
Language

Lower Primary Syllabus



DEPARTMENT OF EDUCATION

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Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Language Subject Advisory Committee have developed this syllabus through meetings, workshops and consultations.

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Contents

Secretary’s Message	iv
Introduction	1
Rationale	2
Curriculum Principles	3
Aims	8
Content Overview	9
Learning Outcomes	12
Learning Outcomes and Indicators.....	14
Assessment and Reporting.....	38
References	41
Appendix	42

Secretary's Message

Education Reform has been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of bilingual education and bridging to English from vernacular languages, the introduction of Elementary schools, the expansion of primary schooling to Grade 8 and increased access to secondary schools at Grades 9 and 10.

This syllabus is to be used by teachers to teach Grades 3, 4 and 5 students throughout Papua New Guinea. The syllabus builds upon concepts, skills and attitudes from Elementary and links to concepts, skills and attitudes in Upper Primary.

When students come to Grade 3 from Elementary 2 they have learned to read and write in the language they speak at home. Students' language abilities already gained in their home environments and Elementary must be respected, built upon and extended. The students' first language used in Elementary will continue to be the language of instruction while bridging to English takes place. This will allow students in Grade 3 to continue to develop their thinking, and decision-making skills as well as skills in speaking and listening, reading and writing in the language that they speak while acquiring English.

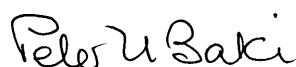
We learn language by using language. Language and culture help us to know who we are. Papua New Guinea is the only country in the world to recognise over 800 languages as official languages of the education system. Lower Primary education will help the students to know who they are by building on the knowledge from Elementary about their first language and culture.

Our students are entitled to a range of opportunities that will enable them to acquire the values and attitudes of a progressing nation. We need young people with the capacity to solve problems through reading and discussing widely. They should be able to contribute their ideas thoughtfully to make meaningful decisions.

Our villages and industries of the future will require young people with imagination and creativity. Literacy enables our students to gain information, think critically, develop ideas and form opinions to shape the development of our country.

This Language Syllabus encourages links with other subjects to provide language learning contexts. It respects our cultural diversity and traditions.

I commend and approve this syllabus as the official curriculum for Language to be used in all Lower Primary schools throughout Papua New Guinea.



PETER M. BAKI, CBE
Secretary for Education

Introduction

This Language Syllabus is designed to be used in a bilingual classroom – teaching and learning using two languages. The syllabus details the knowledge, skills and attitudes that all Lower Primary students will develop in their vernacular and English communications. These are expressed as learning outcomes and indicators.

In order for students to meet the learning outcomes of this syllabus, teachers in Lower Primary need to speak, read and write fluently the vernacular of the students.

In Papua New Guinea vernacular means tokples, which is also called ‘mother tongue’ in many countries. There are over 800 vernacular languages in Papua New Guinea including Tok Pisin, Hiri Motu and English.

Bridging to English begins in Grade 3. This syllabus is designed to promote the continued development of vernacular language skills to enable students to transfer their vernacular comprehension and communication skills to English. This transfer should enable students also to participate and learn English in other subjects.

In the Language Syllabus, outcomes are identified for vernacular and English for Grades 3 and 4. In Grade 5 there is only one set of outcomes to be used for both vernacular and English.

Although language is a means to communicate and understand other subjects, this Language Syllabus focuses on learning about language.

Language is timetabled for 570 minutes in Grade 3, 450 minutes in Grade 4 and 405 minutes in Grade 5 per week.

Key links between the Elementary, Lower Primary and Upper Primary learning areas, subjects and strands are shown in the table below.

Key links between Elementary, Lower Primary and Upper Primary

	Elementary	Lower Primary	Upper Primary
Learning Area	Language	Language	Language
Subject	Language	Language	Language
Strands	Speaking and Listening Reading Writing	Speaking and Listening Reading Writing	Speaking and Listening Reading Writing

Rationale

Education at Lower Primary uses a bilingual approach. Students in Lower Primary come from many different social and economic backgrounds. Most come from villages. Most students are nine years old at the start of Grade 3, but many are older. They can read and write in their own language as a result of three years of Elementary education.

In general, communities place a high value on their own culture and vernacular, but also share a wider educational view that the acquisition of English is an important step towards success in contemporary Papua New Guinea. Although students' home backgrounds vary greatly, most students come from families where print materials are not part of their everyday lives.

Students should expand and extend their language use as it is essential for their intellectual, social and emotional development. Students need to acquire language skills and confidence in order to progress in other subjects. Students need to learn to use language in different ways from expressive and artistic forms to finding information and acquiring knowledge.

The curriculum aims to develop language skills in speaking and listening, and reading and writing, whilst encouraging and extending students' skills to be active thinkers and confident users of language.

Through programs based on this syllabus, students gain knowledge, skills and understanding about their vernacular language and English. This will help them to communicate their thoughts and feelings, participate in community activities and learn to make informed decisions.

By learning in both vernacular and English, students develop a sound understanding of language use to prepare them to become active, responsible citizens of Papua New Guinea.

Curriculum Principles

The following curriculum principles are important for teaching and learning in Language.

Our Way of Life

Cultural relevance

This Language Syllabus provides for the growth of our cultural identity through the development of language skills and knowledge. It is through languages that important aspects of our country's many cultures are transferred from one generation to the next. By using a bilingual approach at Lower Primary, students learn to value and maintain our many cultures and languages which contribute to the rich cultural diversity of Papua New Guinea.

Bilingual education

There are over 800 different spoken languages across Papua New Guinea. Most Papua New Guinean students do not speak English as their first language.

Bilingual education:
the regular use of two languages for instruction.

Bilingual education is the regular use of two languages for instruction. Papua New Guinea's *Language Policy in All Schools* (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. This policy states:

At the Lower Primary level (Grades 3–5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5...

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

(Ministerial Policy Statement no. 38/99, NDOE, 1999)

Lower Primary uses a bilingual education approach because current international educational research indicates that there are academic benefits for students from being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English. It is important to continue to develop, expand and enhance vernacular language to that used by adults in and out of the classroom.

Bridging to English

Bridging to English:
the gradual change from vernacular to English instruction during Grades 3 to 5.

Students complete Elementary education in their vernacular. Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. Bridging, while maintaining vernacular language, helps students retain their identity, culture, self-confidence and self-esteem.

The table below shows the gradual progression from vernacular to English. It is anticipated that as students become more confident in their English skills, the time allocation for vernacular instruction will be reduced. The percentages presented in this table are suggestions only to help teachers see the expected progression.

Suggested Percentage of Teaching, Learning and Assessment in Lower Primary in Vernacular and English					
Grade 3		Grade 4		Grade 5	
vernacular	English	vernacular	English	vernacular	English
60%	40%	50%	50%	30%	70%

Using vernacular language for continued learning and development, while English is being learned, is an effective way for Papua New Guinean students to develop to their full potential.

Bridging to English strategies will be explained with examples in the Teacher Guide.

Multiculturalism

As a multicultural society, we must protect, promote and respect our many cultures and languages. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. These values, along with language and literacy knowledge, are promoted through the Language Syllabus. This knowledge enables students to share understanding of their cultures, past and present, with the rest of the world. In this way multiculturalism and a respect for diverse cultures are promoted and maintained in our schools.

Integral Human Development

Papua New Guinea is a rapidly changing society that faces many new challenges. To face these challenges effectively, individuals must strive to reach their full potential socially, intellectually, emotionally and physically. Students develop fully through a combination of schooling and influences from other agents of education: the home, school and community.

The Philosophy of Education for Papua New Guinea as described in the Matane Report (1986) acknowledges the National Goals and Directive Principles in the National Constitution that promote Integral Human Development:

- integral in the sense that all aspects of a person are important
- human in the sense that social relationships are basic
- development in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skill and goodness.

Citizenship

Through working individually, in pairs or in small groups, students are guided to relate responsibly to others and respect each others' opinions, talents, traditions and beliefs. Students know that each citizen of Papua New Guinea has a role in the growth of their country and that Papua New Guinea belongs to a much larger global family.

Catering for diversity

Gender

All Lower Primary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education *Gender Equity in Education Policy (2003)* recommends that no student in the Papua New Guinea education system of will be disadvantaged on the basis of gender.

To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and with the wider community.

This means they will provide:

- a curriculum that caters for the educational needs of girls and boys
- a safe, challenging learning environment which is socially and culturally supportive
- programs that recognise the contributions to society of both women and men.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. In Language, students will be given equal opportunities to participate in all learning and assessment activities regardless of their gender. Language will enable students to develop positive attitudes towards sensitive cultural issues about gender.

In gender sensitive classrooms students:

- take turns in being the leader, reporter and take other roles in group work
- share and participate in activities involving different students
- show respect for other students and their contributions.

Students with special needs

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be given opportunities to extend their learning. Students with physical or intellectual impairments and emotional or learning difficulties need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

Teaching and Learning

Education at Lower Primary is bilingual. Students who come to Grade 3 continue to use the language that they use at Elementary for instruction while they start to learn English.

As well as learning skills and knowledge, students develop appropriate attitudes and an understanding of important issues. They have pride in themselves, their cultures, languages and communities, as well as respect for other people and their cultures and communities.

Teachers are encouraged to develop activities using a range of teaching methods, materials and other support resources that are relevant and appropriate to students' cultural and language needs. Students are provided with opportunities to work as individuals and in groups. Usually students have their own preferred way of learning but they often use a combination of ways. Some of these include reading on their own, working in small groups, talking with peers, observing, drawing pictures, writing stories with others and finding information for themselves.

Students are encouraged to think critically about what they are learning and to take responsibility for their learning. They learn to teach each other and learn from each other. They learn how to work things out for themselves and how to get the information they need. They use their experiences, knowledge, intelligence and imagination to make sense of the information they gather and receive.

Student-centred learning

Student centred learning recognises the fact that no two classes are alike and no two students are the same with respect to their needs. A teacher who uses a student-centred approach provides students with an environment that motivates them to acquire new skills and knowledge. The teacher plans relevant activities that meet the needs and interests of the students.

Inclusive curriculum

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Primary syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background or socioeconomic status.

Teachers must ensure that the teaching, learning and assessment activities are inclusive of all students when interpreting and implementing syllabus learning outcomes. The following statement identifies important requirements of an inclusive curriculum.

- All students have fair access to resources such as time spent with the teacher, space in the classroom, books, equipment and playground space.

- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students: girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.
- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.

Teachers have a responsibility to ensure that the curriculum they teach, and the classroom practices they use, give all students the opportunity to reach their full potential.

Language development across the curriculum

Language development across the curriculum is encouraged because all subjects provide meaningful contexts for real language learning. Specific subjects have different language features such as vocabulary and genres that meet the purpose and context. These language features must be explicitly taught in the different subjects across the curriculum.

Students are encouraged to use their own language both in and out of the classroom. This results not only in stronger development of literacy in vernaculars and English, but also in stronger intellectual development. It helps students to see the relevance of specific curriculum, to achieve at higher levels and to be better prepared for life outside school.

Multigrade teaching

Multigrade teaching refers to classes where there are students from more than one grade with one teacher. The Lower Primary Language Syllabus needs to be implemented using a variety of approaches to meet the range of individual learning needs in such multigrade classes. Teachers should be aware that in all classes, multi-grade or single grade, that students are of mixed abilities. Teaching strategies for multigrade classes are appropriate in single grade classes as well. A thematic approach is appropriate to use with multigrade classes where students of different grades can work side by side on similar themes.

Thematic teaching and integration

Language is best taught through an integrated approach to teaching and learning where the other subjects provide the contexts for Language learning. Teachers can integrate Language outcomes within and across different Strands and also with outcomes from other subjects. This approach makes it possible for students to see the links with other subjects and to broaden their understanding of Language in real life situations.

Aims

The aims of the Lower Primary Language curriculum are for students to:

- be literate in the language of the community and English and appreciate the importance of language as an integral part of any culture
- develop sound listening skills and participate effectively in a broad range of oral interactions
- show interest in books, read with enjoyment and be aware of different written text types
- use a range of non-fiction texts to locate information in other subjects
- produce different texts for a broad range of purposes and audiences
- develop handwriting skills
- develop strategies to spell words correctly.

Content Overview

The content of this syllabus is organised in three Strands and four Substrands. Each Strand identifies a particular aspect of the subject. In each Strand a typical progression of learning is outlined from one grade to the next. The Strands are further organised into Substrands to allow the content to be more clearly specified and described as learning outcomes.

Strands and Substrands

Language is organised into the following Strands:

- Speaking and Listening
- Reading
- Writing.

Each of these Strands is further organised into Substrands:

- Production
- Skills and Strategies
- Context and Text
- Critical Literacy.

Production

The emphasis in the Production Substrand is for students to understand and create a variety of spoken, written and visual text types in all genre categories. Students are provided with opportunities to develop skills in speaking, listening, reading and writing using activities that are relevant and meaningful for their lives in the community. Students learn to build upon their own experiences and prior knowledge to create a variety of text types for a range of audiences and purposes. They learn to tell, read and write fiction and factual texts and share information gained from them with others.

Skills and Strategies

The emphasis in the Skills and Strategies Substrand is for students to understand that speakers, listeners, readers and writers apply certain rules when they create spoken, written and visual texts. It is important that students develop a range of skills, processes and strategies to speak, read and write different text types for different purposes and audiences.

Context and Text

The emphasis in the Context and Text Substrand is for students to understand that language changes in different contexts, according to the different purposes and audiences. Students learn that the different purposes shape the way texts are structured and laid out and different audiences affect the style of language used.

Lower primary syllabus

The word *text*, as used in this syllabus, refers to any spoken, written and visual form of communication performed by one person or many people. Written texts can be either fiction or information texts. Texts can also be spoken as in conversation and dialogue, be visual or drawn as in photographs or diagrams and recorded and presented in electronic form such as fax and e-mail.

The word *context*, as used in this syllabus, talks about the situations, the audiences and purposes for which the language is being used.

Critical Literacy

The emphasis in the Critical Literacy Substrand is for students to understand that texts are presented according to the views and interests of speakers and writers. Students develop an understanding that speakers, readers and writers create spoken, written and visual texts for different purposes.

This Substrand helps students to select and evaluate information they receive in order to make informed decisions, form opinions and make choices. Students' critical thinking enables them to understand that information or ideas are expressed to influence the way readers, listeners or viewers think.

Strands and Substrands for Language

Strand	Substrands		
	Grade 3	Grade 4	Grade 5
Speaking and Listening	Production	Production	Production
	Skills and strategies	Skills and strategies	Skills and strategies
	Context and text	Context and text	Context and text
	Critical literacy	Critical literacy	Critical literacy
Reading	Production	Production	Production
	Skills and strategies	Skills and strategies	Skills and strategies
	Context and text	Context and text	Context and text
	Critical literacy	Critical literacy	Critical literacy
Writing	Production	Production	Production
	Skills and strategies	Skills and strategies	Skills and strategies
	Context and text	Context and text	Context and text
	Critical literacy	Critical literacy	Critical literacy

Learning Outcomes and Indicators

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 3, 4 and 5 in Language. The Strands and Substrands are expressed as learning outcomes and indicators.

Learning outcome:

a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

These statements are student centred and written in terms that enable them to be demonstrated, assessed or measured. For example, outcome 4.1.1V Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas.

Indicators:

examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Indicators are examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Each learning outcome is accompanied by a set of indicators. Indicators are what students do, know and understand if they have achieved the learning outcomes. Learning outcomes help teachers to determine the standard expected of students at particular grades in particular subjects. Indicators are examples only and should not be used as checklists.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work. These can be developed to suit local conditions and individual student needs
- help teachers assess and report students' achievements in relation to the learning outcomes
- allow student achievement of the outcomes to be described inconsistent ways
- help teachers to monitor student learning
- help teachers plan their future teaching programs.

Learning Outcomes

Numbering Learning Outcomes

Each learning outcome is numbered, such as **3.1.2V** (vernacular), **3.1.2E** (English) or **3.1.2VE** (vernacular and/or English).

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the outcome in the Strand. Thus, **3.1.2** refers to an outcome at Grade 3, Strand number 1 and outcome number 2.

Strand	Grade 3	Grade 4	Grade 5
Speaking and Listening	<p>3.1.1V Use a range of spoken text types for different purposes and audiences on familiar topics</p> <p>3.1.1E Use a range of spoken text types for different purposes in structured and spontaneous learning experiences</p> <p>3.1.2V Use oral skills and strategies in a range of tasks and community interactions</p> <p>3.1.2E Use oral skills and strategies in simple classroom situations</p> <p>3.1.3V Identify language that relates to different audiences and purposes in familiar spoken texts</p> <p>3.1.3E Identify how individuals adjust their speaking and listening in different situations</p> <p>3.1.4V Use language to create positive or negative responses about characters or events</p> <p>3.1.4E Identify how spoken English builds up pictures of characters, events, places or things</p>	<p>4.1.1V Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas</p> <p>4.1.1E Use a range of spoken text types for both familiar and unfamiliar topics</p> <p>4.1.2V Use oral skills and strategies to share ideas and information</p> <p>4.1.2E Use oral skills and strategies to respond to simple classroom and social situations</p> <p>4.1.3V Identify how audience, purpose and topic account for differences in how language is used</p> <p>4.1.3E Compare how simple spoken English texts are different according to their audience and purpose</p> <p>4.1.4V Identify how language is used to convey different messages to listeners</p> <p>4.1.4E Identify and use language to present different points of view on familiar topics</p>	<p>5.1.1VE Use a broad range of spoken text types for different purposes to present creative and information texts</p> <p>5.1.2VE Apply a range of oral skills and strategies in informal and formal situations</p> <p>5.1.3VE Identify how speakers adapt language to suit different purposes, audiences and contexts</p> <p>5.1.4VE Evaluate own language and that of others to identify particular views and opinions of speakers</p>
	Reading	<p>3.2.1V Read and respond to a range of text types on familiar and unfamiliar ideas and information</p> <p>3.2.1E Read a range of predictable text types</p> <p>3.2.2V Use a range of skills and strategies when reading and comprehending texts</p> <p>3.2.2E Select and apply strategies to interpret simple written and picture texts</p>	<p>4.2.1V Read independently and respond to a range of text types</p> <p>4.2.1E Read simple text types and interact with the ideas and information from the texts</p> <p>4.2.2V Apply a wide range of skills and strategies when reading and comprehending texts</p> <p>4.2.2E Apply knowledge of skills and strategies to make meaning from written and picture texts</p>

Strand	Grade 3	Grade 4	Grade 5
Writing	<p>3.2.3V Recognise different text types and select texts useful for different purposes</p> <p>3.2.3E Recognise how simple written and picture texts are used to suit different purposes and situations</p> <p>3.2.4V Identify the language used in texts to create a response from readers</p> <p>3.2.4E Identify how people, things and places are represented in written and visual texts</p> <p>3.3.1V Plan and produce a range of text types to develop familiar ideas and information</p> <p>3.3.1E Use illustrations and writing to present ideas and information</p> <p>3.3.2V Apply knowledge of writing skills and strategies to plan and edit texts</p> <p>3.3.2E Recognise and use writing skills and strategies to plan and write own texts</p> <p>3.3.3V Identify different purposes and audiences for writing</p> <p>3.3.3E Recognise appropriate text types for particular purposes</p> <p>3.3.4V Identify how people, places and things are represented in their own written texts</p> <p>3.3.4E Identify how illustrations and simple descriptive language have been used in own texts to represent people, places and events</p>	<p>4.2.3V Select and use a range of text types to support learning in other subjects</p> <p>4.2.3E Identify how ideas and information are presented in simple written and picture texts</p> <p>4.2.4V Identify how language is used in written and visual texts to represent people, places, events and things</p> <p>4.2.4E Identify ways in which language has been used in a range of text types to create a response from readers</p> <p>4.3.1V Plan and produce a range of text types to develop familiar and unfamiliar ideas and information</p> <p>4.3.1E Write simple texts that present familiar ideas and information</p> <p>4.3.2V Select and apply knowledge of writing skills and strategies to plan, review and edit own texts and those of peers</p> <p>4.3.2E Apply writing skills and strategies to plan, write and edit own texts</p> <p>4.3.3V Identify how texts are structured for different topics, audiences and purposes</p> <p>4.3.3E Demonstrate knowledge of a range of text types and their structures and language features</p> <p>4.3.4V Produce a range of text types to demonstrate their understanding of how texts influence readers</p> <p>4.3.4E Identify how people and things are represented in illustrations and written texts</p>	<p>5.2.3VE Identify how ideas and information are presented in information and fiction texts</p> <p>5.2.4VE Describe how belonging to different groups influences how texts are interpreted</p> <p>5.3.1VE Plan and produce a range of text types in all genre categories to present ideas and information</p> <p>5.3.2VE Apply skills of drafting, revising and editing when constructing texts</p> <p>5.3.3VE Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts</p> <p>5.3.4VE Identify persuasive language and evaluate the quality of information in texts</p>

Learning Outcomes and Indicators

Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5
Production	3.1.1V Use a range of spoken text types for different purposes and audiences on familiar topics	4. 1.1V Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas	5.1.1V Use a broad range of spoken text types for different purposes to present creative and information texts
<p><i>All indicators are listed as bullet points after each outcome. The list of indicators always begins with the statement: Students will be achieving the above learning outcomes in vernacular and/or English, when they for example:</i></p>	<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <ul style="list-style-type: none"> gather information from peers, teachers and community members about topics such as bride-price, cultural symbols, totems and designs of their community summarise main ideas that guest speakers such as Police and Health Officers have presented talk about personal experiences or events such as preparing bilas for singsing, youth camp or cooking say poems, chants, and sing songs that relate to certain occasions such as fishing, harvesting of crops and mourning. 		
	<ul style="list-style-type: none"> discuss important issues in the community such as effects of drugs and HIV AIDS role play certain topics, issues or events in their community such as harvesting festivals and sports days express opinions on topics, issues or events such as news items from the community, radio, TV or newspaper interview people from the community to collect information then report to peers listen, ask questions and express own opinions about a presentation by a speaker present reports to class on items of interest such as class excursions or community news. 	<ul style="list-style-type: none"> give and follow instructions and directions to locate a place, a person or an object discuss the roles of leaders in the local and wider community conduct a survey and present information that was gathered carry out research using questions and interview techniques participate in debates about community issues select and present main ideas as items of interest in any subject for discussion purposes. 	

Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5			
Production	3.1.1E Use a range of spoken text types for different purposes in structured and spontaneous learning experiences	4.1.1E Use a range of spoken text types for both familiar and unfamiliar topics	5.1.1E Use a broad range of spoken text types for different purposes to present creative and information texts			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • follow instructions from the teacher, such as, "Please sit on the floor" • name colours, items of clothing, parts of the body, shapes, numbers and foodstuffs • listen to and join in group activities such as singing, chanting and dramatising parts of known stories • say short repetitive poems and rhymes with peers and teacher • use and respond to English greetings, such as, "How are you today?" "I am very well, thank you and how are you?" • describe known objects for example, "The pencil is red. I use it for writing." • talk about their experiences in one or two sentences. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • identify and describe main characters in text types such as legends and poems • use visual texts such as environmental posters and charts as motivation to create texts to share with the class • use visual aids such as photographs, pictures and videos to obtain and share information with peers • use a variety of means such as touching smelling, and tasting to gather information to develop texts • express likes and dislikes such as "I like taro, but I don't like kumu." • provide explanations such as, "I am late because my uniform was not dry." </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • use role play to advertise items for sale • introduce peers, friends and visitors • compare characters in texts by describing their qualities • participate in debates about familiar community issues such as chewing betelnut and littering the environment • express own and others' points of view, and give reasons to support their views. </td> </tr> </table>				<ul style="list-style-type: none"> • follow instructions from the teacher, such as, "Please sit on the floor" • name colours, items of clothing, parts of the body, shapes, numbers and foodstuffs • listen to and join in group activities such as singing, chanting and dramatising parts of known stories • say short repetitive poems and rhymes with peers and teacher • use and respond to English greetings, such as, "How are you today?" "I am very well, thank you and how are you?" • describe known objects for example, "The pencil is red. I use it for writing." • talk about their experiences in one or two sentences. 	<ul style="list-style-type: none"> • identify and describe main characters in text types such as legends and poems • use visual texts such as environmental posters and charts as motivation to create texts to share with the class • use visual aids such as photographs, pictures and videos to obtain and share information with peers • use a variety of means such as touching smelling, and tasting to gather information to develop texts • express likes and dislikes such as "I like taro, but I don't like kumu." • provide explanations such as, "I am late because my uniform was not dry." 	<ul style="list-style-type: none"> • use role play to advertise items for sale • introduce peers, friends and visitors • compare characters in texts by describing their qualities • participate in debates about familiar community issues such as chewing betelnut and littering the environment • express own and others' points of view, and give reasons to support their views.
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Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Skills and Strategies</p>	<p>3.1.2V Use oral skills and strategies in a range of tasks and community interactions</p>	<p>4.1.2V Use oral skills and strategies to share ideas and information</p>	<p>5.1.2V Apply a range of oral skills and strategies in informal and formal situations</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use simple maps to explain and give directions about the locations of places • perform role plays on familiar topics using non-verbal communication such as gestures and facial expressions • participate in well-sequenced conversation with peers and teacher • listen attentively and retell information • recount or retell a familiar experience and respond to questions • use questions such as why, how and what if about relevant issues or topics • use pictures or objects as aids to tell a story • give and follow instructions to carry out a task • demonstrate effective group work skills such as turn-taking, listening attentively, speaking clearly and responding appropriately. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • develop relevant questions to interview community members or peers • use appropriate tone of voice to ask questions, make statements or give commands • role play how to make and accept apologies • use and explain different messages hidden in similes such as 'he ran like the wind' and metaphors such as 'kill two birds with one stone' in the language of the local community • recognise the difference between open and closed questions and use them to gather information • share information using appropriate aids in small groups or pairs • use variation in voice, tone and pitch to recite poems • listen and take notes on specific information. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use role play to compare and contrast the way actors use body language and voice to show feelings, moods and humour • distinguish between fact and opinion • use various parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions in oral interactions • recognise and use questions such as why, what if and how to make inferences and analyse information • identify main ideas to summarise short spoken texts. </td> </tr> </table>				<ul style="list-style-type: none"> • use simple maps to explain and give directions about the locations of places • perform role plays on familiar topics using non-verbal communication such as gestures and facial expressions • participate in well-sequenced conversation with peers and teacher • listen attentively and retell information • recount or retell a familiar experience and respond to questions • use questions such as why, how and what if about relevant issues or topics • use pictures or objects as aids to tell a story • give and follow instructions to carry out a task • demonstrate effective group work skills such as turn-taking, listening attentively, speaking clearly and responding appropriately. 	<ul style="list-style-type: none"> • develop relevant questions to interview community members or peers • use appropriate tone of voice to ask questions, make statements or give commands • role play how to make and accept apologies • use and explain different messages hidden in similes such as 'he ran like the wind' and metaphors such as 'kill two birds with one stone' in the language of the local community • recognise the difference between open and closed questions and use them to gather information • share information using appropriate aids in small groups or pairs • use variation in voice, tone and pitch to recite poems • listen and take notes on specific information. 	<ul style="list-style-type: none"> • use role play to compare and contrast the way actors use body language and voice to show feelings, moods and humour • distinguish between fact and opinion • use various parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions in oral interactions • recognise and use questions such as why, what if and how to make inferences and analyse information • identify main ideas to summarise short spoken texts.
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Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5
Skills and Strategies	3.1.2E Use oral skills and strategies in simple classroom situations	4.1.2E Use oral skills and strategies to respond to simple classroom and social situations	5.1.2E Apply a range of oral skills and strategies in informal and formal situations
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <ul style="list-style-type: none"> • use appropriate facial expressions, and hand and body gestures to communicate ideas and feelings • recognise beginning, middle and ending sounds in spoken words • identify and say words that begin with a certain sound such as 'm' in monkey, money, marble • make simple requests such as "May I use the ruler, please?" • follow and give simple instructions involving one step at a time • identify nouns, adjectives and verbs in stories read or told to them • use plurals for known words • use conjunctions such as then, because and but in simple sentences. <ul style="list-style-type: none"> • ask and answer questions in different situations using correct intonation • use singular and plural correctly when speaking • identify the difference between statements, questions and commands • identify and name familiar sounds heard in the community such as birds singing, people singing and someone chopping firewood • identify and use relevant words to describe places and people • make appropriate responses such as 'all right', 'really' and 'I see' during conversation with peers • use the appropriate tone of voice, such as soft or loud, angry or calm, happy or sad, high or low to suit the situation. <ul style="list-style-type: none"> • use the correct tense for expressing past, present and future • use correct nouns and adjectives when describing objects, people, places and things • use correctly, articles such as a, the, an; prepositions such as on, in, near and pronouns such as she, their • use a variety of intonation patterns for presenting different kinds of information, such as making a point in a debate or presenting a report • listen and respond to radio broadcasts by asking and answering questions or taking brief notes • ask relevant questions using words such as who, when, where and what. 			

Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Context and Text</p>	<p>3.1.3V Identify language that relates to different audiences and purposes in familiar spoken texts</p>	<p>4.1.3V Identify how audience, purpose and topic account for differences in how language is used</p>	<p>5.1.3V Identify how speakers adapt language to suit different purposes, audiences and contexts</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • brainstorm words that belong to different groups such as kitchen ware, gardening or carpentry tools and trade store goods • talk about different events for different audiences and adjust the language as required • role play and compare how language changes in different situations, such as at the market, school assemblies and church • select appropriate language and gestures for conversations with different audiences • role play appropriate body language, tone and style of language when interacting in different situations. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • discuss reasons why language changes in different situations • use appropriate language in different situations such as student to teacher, child to parent • talk about different language used in local cultural events such as provincial shows and church conventions • compare the different language features of different genres such as explanations and narratives. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • discuss how speakers use similes and metaphors to create special effects • explain when and why speakers use diagrams, graphs, displays and posters to present information • listen to a variety of texts and respond to them by using role plays, drawing out main ideas or writing songs and poems • compare the way speakers use particular styles of language to create different 'worlds' through audio visual texts such as film and music. </td> </tr> </table>				<ul style="list-style-type: none"> • brainstorm words that belong to different groups such as kitchen ware, gardening or carpentry tools and trade store goods • talk about different events for different audiences and adjust the language as required • role play and compare how language changes in different situations, such as at the market, school assemblies and church • select appropriate language and gestures for conversations with different audiences • role play appropriate body language, tone and style of language when interacting in different situations. 	<ul style="list-style-type: none"> • discuss reasons why language changes in different situations • use appropriate language in different situations such as student to teacher, child to parent • talk about different language used in local cultural events such as provincial shows and church conventions • compare the different language features of different genres such as explanations and narratives. 	<ul style="list-style-type: none"> • discuss how speakers use similes and metaphors to create special effects • explain when and why speakers use diagrams, graphs, displays and posters to present information • listen to a variety of texts and respond to them by using role plays, drawing out main ideas or writing songs and poems • compare the way speakers use particular styles of language to create different 'worlds' through audio visual texts such as film and music.
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Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5
Context and Text	3.1.3E Identify how individuals adjust their speaking and listening in different situations	4.1.3E Compare how simple spoken English texts are different according to their audience and purpose	5.1.3E Identify how speakers adapt language to suit different purposes, audiences and contexts
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <ul style="list-style-type: none"> • create and use simple sentences about familiar situations, using pictures • dramatise how to greet classmates and friends compared with how to greet someone for the first time • use adjectives to change the personalities of characters in narratives • listen to and direct questions to different audiences on familiar topics • demonstrate how changing the tone of voice changes the meaning of the message. <ul style="list-style-type: none"> • role-play language used in different situations such as in the shop, at home and in the playground • use greetings such as hello, good morning, good afternoon, good night, and good bye appropriate to the situation • listen to a variety of simple spoken texts and talk about the audience and purpose. <ul style="list-style-type: none"> • discuss the formats and styles used by writers in a variety of picture books, local newspapers, posters and magazines • discuss the features of text types within a particular genre • listen to and discuss how specific spoken or audio-visual texts are constructed • view audio-visual tapes to identify purpose, topic and audience • use picture books and Big Books to explore how text and illustrations support each other. 			

Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Critical Literacy</p>	<p>3.1.4V Use language to create positive or negative responses about characters or events</p>	<p>4.1.4V Identify how language is used to convey different messages to listeners</p>	<p>5.1.4V Evaluate own language and that of others to identify particular views and opinions of speakers</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • identify words and phrases that describe the moods and feelings of characters • tell a narrative which describes the motives of characters • compose and perform oral texts that present a particular point of view • explain the meanings of parables and riddles used in the local community • role play different situations and events to show how persuasive language can influence listeners • use role play to show differences in behaviours such as being assertive and aggressive . </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • listen to an unfamiliar text and work out any hidden messages • discuss words and phrases from a variety of texts such as radio and TV programs and advertisements that are used to influence listeners • identify words and phrases used to persuade listeners to a point of view • explain how the choice of language in radio and TV advertisements influences listeners and viewers. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • examine texts to identify what is implied but not actually stated • discuss how language is used to build up particular concepts about people from different regions in Papua New Guinea • practise using inclusive language in spoken texts related to race, religion, gender and people with special needs • analyse bias and stereotyped language used in a variety of spoken text types and suggest ways to overcome them • present debates on issues relating to stereotypes on race and gender • discuss how idioms and metaphors are used in traditional stories and poems to bring imagination and feelings to life. </td> </tr> </table>				<ul style="list-style-type: none"> • identify words and phrases that describe the moods and feelings of characters • tell a narrative which describes the motives of characters • compose and perform oral texts that present a particular point of view • explain the meanings of parables and riddles used in the local community • role play different situations and events to show how persuasive language can influence listeners • use role play to show differences in behaviours such as being assertive and aggressive . 	<ul style="list-style-type: none"> • listen to an unfamiliar text and work out any hidden messages • discuss words and phrases from a variety of texts such as radio and TV programs and advertisements that are used to influence listeners • identify words and phrases used to persuade listeners to a point of view • explain how the choice of language in radio and TV advertisements influences listeners and viewers. 	<ul style="list-style-type: none"> • examine texts to identify what is implied but not actually stated • discuss how language is used to build up particular concepts about people from different regions in Papua New Guinea • practise using inclusive language in spoken texts related to race, religion, gender and people with special needs • analyse bias and stereotyped language used in a variety of spoken text types and suggest ways to overcome them • present debates on issues relating to stereotypes on race and gender • discuss how idioms and metaphors are used in traditional stories and poems to bring imagination and feelings to life.
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Strand: SPEAKING AND LISTENING

Substrand	Grade 3	Grade 4	Grade 5			
Critical Literacy	3.1.4E Identify how spoken English builds up pictures of characters, events, places or things	4.1.4E Identify and use language to present different points of view on familiar topics	5.1.4E Evaluate own language and that of others to identify the particular views and opinions of speakers			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • identify and use descriptive words and phrases to show what a character is like • use simple adjectives to describe places, events and objects using pictures and drawings as aids • change the descriptions of characters from well known stories and identify how the story changes • create and role play in groups advertisements with a specific purpose. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use words that present different points of view on issues such as caring for the local environment • participate in group debates to present different points of view on a topic • discuss different interpretations about an illustration or a text • present own points of view on topics studied in other subjects. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • role play different points of view on community issues and identify how language is used to support each point of view • identify the language and gestures that describe the moods of characters in songs, stories, poems and plays • identify and discuss stereotypes in texts • retell a news article from a different point of view • discuss the underlying messages in texts such as posters and signs. </td> </tr> </table>				<ul style="list-style-type: none"> • identify and use descriptive words and phrases to show what a character is like • use simple adjectives to describe places, events and objects using pictures and drawings as aids • change the descriptions of characters from well known stories and identify how the story changes • create and role play in groups advertisements with a specific purpose. 	<ul style="list-style-type: none"> • use words that present different points of view on issues such as caring for the local environment • participate in group debates to present different points of view on a topic • discuss different interpretations about an illustration or a text • present own points of view on topics studied in other subjects. 	<ul style="list-style-type: none"> • role play different points of view on community issues and identify how language is used to support each point of view • identify the language and gestures that describe the moods of characters in songs, stories, poems and plays • identify and discuss stereotypes in texts • retell a news article from a different point of view • discuss the underlying messages in texts such as posters and signs.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Production</p>	<p>3.2.1V Read and respond to a range of text types on familiar and unfamiliar ideas and information</p>	<p>4.2.1V Read independently and respond to a range of text types</p>	<p>5.2.1V Read, reflect on and respond to ideas and information from a wide range of text types in all genre categories</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • read texts in pairs and groups to collect information for specific tasks in other subjects • read a variety of text types in all genre categories • read and act out short plays on familiar topics such as those in School Journals • read and follow instructions on how to do something such as baking a cake using a recipe • develop and follow a set of class rules • compare own experiences with characters from different texts • predict what characters may do at different stages of a story. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • read texts such as posters, charts, maps, graphs and diagrams from other subjects and use the information for specific tasks • read headlines and articles from local newspapers • read and share information gained from a variety of text types • read and role play short stories and plays from School Journals • read a variety of fiction texts and discuss the plots, characters and settings. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • read texts for information to support oral and written class activities in other subjects • read a variety of narratives such as autobiographies and biographies and carry out research on aspects of the text • read a range of text types to an audience such as a younger class or school assembly • read and respond to personal letters, notes, invitations, greetings or notices • explain in their own words information gained from texts such as maps, graphs and diagrams • make comparisons between characters in fiction texts • express feelings and opinions on a range of texts • read and share information from newspapers such as <i>Wantok</i> and <i>Post Courier</i>. </td> </tr> </table>				<ul style="list-style-type: none"> • read texts in pairs and groups to collect information for specific tasks in other subjects • read a variety of text types in all genre categories • read and act out short plays on familiar topics such as those in School Journals • read and follow instructions on how to do something such as baking a cake using a recipe • develop and follow a set of class rules • compare own experiences with characters from different texts • predict what characters may do at different stages of a story. 	<ul style="list-style-type: none"> • read texts such as posters, charts, maps, graphs and diagrams from other subjects and use the information for specific tasks • read headlines and articles from local newspapers • read and share information gained from a variety of text types • read and role play short stories and plays from School Journals • read a variety of fiction texts and discuss the plots, characters and settings. 	<ul style="list-style-type: none"> • read texts for information to support oral and written class activities in other subjects • read a variety of narratives such as autobiographies and biographies and carry out research on aspects of the text • read a range of text types to an audience such as a younger class or school assembly • read and respond to personal letters, notes, invitations, greetings or notices • explain in their own words information gained from texts such as maps, graphs and diagrams • make comparisons between characters in fiction texts • express feelings and opinions on a range of texts • read and share information from newspapers such as <i>Wantok</i> and <i>Post Courier</i>.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
Production	3.2.1E Read a range of predictable text types	4.2.1E Read simple text types and interact with the ideas and information from the texts	5.2.1E Read, reflect on and respond to ideas and information from a wide range of text types in all genre categories			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • read simple texts on familiar topics • participate in shared reading of simple illustrated Big Books with the teacher, as a class, in groups or individually • read class rules, labels and signs • play simple card games such as word dominoes to recognise and read new words • use a small bank of sight words. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • read texts from other subjects such as posters, charts, stories, maps, graphs and diagrams • read road signs and other public signs and notices • read headlines from local newspapers • read and retell stories • read own or others' writing such as diaries or journals, poems, Big Books and letters. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • read and discuss fiction texts • read and obtain information presented in different ways such as diagrams, graphs and posters • share favourite books or books written by favourite authors with peers or younger children • illustrate or role play own interpretations of texts read • identify key messages from posters and advertisements • read and interpret information from maps and atlases. </td> </tr> </table>				<ul style="list-style-type: none"> • read simple texts on familiar topics • participate in shared reading of simple illustrated Big Books with the teacher, as a class, in groups or individually • read class rules, labels and signs • play simple card games such as word dominoes to recognise and read new words • use a small bank of sight words. 	<ul style="list-style-type: none"> • read texts from other subjects such as posters, charts, stories, maps, graphs and diagrams • read road signs and other public signs and notices • read headlines from local newspapers • read and retell stories • read own or others' writing such as diaries or journals, poems, Big Books and letters. 	<ul style="list-style-type: none"> • read and discuss fiction texts • read and obtain information presented in different ways such as diagrams, graphs and posters • share favourite books or books written by favourite authors with peers or younger children • illustrate or role play own interpretations of texts read • identify key messages from posters and advertisements • read and interpret information from maps and atlases.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Skills and Strategies</p>	<p>3.2.2V Use a range of skills and strategies when reading and comprehending texts</p>	<p>4.2.2V Apply a wide range of skills and strategies when reading and comprehending texts</p>	<p>5.2.2V Apply a wide range of skills and strategies appropriate to the type of text being read</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use the clues in pictures and the text to select the main idea in a text • read aloud with expression and appropriate tone, in groups or individually to an audience • recognise and use punctuation such as commas, full stops, exclamation marks when reading to help understanding • use phonics to sound out words • guess at a new word by looking at the first letter and trying a word that makes sense in the sentence • use headings and headlines in information texts to locate information • use pictures to predict what will happen next in the text. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • distinguish between fact, opinion and fiction in written texts • read aloud with expression and effective characterisation to younger children, parents or at school assembly • use pictures and context clues to predict what will happen next in the story • use alphabetical skills to find topics in an index and then locate page numbers and the information • use knowledge of grammar to assist reading • recognise cause and effect in texts • use table of contents, index, page numbers, headings, captions and key words to find information. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use chapter headings to locate information in fiction and factual texts • use chapter headings to predict what will happen next in a fiction text • read over unknown words and try to make sense of the sentence • re-read different sections of the text to gain clear understanding • use table of contents, index, page numbers, headings, captions and key words to find information • read a variety of texts to peers and younger students and demonstrate the use of expression and punctuation features • apply reading strategies such as reading silently for pleasure and information, reading aloud for others, browsing to select reading materials, skimming for details and re-reading to locate main ideas • use appropriate reading strategies such as reading titles of texts, skimming and scanning and reading carefully for detail when reading for different purposes. </td> </tr> </table>				<ul style="list-style-type: none"> • use the clues in pictures and the text to select the main idea in a text • read aloud with expression and appropriate tone, in groups or individually to an audience • recognise and use punctuation such as commas, full stops, exclamation marks when reading to help understanding • use phonics to sound out words • guess at a new word by looking at the first letter and trying a word that makes sense in the sentence • use headings and headlines in information texts to locate information • use pictures to predict what will happen next in the text. 	<ul style="list-style-type: none"> • distinguish between fact, opinion and fiction in written texts • read aloud with expression and effective characterisation to younger children, parents or at school assembly • use pictures and context clues to predict what will happen next in the story • use alphabetical skills to find topics in an index and then locate page numbers and the information • use knowledge of grammar to assist reading • recognise cause and effect in texts • use table of contents, index, page numbers, headings, captions and key words to find information. 	<ul style="list-style-type: none"> • use chapter headings to locate information in fiction and factual texts • use chapter headings to predict what will happen next in a fiction text • read over unknown words and try to make sense of the sentence • re-read different sections of the text to gain clear understanding • use table of contents, index, page numbers, headings, captions and key words to find information • read a variety of texts to peers and younger students and demonstrate the use of expression and punctuation features • apply reading strategies such as reading silently for pleasure and information, reading aloud for others, browsing to select reading materials, skimming for details and re-reading to locate main ideas • use appropriate reading strategies such as reading titles of texts, skimming and scanning and reading carefully for detail when reading for different purposes.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5
Skills and Strategies	3.2.2E Select and apply strategies to interpret simple written and picture texts	4.2.2E Apply knowledge of skills and strategies to make meaning from written and picture texts	5.2.2E Apply a wide range of skills and strategies appropriate to the type of text being read
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <ul style="list-style-type: none"> • identify repetitive sentence patterns in Big Book texts • use letter-sound relationships and word shapes to read unknown words • recognise letter patterns such as ing, oo, sh, ea • recognise and read frequently used words • recognise print such as labels in the classroom, signs on the road and signs in shops • predict what a text will be about from the picture and the title on the cover. <ul style="list-style-type: none"> • recognise and use known words in compound words such as playground to help in reading new words • recognise and use linking words such as but, so, then, because to understand texts • identify words that tell what or who such as this, that, these, those • recognise sound and visual patterns in words such as kick, lick, pick, sick • use events in a story to understand sequence • use a number of sources for information such as pictures, posters, signs, labels and books. <ul style="list-style-type: none"> • predict what might come next in missing parts of different text types • apply skills of letter-sound relationships and context clues when reading • apply skills of scanning and skimming when reading newspapers and magazines • read texts aloud for an audience, using appropriate stress, pause and intonation • identify words that help readers to distinguish between fact, opinion and fiction • identify different parts of a book such as title page, contents page, glossary and index • select texts that tell stories, texts that have information and texts that tell how to do things • use knowledge of alphabetical order to locate information in dictionaries and encyclopedias. 			

Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Context and Text</p>	<p>3.2.3V Recognise different text types and select texts useful for different purposes</p>	<p>4.2.3V Select and use a range of text types to support learning in other subjects</p>	<p>5.2.3V Identify how ideas and information are presented in information and fiction texts</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • use maps, diagrams, illustrations, photographs and timetables to gather information for particular purposes • compare the differences between text types such as letters, instructions on how to make something, class timetables and class readers • identify the main parts of narratives and recounts and compare them • talk about the structure and language features of fiction and information texts. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • recognise the differences between two versions of a text, such as a story that is turned into a play • recognise that texts are constructed for particular purposes and to appeal to certain audiences • identify and discuss ways in which information is presented in texts relevant to other subjects • talk about a text they have read in other subjects to identify audience and purpose. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • read text types from other subject areas, such as posters, labels, charts, maps and graphs and discuss the reasons for similarities and differences • read a story they have written from their own personal experience and explain how they shaped the story to take account of audience and purpose • compare information and fiction texts and identify major differences • read a variety of text types and list their purposes • read different text types to peers and younger children and give reasons for the differences. </td> </tr> </table>				<ul style="list-style-type: none"> • use maps, diagrams, illustrations, photographs and timetables to gather information for particular purposes • compare the differences between text types such as letters, instructions on how to make something, class timetables and class readers • identify the main parts of narratives and recounts and compare them • talk about the structure and language features of fiction and information texts. 	<ul style="list-style-type: none"> • recognise the differences between two versions of a text, such as a story that is turned into a play • recognise that texts are constructed for particular purposes and to appeal to certain audiences • identify and discuss ways in which information is presented in texts relevant to other subjects • talk about a text they have read in other subjects to identify audience and purpose. 	<ul style="list-style-type: none"> • read text types from other subject areas, such as posters, labels, charts, maps and graphs and discuss the reasons for similarities and differences • read a story they have written from their own personal experience and explain how they shaped the story to take account of audience and purpose • compare information and fiction texts and identify major differences • read a variety of text types and list their purposes • read different text types to peers and younger children and give reasons for the differences.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
Context and Text	3.2.3E Recognise how simple written and picture texts are used to suit different purposes and situations	4.2.3E Identify how ideas and information are presented in simple written and picture texts	5.2.3E Identify how ideas and information are presented in information and fiction texts			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • recognise that signs and notices such as road signs, notices on church halls and market places, banners and advertisements have different messages for different purposes • use the title and illustrations of texts to predict the topic and content • talk about the purposes of pictures, photographs and other visual texts • discuss the purposes of simple written texts such as letters, notes, labels and lists. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • recognise that information is presented differently in texts used in other subjects • discuss the different ways headings are used in newspapers, stories and School Journals • talk about audiences and purposes of texts such as posters, labels, charts, stories, maps, diagrams and graphs • discuss the different purposes for reading fiction and information texts. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • look for similarities and differences in the structures of vernacular stories and stories told in English • identify and link different kinds of reading materials to different topics in other subjects • recognise the differences between fiction and information texts. </td> </tr> </table>				<ul style="list-style-type: none"> • recognise that signs and notices such as road signs, notices on church halls and market places, banners and advertisements have different messages for different purposes • use the title and illustrations of texts to predict the topic and content • talk about the purposes of pictures, photographs and other visual texts • discuss the purposes of simple written texts such as letters, notes, labels and lists. 	<ul style="list-style-type: none"> • recognise that information is presented differently in texts used in other subjects • discuss the different ways headings are used in newspapers, stories and School Journals • talk about audiences and purposes of texts such as posters, labels, charts, stories, maps, diagrams and graphs • discuss the different purposes for reading fiction and information texts. 	<ul style="list-style-type: none"> • look for similarities and differences in the structures of vernacular stories and stories told in English • identify and link different kinds of reading materials to different topics in other subjects • recognise the differences between fiction and information texts.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Critical Literacy</p>	<p>3.2.4V Identify the language used in texts to create a response from readers</p>	<p>4. 2.4V Identify how language is used in written and visual texts to represent people, places, events and things</p>	<p>5.2.4V Describe how belonging to different groups influences how texts are interpreted</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • identify the language used to build up images of characters in stories • compare characters and situations from books with their own experiences • distinguish between fact, opinion and fiction in a variety of texts • identify words that describe feelings of characters in stories • identify words and phrases that create a picture in the mind of the reader • make inferences and express opinions about the actions, qualities and motives of characters in texts read or viewed. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • discuss how cultural groups are represented in visual and written texts and whether they are represented fairly and accurately • identify whose point of view is being presented in texts about local issues and events • discuss reasons why people interpret and react differently to texts • examine how different authors select and present information to create a particular point of view • read articles or view a video to study the roles of different cultural groups and talk about how else these groups could have been represented • discuss different interpretations of messages in drawings, photographs and advertisements. </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • evaluate how texts represent particular interests and points of view and leave out the opinions, viewpoints and interests of others • identify how ideas and information are expressed to influence readers, listeners and viewers • identify how values, attitudes and beliefs can be influenced by what is read, heard or seen • identify language used to influence readers' views and opinions on particular issues • talk about how texts and writers put readers in a position to sympathise or feel angry towards characters, events or points of view • use personal experience to explain why people interpret texts differently. </td> </tr> </table>				<ul style="list-style-type: none"> • identify the language used to build up images of characters in stories • compare characters and situations from books with their own experiences • distinguish between fact, opinion and fiction in a variety of texts • identify words that describe feelings of characters in stories • identify words and phrases that create a picture in the mind of the reader • make inferences and express opinions about the actions, qualities and motives of characters in texts read or viewed. 	<ul style="list-style-type: none"> • discuss how cultural groups are represented in visual and written texts and whether they are represented fairly and accurately • identify whose point of view is being presented in texts about local issues and events • discuss reasons why people interpret and react differently to texts • examine how different authors select and present information to create a particular point of view • read articles or view a video to study the roles of different cultural groups and talk about how else these groups could have been represented • discuss different interpretations of messages in drawings, photographs and advertisements. 	<ul style="list-style-type: none"> • evaluate how texts represent particular interests and points of view and leave out the opinions, viewpoints and interests of others • identify how ideas and information are expressed to influence readers, listeners and viewers • identify how values, attitudes and beliefs can be influenced by what is read, heard or seen • identify language used to influence readers' views and opinions on particular issues • talk about how texts and writers put readers in a position to sympathise or feel angry towards characters, events or points of view • use personal experience to explain why people interpret texts differently.
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Strand: READING

Substrand	Grade 3	Grade 4	Grade 5			
Critical Literacy	3.2.4E Identify how people, things and places are represented in written and visual texts	4.2.4E Identify ways in which language has been used in a range of text types to create a response from readers	5.2.4E Describe how belonging to different groups influences how texts are interpreted			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="1"> <tbody> <tr> <td data-bbox="389 719 721 1137"> <ul style="list-style-type: none"> • give reasons for choice of favourite characters in written and visual texts • talk about how certain words create a picture in the mind of the reader • identify ways in which visual texts such as pictures and advertisements are used to influence people • talk about why people use pictures instead of words to get messages across to audiences. </td> <td data-bbox="721 719 1062 1339"> <ul style="list-style-type: none"> • compare characters and situations from books with their own experiences • identify expressions such as kick the bucket and barking up the wrong tree and discuss their meanings • use own knowledge and experience to reflect on how characters and events are represented • role play characters in texts and give opinions and reasons for their motives and feelings • discuss varying interpretations of events such as a rugby grand final or singing festival and talk about reasons for the differences. </td> <td data-bbox="1062 719 1401 1285"> <ul style="list-style-type: none"> • study a variety of advertisements and talk about the intentions of the writers • discuss the difference between fact and opinion in a range of texts • discuss how people's interpretations of texts are influenced when aspects of a text such as gender roles are changed • make comparisons between texts representing different points of view on the same topic • talk about the ways different people are represented in texts. </td> </tr> </tbody> </table>				<ul style="list-style-type: none"> • give reasons for choice of favourite characters in written and visual texts • talk about how certain words create a picture in the mind of the reader • identify ways in which visual texts such as pictures and advertisements are used to influence people • talk about why people use pictures instead of words to get messages across to audiences. 	<ul style="list-style-type: none"> • compare characters and situations from books with their own experiences • identify expressions such as kick the bucket and barking up the wrong tree and discuss their meanings • use own knowledge and experience to reflect on how characters and events are represented • role play characters in texts and give opinions and reasons for their motives and feelings • discuss varying interpretations of events such as a rugby grand final or singing festival and talk about reasons for the differences. 	<ul style="list-style-type: none"> • study a variety of advertisements and talk about the intentions of the writers • discuss the difference between fact and opinion in a range of texts • discuss how people's interpretations of texts are influenced when aspects of a text such as gender roles are changed • make comparisons between texts representing different points of view on the same topic • talk about the ways different people are represented in texts.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Production</p>	<p>3.3.1V Plan and produce a range of text types to develop familiar ideas and information</p>	<p>4.3.1V Plan and produce a range of text types to develop familiar and unfamiliar ideas and information</p>	<p>5.3.1V Plan and produce a range of text types in all genre categories to present ideas and information</p>			
	<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • plan and write tumbuna stories from the local community • write personal recounts of family, local community, school and sports events in a diary or journal • write letters to friends or students in another school • write procedural texts about how to make traditional meals, tools and fishing gear • write information reports about animals, plants and illnesses from the local environment • use visuals such as diagrams, illustrations, graphs, charts and photographs to enhance meaning in their writing • plan and create comic strips with illustrations and speech bubbles • write and illustrate class big books. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • plan and write scripts of tumbuna stories from the local community and other places • write and publish historical accounts of people, places and events in Papua New Guinea • write news reports of local events to share with other classes in the school • write instructions for how to make herbal drinks and cures for minor health problems • write explanations that describe processes about how things are made such as coffee, sago and bread • plan and write information reports about topics from other subjects • produce simple brochures with graphics • write opinions about social or health issues and give reasons for their opinions. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • write letters of complaint giving a point of view and some supporting evidence • plan and write a report of observations made in the environment • plan and write an argument that presents a particular point of view on a relevant issue • write and publish different text types such as poems, recipes, letters, advertisements and reports • use various types of graphs, diagrams and charts to present information • plan and create a short play or drama • write explanations on topics such as the life cycles of insects, water and rain cycles and plant growth. </td> </tr> </table>			<ul style="list-style-type: none"> • plan and write tumbuna stories from the local community • write personal recounts of family, local community, school and sports events in a diary or journal • write letters to friends or students in another school • write procedural texts about how to make traditional meals, tools and fishing gear • write information reports about animals, plants and illnesses from the local environment • use visuals such as diagrams, illustrations, graphs, charts and photographs to enhance meaning in their writing • plan and create comic strips with illustrations and speech bubbles • write and illustrate class big books. 	<ul style="list-style-type: none"> • plan and write scripts of tumbuna stories from the local community and other places • write and publish historical accounts of people, places and events in Papua New Guinea • write news reports of local events to share with other classes in the school • write instructions for how to make herbal drinks and cures for minor health problems • write explanations that describe processes about how things are made such as coffee, sago and bread • plan and write information reports about topics from other subjects • produce simple brochures with graphics • write opinions about social or health issues and give reasons for their opinions. 	<ul style="list-style-type: none"> • write letters of complaint giving a point of view and some supporting evidence • plan and write a report of observations made in the environment • plan and write an argument that presents a particular point of view on a relevant issue • write and publish different text types such as poems, recipes, letters, advertisements and reports • use various types of graphs, diagrams and charts to present information • plan and create a short play or drama • write explanations on topics such as the life cycles of insects, water and rain cycles and plant growth.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
Production	3.3.1E Use illustrations and writing to present ideas and information	4.3.1E Write simple texts that present familiar ideas and information	5.3.1E Plan and produce a range of text types in all genre categories to present ideas and information			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="1"> <tbody> <tr> <td data-bbox="389 723 721 1518"> <ul style="list-style-type: none"> • label diagrams, murals and charts in vernacular and English • write captions for illustrations, maps, diagrams, tables and photographs • write invitations or cards for special events such as Christmas, Easter, birthdays, get well, Mother's Day • write advertisements, posters and signs for community events • write a recount of a personal experience • write a short story in a big book jointly constructed by the class • jointly construct descriptions of community people, places and events • write own texts using objects, artefacts, pictures and photographs for ideas. </td> <td data-bbox="721 723 1062 1301"> <ul style="list-style-type: none"> • write short stories jointly constructed in groups and individually with teacher support • write simple poetry using words that rhyme • write messages and lists of class rules • write short descriptions of animals, characters in a story and familiar or famous people • write short news reports indicating who, what, when and where for the other classes • write recipes and instructions on how to make things. </td> <td data-bbox="1062 723 1401 1379"> <ul style="list-style-type: none"> • use diagrams, graphs, flowcharts and timelines in written work to help clarify ideas • plan and produce a class newsletter with support from the teacher • record minutes of class meetings • draw up programs for events such as school sports carnivals, speech days and cultural day celebrations • brainstorm a set of questions to interview peers or community members and write profiles about them • plan and produce bilingual big books for younger classes. </td> </tr> </tbody> </table>				<ul style="list-style-type: none"> • label diagrams, murals and charts in vernacular and English • write captions for illustrations, maps, diagrams, tables and photographs • write invitations or cards for special events such as Christmas, Easter, birthdays, get well, Mother's Day • write advertisements, posters and signs for community events • write a recount of a personal experience • write a short story in a big book jointly constructed by the class • jointly construct descriptions of community people, places and events • write own texts using objects, artefacts, pictures and photographs for ideas. 	<ul style="list-style-type: none"> • write short stories jointly constructed in groups and individually with teacher support • write simple poetry using words that rhyme • write messages and lists of class rules • write short descriptions of animals, characters in a story and familiar or famous people • write short news reports indicating who, what, when and where for the other classes • write recipes and instructions on how to make things. 	<ul style="list-style-type: none"> • use diagrams, graphs, flowcharts and timelines in written work to help clarify ideas • plan and produce a class newsletter with support from the teacher • record minutes of class meetings • draw up programs for events such as school sports carnivals, speech days and cultural day celebrations • brainstorm a set of questions to interview peers or community members and write profiles about them • plan and produce bilingual big books for younger classes.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Skills and Strategies</p>	<p>3.3.2V Apply knowledge of writing skills and strategies to plan and edit texts</p>	<p>4.3.2V Select and apply knowledge of writing skills and strategies to plan, review and edit own texts and those of peers</p>	<p>5.3.2V Apply skills of drafting, revising and editing when constructing texts</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • make corrections to own written work as the writing takes place • re-read own stories to see if they make sense • identify spelling errors in own writing and that of peers • attempt correct spelling of vocabulary being learned in other subjects • publish final copies of own writing for others to read • choose appropriate words to label pictures, objects and illustrations • write clearly using letters of uniform size, shape, slope and spacing • begin to use modified cursive writing • use common punctuation correctly in own written work. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • brainstorm ideas for writing • draw pictures and make notes to plan events in stories • develop story maps to plan simple stories • draw concept maps to support writing of information texts • take notes from texts to complete specific tasks • write common words correctly • use correct word order in sentences • use appropriate structures for a variety of text types • re-read own writing to check the sequence of events • self correct own and peers' work • identify parts of own texts such as introduction, body, conclusion. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • write a variety of text types taking into account topic, purpose and audience and language features such as spelling, punctuation and grammar • identify different features in text types • use the processes of planning, composing, revising, editing and proofreading when writing • edit written work individually or in pairs • organise information for personal writing by taking notes, summarising and noting useful references. </td> </tr> </table>				<ul style="list-style-type: none"> • make corrections to own written work as the writing takes place • re-read own stories to see if they make sense • identify spelling errors in own writing and that of peers • attempt correct spelling of vocabulary being learned in other subjects • publish final copies of own writing for others to read • choose appropriate words to label pictures, objects and illustrations • write clearly using letters of uniform size, shape, slope and spacing • begin to use modified cursive writing • use common punctuation correctly in own written work. 	<ul style="list-style-type: none"> • brainstorm ideas for writing • draw pictures and make notes to plan events in stories • develop story maps to plan simple stories • draw concept maps to support writing of information texts • take notes from texts to complete specific tasks • write common words correctly • use correct word order in sentences • use appropriate structures for a variety of text types • re-read own writing to check the sequence of events • self correct own and peers' work • identify parts of own texts such as introduction, body, conclusion. 	<ul style="list-style-type: none"> • write a variety of text types taking into account topic, purpose and audience and language features such as spelling, punctuation and grammar • identify different features in text types • use the processes of planning, composing, revising, editing and proofreading when writing • edit written work individually or in pairs • organise information for personal writing by taking notes, summarising and noting useful references.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
Skills and Strategies	3.3.2E Recognise and use writing skills and strategies to plan and write own texts	4.3.2E Apply writing skills and strategies to plan, write and edit own texts	5.3.2E Apply skills of drafting, revising and editing when constructing texts			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • plan simple story outlines with a partner • sequence events in stories using strip cartoons or a series of pictures • use punctuation such as full-stops, commas, apostrophes and question marks correctly • use class word wall to spell words • use letter-sound relationships to spell common words used in other subjects • write new English words using letter-sound relationships • write fluently with appropriate size, slope and spacing • make own dictionary • write simple sentences and questions. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use adjectives to provide more information about nouns in written work • use past tense in simple recounts and stories • use titles, headings and sub-headings in simple written texts to assist readers • publish final copies of own writing for others to read • read own writing aloud and make corrections to clarify meaning • use speech marks in texts where characters talk to each other • self correct words that do not look right • try to spell new words correctly • use dictionary to check spelling • write letters for initial, middle and final sounds • keep samples of different text types and use these as models. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • use known word patterns to spell similar words such as fine and mine, cake and bake • use knowledge of small words to build compound words such as class and room to spell classroom • use prefixes and suffixes to build new words • spell common words from other subjects correctly • use correct singular and plural forms of words • use a range of drafting strategies such as note-taking, organising headings and writing key words, • revise, edit, proofread and publish final draft for an audience. </td> </tr> </table>				<ul style="list-style-type: none"> • plan simple story outlines with a partner • sequence events in stories using strip cartoons or a series of pictures • use punctuation such as full-stops, commas, apostrophes and question marks correctly • use class word wall to spell words • use letter-sound relationships to spell common words used in other subjects • write new English words using letter-sound relationships • write fluently with appropriate size, slope and spacing • make own dictionary • write simple sentences and questions. 	<ul style="list-style-type: none"> • use adjectives to provide more information about nouns in written work • use past tense in simple recounts and stories • use titles, headings and sub-headings in simple written texts to assist readers • publish final copies of own writing for others to read • read own writing aloud and make corrections to clarify meaning • use speech marks in texts where characters talk to each other • self correct words that do not look right • try to spell new words correctly • use dictionary to check spelling • write letters for initial, middle and final sounds • keep samples of different text types and use these as models. 	<ul style="list-style-type: none"> • use known word patterns to spell similar words such as fine and mine, cake and bake • use knowledge of small words to build compound words such as class and room to spell classroom • use prefixes and suffixes to build new words • spell common words from other subjects correctly • use correct singular and plural forms of words • use a range of drafting strategies such as note-taking, organising headings and writing key words, • revise, edit, proofread and publish final draft for an audience.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Context and Text</p>	<p>3.3.3V Identify different purposes and audiences for writing</p>	<p>4.3.3V Identify how texts are structured for different topics, audiences and purposes</p>	<p>5.3.3V Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • discuss purposes for which people write • examine and compare structures of a range of text types • compare the language features of different texts and talk about how these differences relate to the purpose, audience and topic. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • identify language features of different text types and discuss how and why they differ • develop and display a variety of written text types suitable for working on certain themes • talk about how people adjust their writing to suit audiences and purposes such as writing letters to friends and writing a formal letter to the head teacher • talk about how the writer's ideas and feelings influence the choice of narrative text types such as poems, songs and stories • identify language features, such as grammar, vocabulary, spelling, punctuation and sequencing that writers use to construct texts for different purposes. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • compare two texts on the same topic and identify how they are written and structured to suit different audiences and purposes • identify how language is used in songs and poems and explain why it is suitable for certain audiences • compare stories and factual texts about the same topic • identify how the choice of topic, interest of the audience and the purpose shapes fiction and information texts. </td> </tr> </table>				<ul style="list-style-type: none"> • discuss purposes for which people write • examine and compare structures of a range of text types • compare the language features of different texts and talk about how these differences relate to the purpose, audience and topic. 	<ul style="list-style-type: none"> • identify language features of different text types and discuss how and why they differ • develop and display a variety of written text types suitable for working on certain themes • talk about how people adjust their writing to suit audiences and purposes such as writing letters to friends and writing a formal letter to the head teacher • talk about how the writer's ideas and feelings influence the choice of narrative text types such as poems, songs and stories • identify language features, such as grammar, vocabulary, spelling, punctuation and sequencing that writers use to construct texts for different purposes. 	<ul style="list-style-type: none"> • compare two texts on the same topic and identify how they are written and structured to suit different audiences and purposes • identify how language is used in songs and poems and explain why it is suitable for certain audiences • compare stories and factual texts about the same topic • identify how the choice of topic, interest of the audience and the purpose shapes fiction and information texts.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
Context and Text	3.3.3E Recognise appropriate text types for particular purposes	4.3.3E Demonstrate knowledge of a range of text types and their structures and language features	5.3.3E Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • talk about how visual images such as illustrations, cartoons, graphs and maps are used differently in written texts according to purpose and audience • select visual images to match particular text types such as recounts, descriptions, advertisements and stories and label them • identify and use descriptive phrases to label posters, charts and murals with teacher support. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • label and write captions on illustrations and diagrams • talk about how to adjust texts to suit different audiences and purposes • identify nouns, adjectives, verbs and adverbs that are used in the texts to suit different purposes • examine the structures and language features of different text types such as stories, poems, plays, reports, lists, recipes, instructions and descriptions. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • compare texts such as recipes and narratives and discuss their differences • talk about different topics in other subjects that can be researched and written up for different purposes • identify language features such as vocabulary and grammar that are associated with different text types • evaluate own and jointly constructed texts to see how well the structure and subject matter suit the purpose and audience • talk about appropriate letter size, style and print to suit particular audiences and purposes. </td> </tr> </table>				<ul style="list-style-type: none"> • talk about how visual images such as illustrations, cartoons, graphs and maps are used differently in written texts according to purpose and audience • select visual images to match particular text types such as recounts, descriptions, advertisements and stories and label them • identify and use descriptive phrases to label posters, charts and murals with teacher support. 	<ul style="list-style-type: none"> • label and write captions on illustrations and diagrams • talk about how to adjust texts to suit different audiences and purposes • identify nouns, adjectives, verbs and adverbs that are used in the texts to suit different purposes • examine the structures and language features of different text types such as stories, poems, plays, reports, lists, recipes, instructions and descriptions. 	<ul style="list-style-type: none"> • compare texts such as recipes and narratives and discuss their differences • talk about different topics in other subjects that can be researched and written up for different purposes • identify language features such as vocabulary and grammar that are associated with different text types • evaluate own and jointly constructed texts to see how well the structure and subject matter suit the purpose and audience • talk about appropriate letter size, style and print to suit particular audiences and purposes.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
<p>Critical Literacy</p>	<p>3.3.4V Identify how people, places and things are represented in their own written texts</p>	<p>4.3.4V Produce a range of text types to demonstrate their understanding of how texts influence readers</p>	<p>5.3.4V Identify persuasive language and evaluate the quality of information in texts</p>			
<p>Indicators Students will be achieving the above learning outcomes in vernacular, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • write stories choosing descriptive words and illustrations to represent characters, places, events or things positively or negatively • use appropriate language in poems to express feelings, describe people and aspects of the environment • choose language to express opinions about what they like and dislike and give reasons • identify in own writing the words and phrases that create a response from the reader. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • write letters to seek the help of community members with local issues • write advertisements to persuade people to buy crafts at school • write stories with a message or moral such as fables and parables • identify in recounts, reports and descriptions the words and phrases that influence readers about community issues. </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • evaluate the quality of information used in own reports on topics from other subjects • rewrite an article or story from a different point of view • write and evaluate own and peer texts such as arguments for clarity and cohesiveness • use various methods such as writing letters, conducting interviews and surveys to seek different viewpoints about local issues • design posters that use persuasive language on issues in community life such as drugs, drinking, smoking and HIV/AIDS. </td> </tr> </table>				<ul style="list-style-type: none"> • write stories choosing descriptive words and illustrations to represent characters, places, events or things positively or negatively • use appropriate language in poems to express feelings, describe people and aspects of the environment • choose language to express opinions about what they like and dislike and give reasons • identify in own writing the words and phrases that create a response from the reader. 	<ul style="list-style-type: none"> • write letters to seek the help of community members with local issues • write advertisements to persuade people to buy crafts at school • write stories with a message or moral such as fables and parables • identify in recounts, reports and descriptions the words and phrases that influence readers about community issues. 	<ul style="list-style-type: none"> • evaluate the quality of information used in own reports on topics from other subjects • rewrite an article or story from a different point of view • write and evaluate own and peer texts such as arguments for clarity and cohesiveness • use various methods such as writing letters, conducting interviews and surveys to seek different viewpoints about local issues • design posters that use persuasive language on issues in community life such as drugs, drinking, smoking and HIV/AIDS.
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Strand: WRITING

Substrand	Grade 3	Grade 4	Grade 5			
Critical Literacy	3.3.4E Identify how illustrations and simple descriptive language have been used in own texts to represent people, places and events	4.3.4E Identify how people and things are represented in illustrations and written texts	5.3.4E Identify persuasive language and quality of information in texts			
<p>Indicators Students will be achieving the above learning outcomes in English, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • create posters using describing words and pictures to influence readers or viewers about people, places and events • brainstorm and write a list of words which relate to particular topics, places, events, people and situations • design notices, signs and charts to create awareness on local community issues. </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • create pictures, charts and posters to communicate important messages from other subjects such as caring for the environment and promoting personal health and safety • look at a variety of advertisements and talk about how people and things have been represented and how they could be represented differently • create a variety of visual texts such as pictures, posters, diagrams, graphs and maps to represent the same information in different ways. </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • write particular text types such as letters to the editor on local environmental issues and evaluate persuasive language used • identify the language of stereotypes relating to gender, race and religion in texts and suggest alternate unbiased language • use persuasive language of advertising to influence people such as sway to the beat with the famous tamure dancers. </td> </tr> </table>				<ul style="list-style-type: none"> • create posters using describing words and pictures to influence readers or viewers about people, places and events • brainstorm and write a list of words which relate to particular topics, places, events, people and situations • design notices, signs and charts to create awareness on local community issues. 	<ul style="list-style-type: none"> • create pictures, charts and posters to communicate important messages from other subjects such as caring for the environment and promoting personal health and safety • look at a variety of advertisements and talk about how people and things have been represented and how they could be represented differently • create a variety of visual texts such as pictures, posters, diagrams, graphs and maps to represent the same information in different ways. 	<ul style="list-style-type: none"> • write particular text types such as letters to the editor on local environmental issues and evaluate persuasive language used • identify the language of stereotypes relating to gender, race and religion in texts and suggest alternate unbiased language • use persuasive language of advertising to influence people such as sway to the beat with the famous tamure dancers.
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Assessment and Reporting

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy* (NDOE 2003) and in other support materials produced by the Department of Education.

Assessment

Assessment:
the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes described in the subject syllabuses.

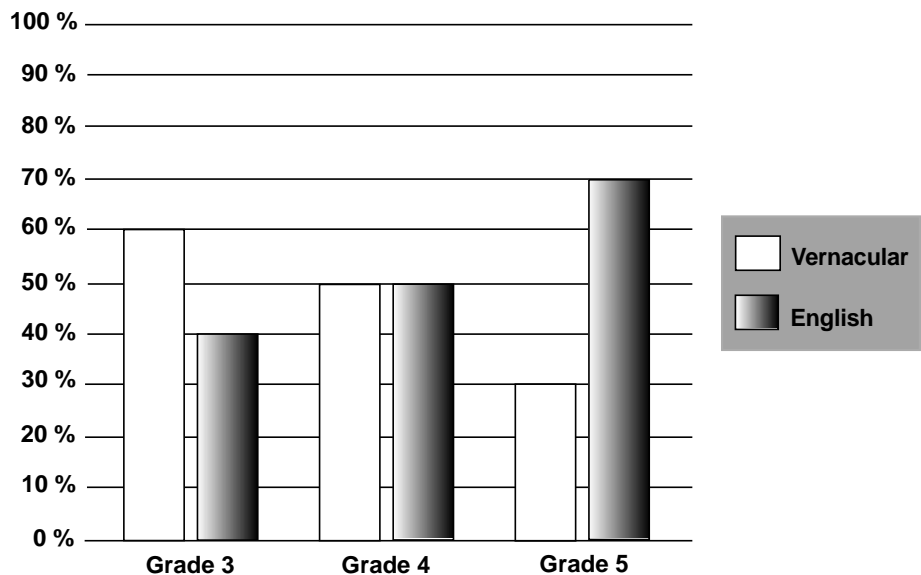
Teachers record evidence of students' learning and use this to make judgements about their achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing and recording details of students' performance on particular tasks
- conferencing or talking and questioning the students about their work and how they are thinking and feeling – their attitudes towards work
- analysing students' products
- setting written assignments, projects and practical work
- setting and marking written tests.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The overall purpose of assessment is to improve student learning.

Assessment in vernacular and English

The suggested percentage of assessment, teaching and learning in vernacular and English is shown below:



Teachers will need to apply the principles described in the *National Assessment and Reporting Policy* (NDOE 2003) to ensure that students are treated fairly and given many opportunities to demonstrate their achievement of the learning outcomes in each subject. When assessing students' achievements, teachers should be clear about:

- which language best enables students to demonstrate their learning
- whether they are assessing subject content or language skills and knowledge or both
- whether the percentages of assessment in vernacular and English are similar to those suggested in the graph above.

Assessment in Lower Primary

Assessment in Lower Primary schooling is the continuous process of finding out if students have achieved the learning outcomes. Assessment at Lower Primary should:

- be predominantly integrated into teaching and learning activities as students bridge from vernacular to English
- use a range of assessment methods
- use local cultural approaches to assess and report students' achievements where appropriate
- be used for diagnostic purposes only.

Recording

Teachers must keep accurate records of students' achievement of the learning outcomes. They must report these achievements in fair and accurate ways to parents, guardians, teachers and students. Examples of recording methods include:

- anecdotal notes in a journal or diary
- checklists
- portfolios of students' work
- progressive records
- work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents and guardians, teachers and others, the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

Reporting:
communicating clearly to students, parents and guardians, teachers and others, the information gained from assessing students' learning.

- a written record of learning outcomes achieved by students since the previous report
- a written record of the learning outcomes the student is now working towards
- information about students' attitudes, values and other additional information that is specific to individual students.

(National Assessment and Reporting Policy 2003: p. 6)

Evaluation

Teachers will use assessment information to make judgements about the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and to make decisions on how to improve student learning.

References

NDOE

NDOE refers to the Department of Education, Papua New Guinea, otherwise referred to as the National Department of Education.

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Appendix

MINISTERIAL POLICY STATEMENT

Language Policy In All Schools

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Instruction No. 1/91.

The future direction for language use in the formal school system as stated in Secretary's circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular or a language spoken by both the students and the teacher in the school system for teaching and learning. The use of vernacular languages establishes strong culture bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea. Research findings also support the use of vernacular languages in schools.

The findings indicate that:

- there are academic achievement benefits for the student from being bilingual
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development
- it usually takes an English language learner five or more years to develop the ability to use English for learning complex concepts
- beginning schooling in the children's first language and using this language for continued learning and development while the English language is being learned, is the best way for children to develop their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in Primary Schools. Children who graduate from Elementary Schools will enter this new bilingual program in Grade 3.

1. At the Elementary School level (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community and used for most communication in that community.

2. At the Lower Primary level (Grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the Lower Primary grades, particularly those who have received inservice in bilingual education strategies.

3. At the Upper Primary level (Grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.
4. At the Secondary level and Provincial High School level including Vocational School, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Whereas children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

Honourable Prof. JOHN WAIKO, Ph.D, MP.

Minister for Education