continuing help with identifying and recognising some letter sounds, matching sounds with the appropriate combination of letters, and blending sounds and letters in order to build words. Two tables of common sound and letter correspondences and a short suggested approach for how to support pupils who may need remedial help in pronunciation using phonics are given in Appendix 1.

5. Year 3 Content and Learning Standards and Progress through the CEFR

The learning standards for Year 3 indicate what language skills pupils develop when they learn new structures, language functions and vocabulary and recycle¹ language from Years 1 and 2.

By the end of Year 3, most pupils should reach A1 Mid on the Common European Framework of Reference (CEFR) in the content and learning standards for Year 3 for Listening, Speaking, Reading and Writing. The content and learning standards for Year 3 are listed in full in the curriculum framework documentation.

6. Text types

Text types are intended to be interesting and relevant to the lives of pupils of this age. The text types provided below are most appropriate to pupils in Years 1 – 4, covering Working towards A1 to A1 High. Additional text types will be added from Year 5 as a result of pupils reaching an A2 level within the CEFR. When designing or choosing Year 3 text types, the teacher's focus should be on content which is within their pupils' interest or experience. The concepts within the text types should generally be concrete and specific rather than abstract, as is suitable for this age group.

¹ Recycling language refers to re-using previously learned words, structures and language functions in similar or different contexts over a period of time. This helps pupils to experience using these words, structures and language functions in varied, life-like situations.

7. Suggested Text Types

Chants	Greetings	Raps
Charts	Instructions	Poems
Crosswords	Labels	Quizzes ²
Descriptions	Lists	Short forms
Dialogues	Postcards	Songs
Emails	Posters	Stories

These text types will often be supported by visuals and would usually be around 30 – 40 words in length. Other text types which suit pupils' needs or interests, for example website entries or encyclopaedia, are of course possible.

8. Grammar and Language Functions

Pupils encounter grammar and language functions all the time as they learn English. One of the aims of learning English in Year 3 is to build on a successful introduction to early A1-level grammar and language functions in Years 1 and 2. This focus on meaning and enjoyment helps pupils to build positive attitudes and confidence with learning English.

In Year 3 pupils can carry forward this positive attitude and motivation and begin to focus more explicitly on grammar. Pupils will begin to become aware of the underlying conventions of language use. They sense that some groups of words such as subject pronouns have characteristics in common – they can replace other nouns. Pupils start to understand that some words share grammar properties and that most nouns, for example, require /s/ or /z/ to be added when they are used in the plural.

At this point it is probably useful to introduce a few English words such as *noun*, *word*, *sentence* which are used to describe grammar and language. However, any grammar teaching should be through example, practice, correction and use, not long descriptions of grammar points. In other words, grammar should not be taught in isolation and should be integrated with teaching language skills and in context.

Year 3 teachers should also refer to the wordlist in Appendix 2 at the back of this syllabus which lists the structures and language functions which were introduced in Years 1 and 2.

² Quizzes at primary level contain simple questions, gap filling or drawing. They may contain visuals to aid pupil understanding. See examples of quizzes in Year 3 Scheme of Work.

9. Year 3 Grammar and Language Functions

The following is a list of grammar and language functions that are suitable for Year 3. The Student's Book content page includes some of the grammar areas listed here in the syllabus, while the remaining grammar and language functions that do not appear on the content page are integrated in the activities in the textbook³ and the Scheme of Work. The list below also refers to new and recycled grammar from Year 2.

Year 3 Student's Book content page refers to examples of grammar in the 'Structures' section. These examples correspond with the list below, however, the syllabus uses the names and abstract description of grammar and language functions rather than examples only. The scope and sequence are shown on the Student's Book content page.

Year 3 Grammar

1. Adjectives: possessive adjectives and comparison of short, one and two-syllable adjectives
2. Adverbs, e.g. *again, here, today,*
3. Adverbs of frequency: *sometimes, always, never, often*
4. Coordinating conjunction *and, or, but*
5. Determiners: *a lot/lots, many, no, some, that,*
6. Prepositions: *about, at, behind, between, from, in front of, next to, of, to, with*
7. Pronouns: *demonstrative, possessive, subject, object*
8. Imperatives: *be* as imperative: *Be quiet!* and negative forms: *Don't stop!*
9. Irregular plural forms of nouns
10. Nouns: common irregular plurals
11. Question words: *who, which, how often, how much, how many, how often*
12. I think + a short clause
13. What (a/an) + adjective + noun
14. Would like + noun or verb
15. Past simple
16. *ing* forms as nouns
17. *ing* form after *about*
18. *too* and *really*

³ The textbook refers to the Student's Book, the Teacher's Book and Audio CDs. The textbook components complement each other and should be used together. Activities that are described in the Teacher's Book but do not appear in the Student's book also reinforce and expand grammar and vocabulary areas listed above.

Recycle and consolidate (grammar from Year 2)

- | | |
|--|---|
| 1. Modals <i>be, can</i> and <i>have got</i> | 4. <i>There is</i> and <i>there are</i> |
| 2. Present continuous (present reference) | 5. <i>Yes/No</i> questions |
| 3. Present simple | |

Year 3 Main Language Functions

1. Ask for attention or help from a teacher or classmate
2. Ask about and express basic opinions
3. Compare two things
4. Describe people and objects
5. Express ability, permission and requests
6. Express location and position
7. Express numbers: 20-100 in tens
8. Express possession
9. Find out about and describe basic everyday routines
10. Give a short sequence of instructions and basic directions
11. Make and give reasons for simple predictions
12. Narrate very short basic stories and events

10. Vocabulary:

The Year 3 syllabus indicates the vocabulary to be covered and learned in Year 3. The wordlists are organised by category and alphabetically.

Year 3 wordlist is based on common words used by A1 language learners and collected by the Cambridge English Corpus⁴. There are additional words available in the textbook. Many of these words that are introduced in the textbook will be recycled across Year 3 lessons in the Scheme of Work. Lessons in the Scheme of Work may also suggest additional vocabulary. Teachers can prioritise other words for pupils to learn or omit some words from the wordlist, if this is appropriate to the local context.

⁴ The Cambridge English Learner Corpus is an up-to-date database which contains millions of words and structures produced by English language learners across the world. The corpus is created by Cambridge English and Cambridge University Press. It is used for research and the development of teaching and learning materials (e.g. textbooks).

Pupils are **not** expected to learn words from the wordlist by heart but rather to understand and use them in a natural topic or context and in writing and speech in class. Learning vocabulary in Years 1-3 is cumulative. It is also important to remember that pupils build up their personal vocabulary over time. They consolidate, recycle, re-learn, use and incorporate words from Years 1 and 2 in their new vocabulary for Year 3.

Learning to spell words with 100% accuracy is not required (although it can be encouraged), as complete accuracy in spelling is above A1 targets in CEFR.

Year 3 teachers may also wish to refer to the alphabetic wordlist in Appendix 3 at the back of this syllabus which lists the words which were introduced in Years 1 and 2.

Another useful tool for checking the suggested level CEFR level of a word is the English Vocabulary Profile (EVP) which is available at <http://www.englishprofile.org/wordlists>. The EVP shows which words and phrases learners around the world know at each level of the CEFR beginning with words at A1 of the CEFR. The EVP is based on samples taken from adult learners so teachers will have to use their judgment with regard to the age of users and where in the world they are. For example, *toy* will be a more common word with children and parents with young children than with adolescents or university students. *Jungle* will be more common in language in Malaysia and *snow* will be more common in language in Germany.

11. Year 3 Core Vocabulary

Vocabulary by category

Adjectives

Animals
Body
Classroom objects
Colours
Clothes
Family and friends

Fixed phrases

Don't worry
Fantastic
Happy Birthday
Hooray
Me too.
Oh dear!
So do I.
What now?
Wow!
Yes please.

Free time

Food and drink
Health
Home
Instructions
Materials
Numbers

Places and directions

School
Sports and leisure
Toys
Time
Transport
Verbs
Weather
Work
World around us

Other

Muslim
Christian
Hindu
Mosque
Church
temple
pray
prayer

Year 3 vocabulary in alphabetical order

a lot <i>adv + pron</i>	bounce <i>v</i>	cupboard <i>n</i>	flower <i>n</i>
a lot of <i>det</i>	box <i>n</i>	dad <i>n</i>	food <i>n</i>
about <i>prep</i>	boy <i>n</i>	day <i>n</i>	foot/feet <i>n</i>
add <i>v</i>	bread <i>n</i>	dinner <i>n</i>	for <i>prep</i>
afternoon <i>n</i>	breakfast <i>n</i>	dirty <i>adj</i>	forty <i>n</i>
again <i>adv</i>	burger <i>n</i>	do <i>v</i>	friend <i>n</i>
alien <i>n</i>	bus <i>n</i>	don't worry <i>excl</i>	fries (UK chips) <i>n</i>
alphabet <i>n</i>	but <i>conj</i>	donkey <i>n</i>	from <i>prep</i>
always	camera <i>n</i>	door <i>n</i>	game <i>n</i>
and <i>conj</i>	cap	double <i>adj</i>	girl <i>n</i>
angry <i>adj</i>	catch (e.g. a ball) <i>v</i>	draw <i>v</i>	give <i>v</i>
answer <i>n + v</i>	chair <i>n</i>	drawing <i>n</i>	glasses <i>n</i>
armchair <i>n</i>	child/children <i>n</i>	dress <i>n</i>	go to bed <i>v</i>
ask <i>v</i>	chips (US fries) <i>n</i>	drink <i>n + v</i>	go to sleep <i>v</i>
at <i>prep of place</i>	chocolate <i>n</i>	drive <i>v</i>	go <i>v</i>
baby <i>n</i>	choose <i>v</i>	ear <i>n</i>	goodbye <i>excl</i>
baseball <i>n</i>	Christian <i>n + adj</i>	egg <i>n</i>	grandfather <i>n</i>
basketball <i>n</i>	church <i>n</i>	eighty <i>n</i>	grandma <i>n</i>
bat (sports equipment) <i>n</i>	clap <i>v</i>	end <i>n</i>	grandmother <i>n</i>
bath <i>n</i>	class <i>n</i>	English <i>adj + n</i>	grandpa <i>n</i>
beach <i>n</i>	classmate <i>n</i>	enjoy <i>v</i>	grape <i>n</i>
bean <i>n</i>	classroom <i>n</i>	evening <i>n</i>	grey <i>adj</i>
bear <i>n</i>	clock <i>n</i>	example <i>n</i>	guitar <i>n</i>
bed <i>n</i>	close <i>v</i>	eye <i>n</i>	hair <i>n</i>
bedroom <i>n</i>	closed <i>adj</i>	face <i>n</i>	handbag <i>n</i>
behind <i>prep</i>	clothes <i>n</i>	family <i>n</i>	happy <i>adj</i>
between <i>prep</i>	colour (US color) <i>n + v</i>	fantastic <i>adj</i>	have <i>v</i>
birthday <i>n</i>	complete <i>v</i>	Fantastic! <i>excl</i>	helicopter <i>n</i>
board <i>n</i>	correct <i>adj</i>	father <i>n</i>	help <i>v</i>
body <i>n</i>	count <i>v</i>	fifty <i>n</i>	her <i>poss adj</i>
bookcase <i>n</i>	cousin <i>n</i>	fishing <i>n</i>	here <i>adv</i>
bookshop <i>n</i>	crayon <i>n</i>	flat (US apartment) <i>n</i>	Hi! <i>excl</i>
boots <i>n</i>	cross <i>n + v</i>	floor <i>n</i>	him <i>pron</i>

Hindu *n + adj*
 hippo *n*
 hit *v*
 hobby *n*
 hockey *n*
 hold *v*
 home *n + adv*
 Hooray! *excl*
 horse *n*
 house *n*
 how many *int*
 how often *adv + int*
 hundred
 ice cream *n*
 in front of *prep*
 keyboard (computer) *n*
 kick *v*
 kid *n*
 kiwi *n*
 know *v*
 lamp *n*
 learn *v*
 left *n*
 lemon *n*
 lemonade *n*
 lesson *n*
 let's *v*
 letter (as in alphabet) *n*
 like *prep + v*
 lime *n*
 line *n*
 look *v*
 lorry *n*
 lots *adv + pron*
 lots of *det*

love *v*
 man/men *n*
 mango *n*
 many *det*
 mat *n*
 me *pron*
 me too *dis*
 meat *n*
 meatballs *n*
 milk *n*
 mirror *n*
 Miss *title*
 monkey *n*
 morning *n*
 mosque
 mother *n*
 motorbike *n*
 mouse (computer) *n*
 mouse/mice *n*
 mouth *n*
 Mr *title*
 Mrs *title*
 Muslim *n + adj*
 never *adv*
 next to *prep*
 night *n*
 ninety *n*
 nose *n*
 not *adv*
 now *adv*
 number *n*
 of *prep*
 often *adv*
 oh dear *excl*
 oh *dis*

or *conj*
 our *poss adj*
 page *n*
 painting *n*
 paper *adj + n*
 pardon *int*
 part *n*
 person/people *n*
 pet *n*
 phone *n + v*
 pick up *v*
 pie *n*
 playground *n*
 point *v*
 poster *n*
 pray *v*
 prayer *n*
 question *n*
 radio *n*
 really *adv*
 rice *n*
 right (as in correct) *adj*
 right *dis*
 right (direction) *n*
 room *n*
 rug *n*
 sad *adj*
 say *v*
 scary *adj*
 school *n*
 sentence *n*
 seventy *n*
 ship *n*
 shop *n*
 show *v*

skateboard *n*
 skateboarding *n*
 smile *n + v*
 so *dis*
 soccer (UK football) *n*
 sofa *n*
 some *det*
 sometimes *adv*
 song *n*
 spell *v*
 sport *n*
 stand *v*
 start *v*
 story *n*
 straight (on) *adv*
 street *n*
 sun *n*
 swim *v*
 table *n*
 table tennis *n*
 tablet *n*
 tail *n*
 talk *v*
 teacher *n*
 teddy (bear) *n*
 television/TV *n*
 temple *n*
 tennis racket *n*
 than *conj + prep*
 thanks *dis*
 that *det + pron*
 the *det*
 their *poss adj*
 them *pron*
 then *dis*

there *adv*
they *pron*
thing *n*
thirty *n*
throw *v*
tick *n + v*
to *prep*
today *adv + n*
tomorrow
too *adv*
toy *n*
try *n + v*
TV/television *n*
under *prep*
understand *v us pron*
wall *n*
watch *n + v*
water *n*
watermelon *n*
wave *v*
we *pron*
well *dis*
which *int*
white *adj*
who *int*
window *n*
with *prep*
woman/women *n*
word *n*
would like *v*
wow! *excl*
year *n*
yellow *adj*
yes *adv*
you *pron*

young *adj*
your *poss adj*
zebra *n*
zoo *n*

Appendix 1: References for remedial work in phonics

Teachers who are working with Year 3 pupils who may need remedial help in pronunciation can refer to the phonics tables below from Years 1 and 2. Teachers can revise the sound-letter correspondences in the order they appear in the tables, starting with the sound in the first column on the first row, and finishing with the bottom row. For Year 3 pupils who require this focus, guidance can be found in the Scheme of Work, which suggests beginning from Row 'a' (Year 1) and ending on Row 'o' (Year 2). It is recommended that relevant activities are selected from the teacher's own bank of resources or from the *Year 2 KSSR English Language Teacher's Guidebook LINUS, Literasi Bahasa Inggeris (LBI) Pupil's Module 1 and 2, Second Edition*.

Table 1: Taken from Year 2

PHONICS TABLE					
k.	/ɪə/ (ear)	/eə/ (air)	/ʊə/ (ure)	/ɜ:/ (er)	
l.	/eɪ/ (ay)	/aʊ/ (ou)	/aɪ/ (ie)	/i:/ (ea)	
m.	/ɔɪ/ (oy)	/ɜ:/ (ir)	/u:/ (ue)	/ɔ:/ (aw)	
n.	/w/ (wh)	/f/ (ph)	/ju:/ (ew)	/əʊ/ (oe)	/ɔ:/ (au)
o.	/eɪ/ (a-e)	/i:/ (e-e)	/aɪ/ (i-e)	/əʊ/ (o-e)	/u:/ (u-e)

Table 2: Year 1

PHONICS TABLE					
a.	/s/ (s)	/æ/ (a)	/t/ (t)	/p/ (p)	
b.	/l/ (l)	/n/ (n)	/m/ (m)	/d/ (d)	
c.	/g/ (g)	/o/ (o)	/k/ (c)	/k/ (k)	
d.	/k/ (ck)	/e/ (e)	/ʌ/ (u)	/r/ (r)	
e.	/h/ (h)	/b/ (b)	/f/ (f,ff)	/l/ (l, ll)	/s/ (ss)
f.	/dʒ/ (j)	/v/ (v)	/w/ (w)	/ks/ /gz/ (x)	
g.	/j/ (y)	/z/ (z,zz)	/kw/ (qu)		
h.	/tʃ/ (ch)	/ʃ/ (sh)	/θ/ /ð/ (th)	/ŋ/ (ng)	
i.	/eɪ/ (ai)	/i:/ (ee)	/aɪ/ (igh)	/əʊ/ (oa)	/ʊ/, /u:/ (oo)
j.	/a:/ (ar)	/ɔ:/ (or)	/ɜ:/ (ur)	/əʊ/ (ow)	/ɔɪ/ (oi)

Appendix 2: Year 1 and 2 Grammar and Language Functions**Grammar Year 1**

1. Be: *is, are, am* in statements, questions and negatives
2. Determiners: *a, an, any*
3. Nouns, countable and uncountable: *tomatoes and cheese*
4. Have got statements, questions and short answers: *Have we got any pizza? Yes, we have.*
5. How: *How old are you?*
6. Imperatives in positive forms: *Open your book, please.*
7. Possessive adjectives: *my, his, her, your*
8. Prepositions of place: *in, on, under*
9. Present simple statements and negative: *I like cats. I don't like dogs.*
10. Subject pronouns: *I, you, he, she*
11. What: *What's your name? What's this?*

Language Functions Year 1

1. Ask and give age: *How old are you*
2. Describe people: *He's amazing; she's very clever*
3. Greetings
4. Expressing numbers: *1-20*
5. Identify and name: *What's that? It's a lizard.*
6. Possession: *his name, her camera*
7. Possession and ownership: *Have you got a pencil? Yes.*
8. Polite fixed phrases: *here you are!*
9. Talk about likes: *I like cats. My favourite toy is a doll.*

Grammar Year 2

1. Be: *is, are, am* in statements, questions and negatives
2. Determiners: *a, an, any*
3. Noun phrases: *a blue book*
4. Preposition *on* with time: *I play football on Saturday*
5. Present continuous (present reference) in statements, questions and short answers
6. Present simple in statements, questions and short answers
7. *There is* and *there are* in statements, questions and short answers
8. *Let's* for suggestions: *Let's play a game*
9. How many: *How many cars are there?*
10. Where: *Where's the blue book?*

Language Functions Year 2

1. Ask and respond about likes and dislikes: *Do you like this hat? Yes, I do.*
2. Describe objects *She's wearing a red sweater*
3. Describe places: *There are four bedrooms and a dining room.*
4. Express ability: *Ben can stand on one leg.*
5. Express time: days of the week: *I play the piano on Tuesday.*
6. Express location: *It's in the green bag.*
7. Suggest activities *Let's go to the beach.*
8. Talk about habits: *I play tennis on Monday.*

Appendix 3: Year 1 and 2 alphabetical wordlist combined

Words in bold and italics are from Year 2 syllabus, normal font words are from Year 1 syllabus.

amazing	carrot	dog	funny
animal	cat	doll	garden
apple	<i>catch (a ball, a fish)</i>	duck	get
arm	caterpillar	eat	giraffe
badminton	cellar	eight	go
bag	cheese	eighteen	goat
bagpipes	cheetah	elephant	go-kart
ball	chicken	eleven	good
balloon	circle	famous	grass
banana	clean	fast	great
bathroom	clever	fat	green
batteries	close (your book)	favourite	green bean
beautiful	cloudy	feel	grey
bedroom	coconut(s)	fifteen	ground
big	cold	find	grow
bike	come back	fine	guess
bird	computer game	finger	habitat
blue	cool	fit	hall
boat	coral	fish	hand
bones	corn	five	hat
book	cotton	fly	have (fun)
broccoli	country	foot	he
brother	cow	football	head
brown	crawl	forest	healthy
busy	crocodile	four	helmet
butterfly	dance	fourteen	her
Bye!	day	Friday	here's
cake	desert	frog	high
camel	desk	fruit	hill
cap	diamond	full	his
car	dining room	fun	hot

hot dog
 hour
 how
human
 hungry
 I
 it
jacket
jeans
jellyfish
 juice
jump
jungle
kangaroo
keep
kitchen
 kite
knee
know
koala
ladybird
lake
 leaf/leaves
leather
leg
 listen
live
living room
 lizard
 log
 long
 look at [52]
 look for
 lunch
make a sandcastle

map
maybe
Monday
 monster
mountain
mud
 mum
 mushroom
music
 my
 new
 nice
 nine
 nineteen
No problem
 notebook
ocean
 old
 one
 onion(s)
 open
 orange
 orange
 orange juice
outside
paint
 parallelogram
park
parrot
 pass
 pea
 peach
 pear
 pen
 pencil

pencil case
penguin
 pepper
perfect
photo
picture
 pineapple
 pink
 pizza
 plane
play
 please
polar bear
polar region
 potato
problem
 purple
 put
 put away
race
 race
raining
 rat
 read
 rectangle
 red
ride
 robot
rock
 rubber
 ruler
 run
same
sand
sandcastle

sandwich
Saturday
 sausage
sea
See you
 seven
 seventeen
 shark
 sheep
shell
shoe
 short
shorts
 silly
 sing
 sister
 sit
 six
 sixteen
skeleton
skip
skirt
sleep
 small
 snake
snorkel
snow
snowing
socks
 Sorry
Spanish
speak
 speak
 spend
 spider

square
stairs
steak
stop
strawberry
strong
Sunday
sunny
super
sure
sweater
sweet
swimming
take
take out
tall
tangram
tell me
ten
tennis
thank you
there is/are
think
thirteen
this
three
Thursday
tiger
toe
together
tomato
top
touch
train
trainers

tree
triangle
trip over
trousers
T-shirt
Tuesday
turn
twelve
twenty
two
ugly
unhealthy
vegetable
very
walk up
want
warm
watch out
watch TV
wear
Wednesday
Week 55
well done
whale
what
where
wings
wool
woollen
write
yellow
yummy

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