

English

Teacher Guide

Grade 6



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'

English

Teacher Guide

Grade 6

Standards Based



Papua New Guinea
Department of Education

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First Edition

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Secretary's Message

This English Teacher Guide for Grade 6 was developed as a support document for the implementation of the English Syllabus for Grades 6, 7 and 8. This document provides guidelines for teachers on how to plan and program teaching and learning activities. It contains sample guided lessons, assessment tasks and rubrics with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards and benchmarks in the syllabus.

The English Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at primary level. To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English Language. Students need to develop their vocabulary and their skills in using the systems of the English Language; its phonology, grammar and text structuring. They need these skills to listen, speak, read and write, and to adapt their language to an ever increasing number of topics, areas of interest and communication situations. They must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, they must also be able to take cultural norms and conventions into consideration.

The English subject contains eight lessons: Talking, Oral Expression, Listening, Handwriting, Written Sentences, Written Expression, Spelling and Reading. The Content Standards have been expanded in the Yearly Overview to help teachers identify key knowledge, skills, attitudes and values for teaching and learning when developing activities for students. It is important that teachers cover all Content Standards prescribed for students in Grade 6. The lessons in the Teacher Guide are not teaching lessons; rather they are guided lessons to be used as samples for teachers to develop teaching and learning activities.

I commend and approve this Grade 6 English Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 6, 7 & 8 Syllabus. The main purpose is to implement the syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of Content Standards and Benchmarks. It provides you with information and processes to:

- understand and expand on the relevant knowledge, skills, attitudes and values (KSAVs) provided in this guide.
- develop teaching programs based on your school contexts.
- plan and develop daily lesson activities.
- plan and conduct assessments to monitor students' achievements

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programmes. The guide contains the following main components:

- Yearly and termly overview
- Sample weekly programme or timetable
- Guided daily plans
- Assessment
- Support resources

How to use this book

In order to use this Teacher Guide to help you design your teaching programs, lesson and assessment plans, you need to:

- read this teacher guide and the syllabus carefully to understand the content and what you will require for your classroom teaching.
- become familiar with the syllabus strands, units, topics and lesson topics.
- read and understand the content standards and benchmarks.
- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans.
- read and understand the structure and content of sample guided lessons and the background information to support you in the modification of your lessons.

Support Resources

The resource section contains materials that will assist teachers for implementation. Resources are aligned to strands.

Prescribed Time Allocation for Senior Primary English is 280 minutes. That is: 1x40 minutes lesson.

Content Overview

Content Standards

Content standards are broad statements that encompass key concepts, knowledge, skills and attitudes, which students should know, understand, and be able to do in particular subjects, grade level, or school level. For example, 'Pupils will be able to interact and convey simple messages using comprehensible language'.

Table of Content Standards

The table below outlines the three language strands, Speaking and Listening, Reading and Writing for Grade 6-8. The strands are organized into units. The units outline the content standards toward achieving specific skills, knowledge and values for the three strands in the English subject.

Strand 1: Speaking and Listening

Grade 6	Grade 7	Grade 8
Unit 1: Listening Comprehension		
6.1.1a Listen, understand and respond to a variety of oral and visual texts to express facts and opinions on local national and global issues.	7.1.1a Listen and respond to a range of presentations of ideas, information and opinions about significant local, national and international issues.	8.1.1a Listen and respond to a range of complex issues of local, national and international importance.
6.1.1b Listen and follow a range of specific instructions and directions in classroom situations.	7.1.1b Listen and follow a range of complex instructions and directions in classroom situations.	8.1.1b Listen and follow a wide range of specific instructions and directions in classroom situations.
Unit 2: Talking		
6.1.2a Give a range of specific instructions and directions in structured and spontaneous classroom situations.	7.1.2a Give a range of specific instructions and directions in structured and spontaneous classroom situations.	8.1.2a Give a broad range of instructions and directions in structured and spontaneous classroom situations.
6.1.2b Apply appropriate English grammar in a range of oral situations correctly.	7.1.2b Apply appropriate English grammar in a range of oral situations correctly.	8.1.2b Apply appropriate English grammar in a wide range of oral situations correctly.
Unit 3: Oral Expression		
6.1.3a Predict and make inferences to written text, audio and visual references.	7.1.3a Express agreement and disagreement, using appropriate language, grammar and body gestures confidently.	8.1.3a Present reports accurately using different presentation modes.

6.1.3b Express ideas and opinions with different types of audience.	7.1.3b Use appropriate descriptive language to clearly indicate time, directions and make requests politely.	8.1.3b Convey messages in different settings using appropriate vocabulary, facial expressions and body gestures.
6.1.3c Interpret and use meanings of slangs, similes and idioms correctly.	7.1.3c Interpreting song lyrics using appropriate vocabulary.	8.1.3c Interpreting song lyrics using appropriate vocabulary.
6.1.3d Use appropriate English language for effective communication in a range of situations.	7.1.3d Use appropriate English language for effective communication in a range of situations.	8.1.3d Use appropriate English language for effective communication in a range of situations.

Strand 2: Reading

Grade 6	Grade 7	Grade 8
Unit 1: Vocabulary		
6.2.1 Apply a range of strategies to develop and expand knowledge of the words and the word meanings to increase vocabulary.	7.2.1 Expand vocabulary through word study, literature and class discussion.	8.2.1 Expand vocabulary through word study, literature and class discussion.
Unit 2: Fluency		
6.2.2 Read a range of texts independently to improve fluency.	7.2.2 Read a range of fiction and factual texts independently to improve fluently.	8.2.2 Read a range of fiction and factual texts independently to improve fluency.
Unit 3: Comprehension		
6.2.3a Read and interact with words and concepts in the text to construct an appropriate meaning.	7.2.3a Read reflect and respond critically to words and concepts in the text to construct an appropriate meaning.	8.2.3a Read, reflect and respond critically to a range of complex literary and factual texts.
6.2.3b Read a range of fiction and non-fiction texts for pleasure.	7.2.3b Read a range of fiction and non-fiction texts for pleasure.	8.2.3b Read a range of fiction and non-fiction texts for pleasure.
Unit 4: Literature		
6.2.4 Identify structure, figurative language and meanings in literary works.	7.2.4 Identify structure, figurative language and meanings in a variety of literary works.	8.2.4 Identify structure, figurative language and meanings in a variety of literary works.

Strand 3: Writing

Grade 6	Grade 7	Grade 8
Unit 1: Handwriting		
6.3.1 Write legibly in cursive or joint italics allowing margins and correct spacing between letters in words and words in sentences.		
Unit 2: Written Expression		
6.3.2a Apply appropriate writing processes.	7.3.2a Apply appropriate writing processes.	8.3.2a Apply appropriate writing processes.
6.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	7.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	8.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.
Unit 3: Grammar Usage		
6.3.3a Apply correct use of English grammar in a range of familiar and structured situations.	7.3.3a Apply correct use of English grammar in a range of familiar and introduced topics.	8.3.3a Apply correct use of English grammar in a range of familiar and introduced topics.
6.3.3b Identify and use appropriate capitalization, punctuation and spelling in written texts.	7.3.3b Identify and use appropriate capitalization, punctuation and spelling in written texts.	8.3.3b Identify and use appropriate capitalization, punctuation and spelling in written texts.
6.3.3c Apply and use appropriate sentence structure using different types of sentences.	7.3.3c Apply and demonstrate appropriate sentence structure using different types of sentences.	8.3.3c Apply and demonstrate appropriate sentence structure using different types of sentences.
6.3.3d Apply a range of strategies to spell, read and write sight words and new words.	7.3.3d Apply a range of strategies to spell, read and write sight words and new words.	8.3.3d Apply a range of strategies to spell, read and write sight words and new words.

Yearly Overview

Grade 6 Unit Overview

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
1	<p>Sub Theme: Back to school</p> <p>Text type: Narrative- Personal recount</p>	<p>Listening</p> <p>L1. The day I disappeared (SJ-S1,2008)</p> <p>L2. I am an Islander</p> <p>L3. Dictation</p> <p>Oral Expression</p> <p>L1. My first day at school</p> <p>L2. (My Christmas Holidays)</p> <p>Talking:</p> <p>Questions using verb 'can'</p> <p>Reply using reflexive pronouns</p> <p>Example:</p> <p><i>What can I cut this paper with?</i></p> <p>I can use this pair of scissors.</p>	<p>Back to school</p> <p>Personal recount</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings</p> <p>Homophones</p> <p>Alphabetical order</p> <p>Grade level Reader</p>	<p>Phonics</p> <p>Sound /ay/ words</p> <p>place, spade, chase, taste, paint, remain, explain, steak, great, break</p> <p>School</p> <p>reading, writing, spelling, maths, health, music, sport, culture</p> <p>Handwriting</p> <p>Practice /ay/ words in sentences</p> <p>Example:</p> <p><i>The artist explained the features of the painting to the tourist at the craft market</i></p>	<p>Common and proper nouns.</p> <p>Written sentences</p> <p>Correct punctuation and use of common and proper nouns in sentences.</p> <p>Examples:</p> <p><i>At the market we sold coconuts, sago, yams and fish.</i></p> <p><i>On Sunday I will be going to Port Moresby with Simon.</i></p>	<p>Written Composition</p> <p>Personal recount</p> <p>Title: My Holidays</p> <p>Writing:</p> <p>1. Use the writing process</p> <p>1. Students write about what they did over the holidays.</p>

Term 1

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week	Theme: Home School and Leisure						
2	<p>Sub Theme: My community</p> <p>Text Type: Narrative – short stories</p>	<p>Listening</p> <p>L1 Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Revise questions using verb 'can' Reply using reflexive pronouns</p>	<p>My community</p> <p>Narrative – short stories</p> <p>By the waterfall</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Synonyms Compound words</p>	<p>Phonics</p> <p>Sound /ie/ words</p> <p>drive, beside, while, myself, reply, multiply, find, behind, blind, shine</p> <p>Family</p> <p>family, uncle, aunt, cousin, mother, father, sister, brother, grandmother, grandfather</p> <p>Handwriting</p> <p>Practice /ie/ words in sentences</p>	<p>Personal pronouns</p> <p>(singular and plural) I, you, he, she, it, we, you, they</p> <p>Written sentences</p> <p>Correct use of personal pronouns in sentences.</p> <p>Examples: <i>This is <u>Grace and Joseph.</u></i> <i><u>They</u> live in town.</i></p> <p><i>Rose waved to mum.</i> <i>Mum waved back to <u>her.</u></i></p>	<p>Written Composition</p> <p>Narrative - short story</p>

Term 1

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
3	Sub Theme: Diary Text Type: Personal recount	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking Questions using 'what' with verb 'to do' Reply using reflexive pronouns	Diary Personal recount Literature	Vocabulary and fluency Word meanings Antonyms Alphabetical order using a dictionary	Phonics Sound /oa/ words those, chose, alone, open, only, nobody, slowly, to-morrow, road, toast Colours red, blue, green, yellow, white, black, orange, purple, brown, crimson Handwriting Practice /oa/ words in sentences	Adjectives colour, size, number, feelings, qualities Written sentences Correct use and punctuation of adjectives in sentences Examples: <i>There is a <u>huge</u> crocodile in the river. (size)</i> <i>The <u>lazy</u> boy did not help his mother. (qualities)</i>	Written Composition Personal recount

Term 1

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
4	<p>Sub Theme: The world around us</p> <p>Text Type: Explanation</p>	<p>Listening</p> <p>L1 Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking:</p> <p>Questions using what, when with verb 'to do'</p> <p>Reply using reflexive pronouns</p>	<p>The world around us</p> <p>Explanation</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings</p> <p>Homophones</p> <p>Prefixes</p>	<p>Phonics</p> <p>Sound /ue/ words</p> <p>huge, used, include, pollute, chew, unscrew, threw, through, suit, juice</p> <p>Fruit</p> <p>orange, apple, banana, strawberry, mango, pineapple, pawpaw, watermelon, rockmelon, grapes</p> <p>Handwriting</p> <p>Practice /ue/ words in sentences</p>	<p>Types of verbs</p> <p>'saying' verbs <i>said, cried, whispered, shouted...</i></p> <p>Written sentences</p> <p>Correct use of 'saying' verbs in sentences.</p> <p>Examples:</p> <p><i>Zoe whispered a secret to her friend.</i></p> <p><i>Our teacher laughed loudly.</i></p>	<p>Written Composition</p> <p>Explanation</p>

Term 1

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
5	<p>Sub Theme: Review</p> <p>Text Type: Personal recount Narrative Explanation</p>	<p>Listening</p> <p>L1 Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using 'who' with verb 'did' Reply using reflexive pronouns</p>	<p>Review</p> <p>Personal recount Narrative Explanation Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Compound words Suffixes</p>	<p>Phonics</p> <p>Sound /ee/ words</p> <p>asleep, greeting, meet, meat, repeat, clean, money, honey, lovely</p> <p>Actions/ Verbs</p> <p>looked, played, walked, ran, named, wrote, talked, asked, called, lived</p> <p>Handwriting</p> <p>Practice /ee/ words in sentences</p>	<p>Adverbs of manner (tell how)</p> <p><i>softly, quickly...</i></p> <p>Written sentences</p> <p>Correct use of adverbs of manner in sentences.</p> <p>Examples:</p> <p><i>We have to write <u>neatly</u> in our books.</i></p> <p><i>I cut my foot <u>badly</u> on the sharp shell.</i></p>	<p>Written Composition</p> <p>Explanation</p>

Term 1

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week	Theme: Home School and Leisure						
6	<p>Sub Theme: Living creatures</p> <p>Text Type: Information report</p>	<p>Listening</p> <p>L1 Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using 'what, who' with verb 'did' Reply using reflexive pronouns</p>	<p>Living creatures</p> <p>Information report</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Prefix re- Contractions</p>	<p>Phonics</p> <p>Sound /ar/ words</p> <p>sharp, market, farmer, raft, bath, after, bananas, glasses, afternoon</p> <p>Position words</p> <p>above, below, next, over, inside, outside, after, before, by, into</p> <p>Handwriting</p> <p>Practice /ar/ words in sentences</p>	<p>Prepositions</p> <p><i>until, before, after, though, for, on</i></p> <p>Written sentences</p> <p>Correct use of prepositions in sentences.</p> <p>Examples:</p> <p><i>Sunday is the day that comes before Monday.</i></p> <p><i>The wild pig ran <u>through</u> the village.</i></p>	<p>Written Composition</p> <p>Information report based on a weekly reading text</p>

Term 1

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
7	<p>Sub Theme: Natural cycles</p> <p>Text Type: Scientific report Diagrams</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using 'what, who' with verb 'will do, did' Reply using reflexive pronouns</p>	<p>Natural cycles</p> <p>Scientific report Diagrams</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Antonyms Plural words Abbreviations</p>	<p>Phonics</p> <p>Sound /o/ words</p> <p>song, belong, across, hospital, follow, swallow, was, want, wallet, washing</p> <p>Months</p> <p>January, February, March, April, May, June, July, August, September</p> <p>Handwriting</p> <p>Practice /o/ words in sentences</p>	<p>Sentences</p> <p>subject, predicate</p> <p>Written sentences</p> <p>Identifying subject and predicate in sentences.</p> <p>Examples:</p> <p><i>The mouse (subject) <u>ran</u> under the <u>table</u>. (predicate)</i></p>	<p>Written Composition</p> <p>Information report</p> <p>Write an Information report on 'Development in PNG'</p>

Term 1

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
8	Sub Theme: People Text Type: Biography	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition- e.g.-Picture talk, poems, plays, songs and questioning Talking: Questions using 'what, who' with verbs 'need, cook, buy' Reply using reflexive pronouns	People Biography Literature	Vocabulary and fluency Word meanings Suffix -er, -est	Phonics Sound /er/ words another, together, yesterday, worm, worst, homework, turtle, return, church, thirsty Months Months, October, November, December, year, season, summer, winter, autumn, winter Handwriting Practice /er/ words in sentences	Punctuation Written sentences Using full stops, question marks and exclamation marks, apostrophes correctly in sentences. Examples: <i>Have you seen my brother?</i> <i>"Stop thief!" yelled the policeman.</i> <i>The old man <u>couldn't</u> cross the river.</i>	Written Composition Biography – Write about a well-known community leader

Term 1							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Talking Oral Expression	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
9	Assessment Text Type: Exposition Letters to the editor	Assessment Term 1 Language drills	Assessment	Assessment Term 1 list words	Assessment Term 1 Theme words Vocabulary	Assessment Term 1 topics	Assessment
10	Review and Enrichment	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Demonstrate fire safety drills L2. Demonstrate road safety drills Talking: Questions using 'why', with verb 'did' Reply using reflexive pronouns	Review and Enrichment	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week. Vocabulary Word meanings Expanding 'er' words Compound words Similes	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week.	Vocabulary- Alliteration and sound words. Written sentences Correct use of alliteration and sound words in sentences. Examples: <i>The <u>short</u> <u>sharp shiny</u> <u>shell</u>.</i> <i>The <u>splish</u> and the <u>splash</u> of the rain on the roof.</i>	Written Composition Exposition

Term 2

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage
Week							
1	Sub Theme: Friendship Text Type: Narrative	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g., Picture talk, poems, plays, songs and questioning Talking: Questions using 'can' Reply in the negative using complete sentences	Friendship Narrative Literature	Vocabulary and fluency Word meanings Homophones Alphabetical order to 2nd letter	Phonics Sound /e/ words every, example, best, friend, said, many, bread, ready, heavy, breakfast People people, adults, children, Mister, Missus, woman, baby, friend, stranger Handwriting Practice /e/ words in sentences	Collective nouns e.g., a herd of cattle, a flock of sheep, a school of fish Written sentences Correct use of collective nouns in sentences. Examples: <i>A swarm of bees attacked the small boy.</i> <i>A flock of seagulls flew over the fishing boats.</i>	Written Composition Narrative

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
2	Sub Theme: Family Text Type: Recount	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. Picture talk, poems, plays, songs and questioning Talking: Questions using 'can' Reply in the positive and negative using complete sentences	Family Recount Literature	Vocabulary and fluency Word meanings Synonyms Gender words	Phonics Sound /or/ words morning, corner, important, fall, poor, door, floor, draw, claw, yawn Head parts face, hair, eye, ear, nose, mouth, cheek, chin, forehead, teeth Handwriting Practice /or/ words in sentences	Possessive adjectives <i>my, your, his, her, its, our, your, their</i> Written sentences Correct use of possessive adjectives in sentences. Examples: <i>Ben kicked <u>his</u> football over the fence.</i> <i>Paula put <u>her</u> shoes in the cupboard.</i>	Written Composition Recount

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
3	Sub Theme: City life Text Type: Transaction	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. Picture talk, poems, plays, songs and questioning Talking: Questions using 'can' Reply in the negative using complete sentences with correct pronoun	City life Transaction Literature	Vocabulary and fluency Word meanings Antonyms Collective words	Phonics Sound /eer/ words dear, fear, clear, spear, nearly, yearly, disappear, deer, cheer, engineer Homo-phones to, too, been, bean, hear, here, knew, new, no, know Handwriting Practice /eer/ words in sentences	Possessive pronouns mine, yours, his, hers, its, ours, theirs Written sentences Correct use of possessive pronouns in sentences Examples: <i>The last house in the street is <u>mine</u>.</i> <i>Ben said that the basketball was <u>his</u>.</i>	Written Composition Transaction Write a letter to your friend and talk about your term two break in a big city (Lae, Port Moresby or Brisbane)

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
4	Sub Theme: Island life Text Type: Report	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning Talking: Questions using 'where' 'did' Reply in the positive and negative using complete sentences with correct pronoun	Island life Report Literature	Vocabulary and fluency Word meanings Homonyms – pairs of words e.g. Scene/ seen Prefixes e.g.; 'pre, re, in, un'	Phonics Sound /oo/ words cook, took, shook, pull, hopeful, bush, could, should, wouldn't, couldn't Vegetables sweet potato, broccoli, carrot, cabbage, pumpkin, salad, tomatoes, potatoes, beans, greens Handwriting Practice /oo/ words in sentences ooo ooo The girls are playing basketball at school	Present, past and future tense Written sentences Correct tense and conjugation of verbs in sentences. Examples: <i>I <u>play</u> rugby at school.</i> <i>I <u>played</u> rugby last week.</i> <i>I <u>will play</u> rugby next month.</i>	Written Composition Report

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
5	Sub Theme: Bush life Text Type: Information	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Statements using the conjunction 'so' Questions using 'who' Sentences beginning with 'Here's'	Bush life Information The Terrible rotating Blade Literature	Vocabulary and fluency Word meanings Compound words e.g. classroom, backside Suffixes Sound words	Phonics Sound /oy/ words toy, enjoy, annoy, employ, destroy, coin, noise, point, toilet, choice Numbers twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand Handwriting Practice /oy/ words in sentences	Adverbs that tell how when, where Written sentences Correct use of adverbs that tell how, when or where in sentences. Examples: <i>The tall boy <u>easily</u> won the race. (how)</i> <i>I will meet you <u>later</u>. (when)</i> <i>The bird flew <u>away</u>. (where)</i>	Written Composition Information

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
6	<p>Sub Theme: Sea creatures</p> <p>Text Type: Explanation</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking:</p> <p>Questions using 'why' 'should'</p> <p>Sentences beginning with It's bad... Its good...</p>	<p>Sea creatures</p> <p>Explanation Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings</p> <p>Apostrophe of possession</p> <p>Contractions</p>	<p>Phonics</p> <p>Sound /ou/ words</p> <p>now, somehow, crowd, down, flower, cloud, about, shout, ground, around</p> <p>Shapes</p> <p>shape, circle, square, rectangle, triangle, diamond, hexagon, cube, cone, sphere</p> <p>Handwriting</p> <p>Practice /ou/ words in sentences</p>	<p>Prepositions and adverbial phrases</p> <p>Written sentences</p> <p>Correct use of prepositions and adverbial phrases in sentences.</p> <p>Examples:</p> <p><i>Peter dived <u>into the cool, deep water.</u></i></p> <p><i>The children ran <u>across the busy road.</u></i></p>	<p>Written Composition</p> <p>Explanation</p>

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
7	Sub Theme: Landforms Text Type: Procedures	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Statements and questions using verbs 'need' 'got', 'is' with pronouns	Landforms Procedures Literature	Vocabulary and fluency Word meanings Figurative language similes Abbreviations	Phonics - Silent letter words often, listen, wrong, wrist, palm, half, knock, knife, thumb, island Time time, second, minute, hour, morning, night, evening, noon, clock, watch Handwriting Practice silent letter words in sentences	Clauses: subject, verb, object Written Sentences Identifying clauses (subject, verb and predicate) in sentences. Examples: <i>Birds</i> (subject) <i>build</i> (verb) <i>nests.</i> (object) <i>Girls</i> (subject) <i>love</i> (verb) <i>pets.</i> (object)	Written Composition Procedure

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
8	Sub Theme: Magical places Text Type: Narrative	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Statements using preposition 'if' Questions and answers using verb 'did'.	Magical places Narrative Literature	Vocabulary and fluency Word meanings Suffix -er, -est Analogies Spider is to fly as cat is to mouse	Phonics Sound /air/ words chair, repair, airport, bear, wear, tear, scare, share, beware, square Numbers to 20 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Handwriting Practice /air/ words in sentences	Punctuation Direct and indirect speech Written sentences Using punctuation correctly to show direct and indirect speech in sentences. Examples: <i>Simon said, "I am going home."</i> (Direct speech)	Written Composition Narrative

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
9	Assessment Narrative - poetry	Assessment Term 2 Language drills	Assessment Narrative - poetry	Assessment Term 2 Phonics list words	Assessment Term 2 Theme words Vocabulary topics	Assessment Term 2 topics	Assessment

Term 2							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
10	Review and Enrichment	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Statements using preposition 'before'</p> <p>Questions and answers using 'how long'</p>	Review and Enrichment	<p>Review</p> <p>Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week</p> <p>Vocabulary</p> <p>Expanding 'er' words Compound words</p>	<p>Review</p> <p>Select sounds and words that students have found difficult and revise them by creating your own theme word list for this week</p>	<p>Vocabulary</p> <p>prefixes, suffixes</p> <p>Written sentences</p> <p>Correct use of prefixes and suffixes in sentences.</p> <p>Examples:</p> <p><i>The villagers will <u>rebuild</u> their houses after the storm.</i></p> <p><i>Our teacher is very smart.</i></p>	Written Composition

Term 3

Term 3							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
1	<p>Sub Theme: Our planet</p> <p>Text Type: Information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays. songs and questioning</p> <p>Talking: Questions and answers using 'who', 'what' with verb 'know' and pronouns.</p>	<p>Our planet Information</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings</p> <p>Commonly confused words</p> <p>Alphabetical order to 2nd letter</p>	<p>Phonics</p> <p>Sound /i/ words</p> <p>insect, still, until, city, music, pyramid, synonym, antonym, busy, build</p> <p>Position words</p> <p>here, there, between, near, under, last, left, right, above, below</p> <p>Handwriting</p> <p>Practice /i/ words in sentences</p>	<p>Plural nouns regular (adding s, es, ies) and irregular</p> <p>Written sentences</p> <p>Correct use of plural nouns in sentences.</p> <p>Examples:</p> <p><i>The buses arrived to pick up the children.</i></p> <p><i>There were many books on the shelves.</i></p> <p><i>Butterflies can be very colourful.</i></p>	<p>Written Composition</p> <p>Personal recount</p>

Term 3							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
2	Sub Theme: Fables Text Type: Narrative	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office. L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning Talking: Questions and answers using 'who', 'what' with verb 'know' and pronouns.	Fables Narrative Literature	Vocabulary and fluency Word meanings Technical words Homonyms	Phonics Sound /u/ words lunch, hungry, does, come, other, nothing, double, trouble, couple, country The eyes lash, pupil, blink, black, blue, lens, tears, eyeglass, eyelid, eyebrow Handwriting Practice /u/ words in sentences	Personal and possessive pronouns Written sentences Correct use of personal and possessive pronouns in sentences. Examples: <i>We are going with <u>them</u> to the market..</i> <i><u>You</u> caught the fish. The fish is <u>yours</u>.</i>	Written Composition Narrative

Term 3

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage
Week							
3	<p>Sub Theme: Memories</p> <p>Text Type: Poetry</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly theme</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking:</p> <p>Questions using 'Do you think...?' and pronouns.</p> <p>With answers using 'I don't know'.</p>	<p>Memories</p> <p>Poetry</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings</p> <p>Acronyms</p> <p>Proverbs</p>	<p>Phonics Sound /w/ words</p> <p>work, were, water, world, without, whip, whale, wheat, whistle, whisper</p> <p>Question words</p> <p>what, who, when, where, why, how, can, did, which, are</p> <p>Handwriting</p> <p>Practice /w/ words in sentences</p>	<p>Comparative and superlative adjectives</p> <p>fast, faster, fastest</p> <p>Written sentences</p> <p>Correct use of comparative & superlative adjectives in sentences</p> <p>Examples:</p> <p><i>Samson is a <u>faster</u> runner than James.</i></p> <p><i>Our pig is the <u>fattest</u> pig in the village.</i></p>	<p>Written Composition</p> <p>Personal recount</p>

Term 3							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
4	Sub Theme: Text Type: Explanation Sight (how our eyes work)	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Statements- two actions happening at the same time. Questions using 'What's ___ going to do?'	Sight (how our eyes work) Explanation Literature	Vocabulary and fluency Word meanings Prefixes Word origins	Phonics Sound /I/ words local, ladder, ankle, bottle, paddle, smell, balloon, parcel, tunnel, animal Weather weather, rain, windy, thunder, lightning, storm, showers, cyclone, cloudy, snow Handwriting Practice /I/ words in sentences	Present continuous tense e.g. , is going, am working , are doing Written sentences Correct use of present continuous tense verbs in sentences Examples: <i>I <u>am writing</u> as fast as I can.</i> <i>We <u>are practicing</u> how to shoot goals.</i>	Written Composition Explanation

Term 3

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage
Week							
5	Sub Theme: Night animals Text Type: Explanation	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly theme L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Questions and answers using 'Do you think...?' 'How long have...?'	Night animals Explanation Literature	Vocabulary and fluency Word meanings Suffixes Sound words	Phonics Sound /j/ words joke, just, judge, edge, bridge, giant, germ, engine, danger, vegetable Ordinal numbers first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth Handwriting Practice /j/ words in sentences	Adverbs of manner and degree adding the suffixes -ly and -ily Written sentences Correct use of adverbs of manner and degree in sentences Examples: <i>The worker bees flew <u>busily</u> around the hive.</i> <i>The bus <u>almost</u> crashed.</i>	Written Composition Explanation

Term 3							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
6	<p>Sub Theme: Volcanoes</p> <p>Text Type: Information report</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions and answers using 'What has...?' Using adjectives to describe nouns.</p>	<p>Volcanoes Information report</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Contractions Apostrophe of possession Figurative language – similes</p>	<p>Phonics</p> <p>Sound /c/ words</p> <p>common, kind, keep, kitchen, truck, rocket, o'clock, picked, chicken, backache</p> <p>Size</p> <p>huge, large, great, enormous, little, small, tiny, miniature, short, height</p> <p>Handwriting</p> <p>Practice /c/ words in sentences</p>	<p>Prepositions and adjectival phrases</p> <p>Written sentences</p> <p>Correct use of prepositions and adjectival phrases in sentences.</p> <p>Examples:</p> <p><i>The car <u>with red wheels</u> was speeding.</i></p> <p><i>Josie is the girl <u>in the red dress</u>.</i></p>	<p>Written Composition</p> <p>Information report</p>

Term 3

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage
Week							
7	Sub Theme: Maps Text Type: Procedure	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly themes L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Questions using 'Which...' Answers using adjectives	Maps Procedure Literature	Vocabulary and fluency Word meanings Abbreviations Metaphor	Phonics Sound /f/ words found, coffee, different, photo, phone, dolphin, alphabet, laugh, cough, enough Sport sport, rugby, volleyball, netball, swimming, running, weight lifting, football, soccer, golf Handwriting Practice /f/ words in sentences	Sentences <i>simple and compound</i> Written sentences Writing simple and compound sentences using correct punctuation. Examples: <i>The girls play netball.</i> <i>The phone rang but no one answered it.</i>	Written Composition Information report

Term 3							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
8	Sub Theme: Literature review Text Type: Report	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly them L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Questions using ‘Have you ever...?’ Answers using ‘No, I’ve never been...’ Questions using: ‘Which...?’	Literature review Report Literature	Vocabulary and fluency Word meanings Apostrophe of possession Contractions	Phonics Sound /g/ words Gospel, garlic, begin, began, godchild, stagger, struggle, soggy, ghost, ghastly Contractions I’m, don’t, isn’t, it’s, you’re, wasn’t, doesn’t, can’t, I’ll, didn’t Handwriting Practice /g/ words in sentences	Punctuation apostrophes of contraction and possession Written sentences Using punctuation marks correctly to show apostrophes of possession and contractions in sentences. Examples: <i>Our teacher’s voice is very loud.</i> <i>The young boy <u>didn’t</u> want to go to sleep.</i>	Written Composition Biography
9	Assessment Persuasive	Assessment	Assessment Persuasive	Assessment	Assessment	Assessment Use Term 3 Topics	Assessment

Term 3

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing		
	Theme	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week								
10	Review and Enrichment	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking:</p> <p>Questions using 'why', with verb 'did'</p> <p>Reply using reflexive pronouns</p>	Review and Enrichment	<p>Review</p> <p>Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week</p> <p>Vocabulary</p> <p>Word analogies Cat to kitten as dog is to puppy</p> <p>Word classification pig, dog, horse, cat</p>	<p>Review</p> <p>Select sounds and words that students have found difficult and revise them by creating your own theme word list for this week</p>	<p>Vocabulary:</p> <p><i>homophones and homonyms</i></p> <p>Written sentences</p> <p>Correct use of homophones and homonyms in sentences</p> <p>Examples:</p> <p><i>We (one/won) the football match yesterday.</i></p> <p><i>A letter can be:</i></p> <ol style="list-style-type: none"> <i>A piece of writing</i> <i>A letter of the alphabet</i> 	Written Composition Exposition	

Term 4

Term 4							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme:	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
1	<p>Sub Theme: People around the world</p> <p>Text Type: Transaction (letters)</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using: Which... Who ... with answers</p>	<p>People around the world</p> <p>Transaction</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Homophones Alphabetical order to 2nd letter</p>	<p>Phonics</p> <p>Sound /n/ words</p> <p>nation, nurse, narrow, begin, began, banner, dinner, knot, knee, know</p> <p>Homophones not, knot, see sea, would, wood, some, sum, so, sew</p> <p>Handwriting</p> <p>Practice /n/ words in sentences nnn nnn</p>	<p>Concrete and abstract nouns</p> <p>Written sentences: Identification and correct use of concrete and abstract nouns.</p> <p>Example: <i>The <u>boy</u> always told the <u>truth</u>.</i></p>	<p>Written Composition</p> <p>Transaction</p>

Term 4

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
2	<p>Sub Theme: Cultural traditions</p> <p>Text Type: Recount</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking:</p> <p>Statements - two actions happening at the same time.</p> <p>Questions using Which... with answers</p>	<p>Cultural traditions</p> <p>Recount</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Homophones Prefixes</p>	<p>Phonics</p> <p>Sound /r/ words</p> <p>rough, remote, rescue, rely, right, write, wrong, wreck, wrist, wriggle</p> <p>Clothing</p> <p>clothes, skirt, jeans, shorts, shirt, shoes, thongs, laplap, dress, trousers</p>	<p>Relative and interrogative pronouns</p> <p><i>what, which, who, whose, whom</i></p> <p>Written sentences</p> <p>Correct use of relative pronouns in sentences and questions.</p> <p>Examples:</p> <p><i>The girl <u>who</u> fell is resting.</i></p> <p><i><u>Which</u> book is the best?</i></p>	<p>Written Composition</p> <p>Recount</p>

Term 4

Term 4							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme:	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
3	<p>Sub Theme: Food in different countries</p> <p>Text Type: Information</p>	<p>Listening</p> <p>L1. Listening to stories and answering</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Statements – using the preposition but Questions using: 'What...?' with answers</p>	<p>Food in different countries Information</p> <p>Literature</p>	<p>Vocabulary and fluency Word meanings Synonyms Suffixes</p>	<p>Phonics Sound /s/ words soap, story, glass, address, circle, once, fence, price, voice, police</p> <p>Indefinite pronouns everyone, everybody, everything, everywhere, something, sometimes, somewhere, somehow, anybody, anything</p>	<p>Adjectives and nouns</p> <p>Written sentences Correct use and punctuation of adjectives & nouns in sentences</p> <p>Examples: <i>The <u>black pig</u> charged at the hunter.</i> <i>There were lots of <u>bright, colourful</u> masks at the singsing.</i></p>	<p>Written Composition Information</p>

Term 4

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
4	Sub Theme: Travel Text Type: Information, Recount	Listening L1. Listening to stories and answering questions L2. Following instructions-directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly themes L2. Oral composition e.g. -Picture talk, poems, plays, songs and questioning Talking: Asking questions using 'How long' Statements using 'unless'	Travel Information, Recount Literature	Vocabulary and fluency Word meanings Antonyms Alliteration	Phonics Sound /z/ words zone, zero, lazy, prize, puzzle, fizzy, please, these, choose, scissors Environment mountain, valley, swamp, volcano, river, coast, lake, waterfall, highlands, lowlands	Past continuous tense Written sentences: Correct use of past continuous tense verbs in sentences. Examples: <i>The children <u>were racking</u> the leaves.</i> <i>The tiny baby <u>was sleeping</u> quietly.</i>	Written Composition Information, Recount

Term 4

Term 4							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme:	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
5	<p>Sub Theme: Communication around the world</p> <p>Text Type: Procedure</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Asking questions using 'What did ___ say?' Answers using ' ___ said that ___ would...'</p>	<p>Communication around the world</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Collective words Sound words</p>	<p>Phonics Sound /th/ words</p> <p>throw, breath, breathe, these, those, thirsty, thorny, bath, tenth, faith</p> <p>Measurement</p> <p>gram, kilogram, metre, kilometre, centimetre, millimetre, weight, height length, ruler</p>	<p>Comparative and superlative adverbs</p> <p><i>slowly, more slowly, the most slowly</i></p> <p>Written sentences:</p> <p>Correct use of comparative & superlative adverbs in sentences</p> <p>Examples:</p> <p><i>The dog runs <u>slower</u> than a horse.</i></p> <p><i>The tortoise is the <u>slowest</u> of them all.</i></p>	<p>Written Composition</p> <p>Procedure</p>

Term 4

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
6	<p>Sub Theme: Famous people around the world</p> <p>Text Type: Biography</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions-directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using 'what, who' with verb 'see', 'did' Reply using pronouns</p>	<p>Famous people around the world Biography Literature</p>	<p>Vocabulary and fluency Word meanings Abstract words Syllables</p>	<p>Phonics Sound /sh/ words shark, shake, brush, crash, ashamed, shelf, should, shining, sure, sugar</p> <p>Opposites hard, soft, even, odd, answer, question, forward, backward, rough, smooth</p>	<p>Conjunctions Written sentences Correct use of conjunctions in sentences.</p> <p>Examples: <i>My sister likes to read books <u>and</u> likes to draw pictures.</i> <i>We went home tired <u>but</u> happy.</i></p>	<p>Written Composition Biography</p>

Term 4

Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
7	<p>Sub Theme: Technology e.g. how planes fly</p> <p>Text Type: Explanation</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions- directions to the office</p> <p>L3. Listen and summarize information</p> <p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition e.g.-Picture talk, poems, plays, songs and questioning</p> <p>Talking: Questions using 'can' Reply in the negative using complete sentences</p>	<p>Technology e.g. how planes fly</p> <p>Explanation</p> <p>Literature</p>	<p>Vocabulary and fluency</p> <p>Word meanings Figurative language – similes Abbreviations</p>	<p>Phonics Sound /ch/ words</p> <p>child, change, teacher, lunch, branch, catch, match, scratch, fetch, stitch</p> <p>Antonyms always, never, high, low, start finish, late, early, on, off</p>	<p>Sentences: paragraphs</p> <p>Written sentences</p> <p>Identifying paragraphs in a short text.</p>	<p>Written Composition</p> <p>Explanation</p>

Term 4

Term 4							
Strands	STRAND 1 Speaking and Listening		STRAND 2 Reading and Comprehension			STRAND 3 Writing	
Theme:	Theme: Home School and Leisure	Listening Comprehension Oral Expression Talking	Reading Comprehension Literature	Reading Comprehension Vocabulary	Phonics Spelling & Handwriting	Grammar & Usage	Writing
Week							
8	Sub Theme: Animals of Africa Text Type: Information	Listening L1. Listening to stories and answering questions L2. Following instructions- directions to the office L3. Listen and summarize information Oral Expression L1. Discuss weekly themes L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning Talking: Questions and answers using 'who', 'what' with verb 'know' and pronouns.	Animals of Africa Information Literature	Vocabulary and fluency Word meanings Comparative/ superlative words	Phonics Sound /x/ words axe, taxi, mixture, prefix, relax, knocks, ticks, sticks, quacks, shocks Christmas Christ, birth, Bethlehem, donkey, shepherds, wise, angel, choir, hymn, joy	Punctuation: Written sentences: review Using full stops, commas, semi-colons, colon, apostrophes, hyphens, quotation marks, question marks, exclamation marks... Examples: <i>Do you know the way to town?</i>	Written Composition Information
9	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
10	Review and Enrichment	Review and Enrichment	Review and Enrichment	Review and Enrichment	Review and Enrichment	Review and Enrichment	Review and Enrichment

Grade 6 English Timetable for 40 minutes period

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period					
1	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
	Oral Expression (L1) 10 min Talking (L1) 5 min	Listening Comprehension (L1) 10 min Talking 5 min	Oral Composition (L1)10 min Talking (revise L1) 5 min	Listening Comprehension (L2) 5 min Talking 5 min	Listening Comprehension (L3) 10 min Talking 5 min
	Reading	Reading	Reading	Reading	Reading
	Reading and Comprehension	Reading and Comprehension	Reading for Fluency	Reading for Fluency	Reading for Pleasure
	Literature (L1) 25 min	Vocabulary: Word meaning (L2) 20 min	(Grade Level Reader (L3) 25min	Vocabulary: Commonly confused words (L4) 20 min	Library skills: Alphabetical order (L5) 15 min
		Writing		Writing	Writing
		Spelling (L2 – topic words-Phonics) 5 min		Handwriting 10 min	Spelling test Dictation (L4) 10 min
2	Writing	These periods will be taken up by other subjects	Writing	These periods will be taken up by other subjects	
	Spelling (L1 – sound words - Phonics) 15 min		Spelling (L3 Group words) 10 min		
	Grammar and Usage Conventions of English Punctuation (L1) 25 min		Written Composition (L1) 30 min		

Sample Guided Lesson Plans

Strand 1: Speaking and Listening

Weekly Listening Program

The Listening program has three lesson topics. The topics were unpacked with necessary knowledge, skills and attitudes to be delivered in Grade 6. Sample daily lesson plans for one week have been developed to assist you begin your daily lesson plans. The texts, games and poems for listening are in the resource section of this book.

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home School and Leisure	Work, Communication and Technology	Papua New Guinea Culture and Environment	Papua New Guinea and the World
Week				
1	<p>Text: L1. The day I disappeared</p> <p>Game: L2. Opposites</p> <p>Poem: L3. I am an Islander</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>
2	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>
3	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>

8	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>	<p>Listening</p> <p>L1. Listening to stories and answering questions</p> <p>L2. Following instructions, games, poems and songs</p> <p>L3. Listening and summarizing information</p>
9	Assessment	Assessment	Assessment	Assessment
10	Revision	Revision	Revision	Revision

Strand 1: Speaking and Listening

Sample Listening Lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Speaking and Listening

Unit: Listening

Lesson Topic: Listening for a purpose

Content Standard: 6.1.2 Listen and follow a range of specific instructions and direction in classroom situations.

Benchmarks: 6.1.2.1 Listen and respond critically to oral and visual communication, interpret verbal and non-verbal messages, purpose and perspective.

Objective: The students will be able to listen to and identify the moral of the story, and for enjoyment.

Content Knowledge: Moral of the story

Skills:

- a. Listening for understanding and meaning
- b. Answering key questions to identify the moral of the story.

Attitudes: Enjoy the story

Materials: The story – ‘*The day I Disappeared*’ (PNG School Journals, S1-2008).

Introduction:

Do you know of things disappearing and reappearing again?

1. Read the title of the story.
2. Discuss the title.

Body:

1. Read the story to students.
2. *Questions to ask after reading*
 - a) Who wants the sick girl in the story?
 - b) What did she hear while in bed that says?
 - c) Can you describe the person who stood in front of her in the middle of the room?
 - d) Where did that person take her to?
 - e) How did they arrive at the place they went to?
3. Students retell the story in class

Conclusion:

- What is the lesson learnt in the story?

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral comprehension	Answer questions	Correctly answered	SAPS

Week 1 Lesson 2**Subject:** English**Strand:** Speaking and Listening**Unit:** Listening**Lesson Topic:** Opposites**Content Standard: 6.1.2** Listen and follow a range of specific instructions and directions in classroom situations.**Benchmark: 6.1.2.4** Listen to information and identify key words from given texts.**Objective:** Students will listen to and find the opposite of words.**Content Knowledge:** Words with opposite meanings**Skills:** Identify, matching words with opposite meanings.**Attitudes:** Understanding of opposite words**Materials:** Blackboard**Introduction:**

- Explain the lessons that opposites are words or things that are not alike; such as, boy-girl/up-down.
- Do some samples with the students.

Body:

- Explain the exercise. Do the activity as a class. Students raise their hands to match the opposite words.
- Matching the opposite

1. right	6. small
2. tall	7. more
3. high	8. happy
4. short	9. buy
5. fat	10. ugly

Conclusion:

- Give three examples of words and their opposites.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral activity	Matching opposites	Correct answer	Portfolio

Week 1 Lesson 3**Subject:** English**Strand:** Speaking and Listening**Unit:** Listening**Lesson Topic:** Poem**Content Standard: 6.1.1** Listen, understand and respond to a variety of oral and visual texts to express facts and opinions on local, national and global issues.**Benchmarks: 6.1.1.2** Listen to and recognize modes such as information, main ideas and details and classify as fact or opinion.**Objective:** Students know the meaning of the poem.**Content Knowledge:** Listening for meaning.**Skills:** Listening for main ideas and meaning.**Attitude:** Enjoy poems**Materials:** The poem '*I am an Islander*' (School Journals - S1, 2008)**Introduction:**

1. Read the title of the poem.
2. What do you think the poem will be about?

Body:

1. Read the poem to the students.
2. Ask the following questions about the poem:
 - a. Where does the islander live?
 - b. What does he do for a living?
 - c. Why did he say the sea is his life?
 - d. What other things come from the sea beside fish?
3. Think of something from the sea which they like and explain and why.

Conclusion:

Explain what the poet is saying in the poem.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral comprehension	Answer questions	Correct answer	SAPS

Weekly Oral Expression Program

Oral Expression has two lesson topics outlined in the program. The first lesson is an introduction to the theme. Students talk in general terms about the theme drawing from their own experiences. This introduces key vocabulary and develops confidence in oral expression. In the second lesson, students talk about more specific aspects of the theme in preparation for their Written Expression activities later in the week.

A one week daily lesson plan has been done to assist you. Refer to the resource section for descriptions of different text types and more ideas. We encourage you to draw or find pictures and resources that are related to the theme and are appropriate to your environment or context.

Note: These Oral Expression lessons prepare students for the Written Expression activities found in the Writing section of this Teacher Guide.

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home School and leisure	Work Communication and Technology	PNG Culture and Environment	PNG and the World
Week				
Week 1	<p>Theme: Back to school</p> <p>Text Type: Narrative – personal recount</p> <p>L1. Class discussion (New year Celebrations)</p> <p>L2. My first day at school</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>
Week 2	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>
Week 3	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>	<p>Oral Expression</p> <p>L1. Discuss weekly themes</p> <p>L2. Oral composition</p> <p>e.g.- Picture talk, poems, plays, songs and questioning</p>

Week 10	Oral Expression L1. Discuss weekly themes L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning	Oral Expression L1. Discuss weekly themes L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning	Oral Expression L1. Discuss weekly themes L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning	Oral Expression L1. Discuss weekly themes L2. Oral composition e.g.- Picture talk, poems, plays, songs and questioning
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Sample Oral Expression Lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Speaking and listening

Unit: Oral Expression

Lesson Topic: Class Discussion (New Year celebration)

Content Standard: 6.1.2 Express ideas and opinions with different types of audience using appropriate grammar.

Benchmark: 6.1.2.1 Express personal feelings using appropriate body gestures with regard to selected topics.

Objective: Students will be able to speak clearly using correct English structure.

Content Knowledge: Personal experiences

Skills: Confidence in public speaking, correct use of English language structure.

Attitudes: Appreciate and respect others' views.

Materials: Activity group

Introduction:

- What does 'new year' mean to you?
- Students give their responses.

Body:

- In their activity groups, each student talks about what he or she did in the new year celebrations.

Conclusion:

Students discuss their plans for the year.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral comprehension	Recount of personal experience during new year celebrations	Correct English with confidence and clarity	Portfolio

Week 1 Lesson 2**Subject:** English**Strand:** Speaking and listening**Unit:** Oral Expression**Lesson Topic:** My first day at school.**Content Standard: 6.1.3** Express ideas and opinions with different types of audience using appropriate grammar.**Benchmarks: 6.1.3.1** Express personal feelings using appropriate body gestures with regard to selected topics.**Objective:** Students to speak clearly using correct English grammar.**Content Knowledge:** Own experiences**Skills:** Confidence, clarity in speech, correct Grammar.**Attitudes:** Appreciate and value others' views**Materials:** Activity group**Introduction:**

- How would you feel if someone gave you a new phone?

Body:

- Students tell of their experiences of their first day at school by using these questions as guides.
 - How did you feel?
 - Who took you to the school?
 - Who did you meet?

Conclusion:

Someone presents his/her own experience to the class

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral presentation	Recount of personal experience during first day of school	Correct English with confidence and clarity	Portfolio

Weekly Talking Program

Talking drills are important because they teach students the forms and patterns of English. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Talking drills may take only a few minutes but the constant repeated practice helps students become fluent and accurate in their use of English. It is also important that students fully understand the expressions they are using.

The lesson topics are provided to assist you develop your daily lesson plans. A week's daily lesson plans have been done to assist you. For more ideas, use the lesson samples in the resource section.

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 1 Questions using verb 'can' Reply using reflexive pronouns – 'myself herself himself yourself, themselves'	<i>What can I cut this paper with?</i> I can use these scissors'. <i>What can I comb my hair with?</i> I can comb my head with a brush.	<i>Can I borrow your pencil please?</i> Yes, you can. No, you can't. <i>Can I borrow your spade please?</i>	<i>What can you see in the mirror?</i> I can see myself in the mirror. <i>What can Karla see in the mirror?</i> She can see herself in the mirror.	<i>What can they see in the water?</i> They can see themselves in the water. <i>What can she see in the photo?</i> She can see herself in the photo.	Revision
Week 2 Questions using verb 'can' Reply using reflexive pronouns – 'myself herself himself yourself, themselves'	Revise sentence pattern: <i>What can you see in the mirror?</i> I can see myself in the mirror.	<i>Can you tell me the time?</i> It's a quarter past nine. Its half past ten.	<i>Can you see yourself in the water?</i> Yes, I can see myself. No I can't see myself. <i>Can you see yourself in the photo?</i>	<i>Can she see herself in the photo?</i> Yes, she can see herself. No, she can't see herself. <i>Can they see themselves in the picture?</i> Yes, they can see themselves in the picture.	Revision

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 3 Questions using 'what' with verb 'to do' Reply using reflexive pronouns	<i>What are you doing tomorrow?</i> I'm going fishing. <i>What are you doing on Thursday after school?</i> <i>What are they doing this weekend?</i>	<i>What's he doing?</i> He's washing himself. <i>What's she doing?</i> She's washing herself. <i>What are they doing?</i> They're washing themselves.	<i>What's she doing?</i> She's washing herself. <i>What are they doing?</i> They're washing themselves.	<i>What are you doing?</i> I'm enjoying myself. <i>What are they doing?</i> They're washing themselves.	Revision
Week 4 Questions using 'what, when' with verb 'to do' Reply using reflexive pronouns	Revise sentence pattern: <i>What's he doing?</i> He's washing himself. <i>What are they doing?</i> They're enjoying themselves.	<i>When the fire started, what did they do?</i> They poured water over it. <i>When the rain started, what did they do?</i>	<i>When Tom looked in the mirror what did he see?</i> He saw himself. <i>When the woman fell over what happened?</i> She hurt herself.	<i>What happened when Julia fell off the chair?</i> When Julia fell off the chair, she hurt herself.	Revision
Week 5 Questions using 'who' with verb 'did' Reply using reflexive pronouns	Revise sentence pattern: <i>When Peter looked in the mirror he saw himself.</i>	<i>Who did you see when you went to town?</i> I saw... <i>Who came into the room before the bell rang?</i> Mr. Tau came into the room before the bell rang.	<i>Who did they buy the peanuts for?</i> They bought the peanuts for themselves. <i>Who did you buy the pencil for?</i> I bought it for myself.	<i>Who did he make the canoe for?</i> He made it for himself. <i>Who did we buy the food for?</i> We bought it for ourselves.	Revision

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 6 Questions using 'what, who' with verb 'did' Reply using reflexive pronouns	Revise sentence pattern: <i>Who did they buy the peanuts for?</i> They bought them for themselves	<i>What did she say?</i> She said that she likes playing volleyball. <i>What did he tell you?</i> He told us that he loves eating cakes.	<i>Did he build that house for himself?</i> Yes, he built it for himself. <i>Betty, did you make that bilum for yourself?</i> No, I made it for my sister.	<i>Did she make that bilum for herself?</i> Yes she did. <i>Did you make that spear for yourself?</i> No I didn't.	Revision
Week 7 Questions using 'what, who' with verb 'will do, did' Reply using reflexive pronouns	Revise sentence pattern: <i>Did he build that house for himself?</i> Yes, he built it for himself	<i>What will you do when the bell rings?</i> I will go home by myself. <i>What will you do before you go to bed?</i> I will bathe myself.	<i>What did he do?</i> He drew a picture of himself. <i>Who did Joe and Maria put some paint on?</i> They put some paint on themselves.	<i>What did she do?</i> She poured water on herself. <i>What did you do?</i> We drew pictures of ourselves.	Revision
Week 8 Questions using 'what, who' with verbs 'need, cook, buy' Reply using reflexive pronouns	Revise sentence pattern: <i>What did he/she do?</i>	<i>What does he need?</i> He needs a comb. <i>Joe is going fishing. What will he need?</i> He will need some bait and a fishing line.	<i>What did she buy for herself?</i> She bought a skirt for herself. <i>What did Kara cook for herself?</i> He cooked some yams.	<i>What did they cook for themselves for dinner?</i> They cooked fish for themselves for dinner. <i>What did you buy for yourself at the store?</i> I bought a book for myself.	Revision
Week 9 Questions using 'why', with verb 'did' Reply using reflexive pronouns	Revise sentence pattern: <i>What did she buy for herself?</i>	<i>Why does he need some wood?</i> He needs wood to make a fire. <i>Why does Maria need some salt?</i> She needs salt to put in the food.	<i>Did anyone help Maria to cook the food?</i> No, she cooked it by herself. <i>Did anyone help Joe to clean the blackboard?</i> No he cleaned it himself.	<i>Is Ruth reading with the other children?</i> No, she's reading by herself. <i>Did anyone help Timothy write that story?</i> No, he wrote it by himself.	Revision

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 10 Revision	Revision Term 1 Weeks 1 - 9	Revision Term 1 Weeks 1 - 9	Revision Term 1 Weeks 1 - 9	Revision Term 1 Weeks 1 - 9	Revision

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 1 Questions using 'can' Reply in the negative using complete sentences	Revise sentence pattern: <i>Can you make a bilum by yourself?</i> Yes I can.	Revise sentence pattern: I need some meat, but I don't need any rice. I need a drink but I don't need any food.	<i>Can Meli reach the top of the cupboard?</i> No, she's too small to reach the top of the cupboard. <i>Can this sick woman do the cooking?</i> No, she's too sick to do the cooking.	<i>Peter, can you reach that branch?</i> No, I'm too short to reach the branch. <i>Josie, can you fit into that hole?</i> No, I'm too big to fit into that hole.	Revision
Week 2 Questions using 'can' Reply in the positive and negative using complete sentences	Revise sentence pattern: <i>Can that dog crawl under the gate?</i> No, it is too big to crawl under the gate.	<i>Now we shall do some writing. We need some more pencils. What else do we need?</i> We need some more paper. <i>Now we shall do some planting. We need some seeds. What else do we need?</i> We need some water. We need some spades.	<i>Can this boy lift the table?</i> Yes, he's strong enough to lift the table. <i>Can Susan reach the top of the door?</i> No, she isn't tall enough to reach the top of the door.	<i>Can Kali go to High school?</i> No, she isn't old enough to go to high school. <i>Can dad push that truck?</i> No, dad isn't strong enough to push it.	Revision
Week 3 Questions using 'can' Reply in the negative using complete sentences with correct pronoun	Revise sentence pattern: <i>Can this boy lift the table?</i> Yes, he's strong enough to lift the table.	This towel needs washing. This one doesn't need washing. His hair needs combing. Hers doesn't need combing.	<i>Can you lift the table?</i> No, it's too heavy for me to lift. <i>Can Joseph lift the table?</i> No it's too heavy for him to lift.	<i>Can you do this sum?</i> No, it's too difficult for me to do. <i>Can you fix this desk?</i> No, it's too hard for me to fix.	Revision

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 4 Questions using 'where' 'did' Reply in the positive and negative using complete sentences with correct pronoun	Revise sentence pattern: <i>Can you lift the table?</i> No, it's too heavy for me to lift.	<i>Where's your mother gone?</i> She's gone to the market. <i>Where's your father gone?</i> He's gone fishing.	<i>Can Josie wear this dress?</i> No, it's too big for her to wear. <i>Can we eat these bananas?</i> Yes, they're ripe enough for us to eat.	<i>Can you read this writing?</i> Yes, it's big enough for us to read. <i>Did you go swimming yesterday?</i> No, it wasn't hot enough for us to go swimming.	Revision
Week 5 Statements using the conjunction 'so' Questions using 'who' Sentences beginning with 'Here's'	Revise sentence pattern: <i>Can Peter wear this shirt?</i> No, it's too small for him to wear.	He lost his pen so he had to buy a new one. Letti lost her brush so she had to buy a new one.	Here's a good book for you to read. <i>Who wants a good book to read?</i> Here's a pencil for him to write with. <i>Who else need a pencil?</i>	Here's a cup for you to drink with. Here's a guitar for you to play.	Revision
Week 6 Questions using 'why' 'should' A sentence beginning with 'It's bad..., It's good...'	Revise sentence pattern: <i>Here's a good book for you to read.</i>	<i>Why don't you come for a swim now?</i> I can't come now. I have to chop the wood. <i>Petra why don't you eat your lunch now?</i> I can't eat it now. I have to do my work.	<i>Should you eat green fruit?</i> No it's bad for you to eat green fruit. <i>Should we read good books?</i> Yes, we should read good books.	It's bad for you to smoke. It's good for you to eat greens. It's bad for you to chew betelnut. It's good for you to eat meat and greens.	Revision

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 7 Statements and questions using verbs 'need' 'got', 'is' with pronouns	Revise sentence pattern: <i>It's bad for you to smoke.</i> It's good for you to eat greens.	I need new shoes so I'll have to go to the store. Mum needs some medicine so she'll have to go to the Aid post.	<i>Kila got the sum right. Does she need to do it again?</i> No, there's no need for her to do it again. <i>Karu got the sum wrong. Does he need to do it again?</i> Yes, Karu must do it again.	Monday is a holiday. There is no need for us to come to school. Eron fixed his bike. There is no need for him to buy another one.	Revision
Week 8 Statements using conjunction 'if' Questions and answers using verb 'did'.	Revise sentence pattern: <i>The house is finished. There is no need to cut any more timber.</i>	If you want to light a fire, you have to collect firewood. If you want to be a teacher you have to work hard at school.	<i>Did they start the game before their friends arrived?</i> No they waited for them to arrive. <i>Did we go to assembly before the bell ring?</i> No, we waited for the bell to ring.	<i>Did they start eating before their bubu arrived?</i> No, they waited for their bubu to arrive. <i>Did you set out before the rain stopped?</i> No, I waited for the rain to stop.	Revision
Week 9 Statements using preposition 'before' Questions and answers using 'how long'	Revise sentence pattern: <i>Did they start the game before their friends arrived?</i> No they waited for them to arrive.	She cleaned her teeth before she came to school. I washed the plates before I went to bed.	<i>How long have you been sitting here?</i> We've been sitting here since 8 o'clock. <i>How long has Mary been doing the washing?</i> She's been doing the washing since early in the morning	<i>How long has Alex been cutting the grass?</i> He's been cutting the grass since 10 o'clock. <i>How long has Mrs Kalu been teaching?</i> Mrs Kalu has been teaching since 2001.	Revision
Week 10 Revision	Revision Term 2 Weeks 1 - 9	Revision Term 2 Weeks 1 - 9	Revision Term 2 Weeks 1 - 9	Revision Term 2 Weeks 1 - 9	Revision Term 2 Weeks 1 - 9

Term 3

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 1 Questions and answers using 'who', 'what' with verb 'know' and pronouns	Revise sentence pattern: <i>Are you sure they will come?</i> Yes, I know they will come.	<i>Who knows where Kila hid the book?</i> I know where she hid it. <i>Does everyone know where she hid it?</i> Yes we know where she hid it.	<i>Do you know who he is?</i> Yes, we know who he is. He is our teacher. <i>Do you know where this man comes from?</i> No, we don't.	<i>Do you know who she is?</i> Yes, she is my aunty. <i>Do you know what this is?</i> No I don't.	Revision
Week 2 Questions and answers using 'who', with verb 'know' and pronouns	Revise sentence pattern: <i>Do you know who she is?</i> Yes, I know who it is. No I don't know who it is.	<i>Do you know who built this road?</i> No, I don't know who built this road. <i>Do you know how to make a spear, Steven?</i> Yes I do.	<i>Do you think that Petra is the best reader?</i> Yes I think she is. <i>Do you think the PMV will leave on time?</i> No, I don't think it will.	<i>Do you think we will go to Madang next week?</i> I don't think so. <i>Do you think you'll pass your exams?</i> I think so.	Revision
Week 3 Questions using 'Do you think...?' and pronouns, with answers using 'I don't know'	Revise sentence pattern: <i>Do you think it will rain tomorrow?</i> No, I don't think so.	<i>Will we go swimming on Saturday?</i> No, we won't go swimming on Saturday. <i>Will we go hunting on Sunday?</i> No, we won't go hunting on Sunday.	<i>Do you think he'll win the race?</i> I don't know. I hope so. <i>Do you think you'll get all your maths right this morning?</i> I don't know. I hope so.	<i>Do you think a storm will come this week?</i> I don't know. I hope not. <i>Do you think there will be an earthquake soon?</i> I don't know. I hope not	Revision
Week 4 Statements - two actions happening at the same time. Questions using 'What's ___ going to do?'	Revise sentence pattern: <i>Do you think he'll win the race?</i> I don't know. I hope so.	While I was reading a book I was eating my lunch. While I was talking I was watching my friend drawing.	<i>What's he going to do?</i> He is going to sweep the floor. <i>What's she going to do?</i> She's going to clean the board.	<i>What's Maria going to do with her vegetables?</i> She's going to sell them at the market. <i>What's Eron going to do with soap and a towel?</i> He's gong to wash himself.	Revision

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 5 Questions and answers using 'Do you think...?', 'How long have...?'	Revise sentence pattern: <i>Do you think it's going to rain this afternoon?</i> No, I don't think so.	<i>How long have we been at school today?</i> We've been here since 8 o'clock. <i>How long have we been learning English?</i> We've been learning since Grade 1.	<i>Do you think it's going to rain?</i> Yes I do. <i>Do you think it's going to be windy?</i> No I don't.	<i>Do you think you're going to get all your spelling right?</i> Yes I do. <i>Do you think it going to be cold tonight?</i> No I don't.	Revision
Week 6 Questions using 'What has...?' Answers using adjectives to describe nouns	Revise sentence pattern: <i>Do you think it's going to rain?</i> Yes I do No I don't	<i>What has Pela done?</i> She has opened the door. <i>What has Kipa done?</i> He has lifted the chair.	<i>Show short, blunt pencil.</i> <i>Ask: What is it?</i> It's a short, blunt pencil. <i>Show sharp scissors. Ask: What are these?</i> They are sharp scissors.	Say nouns <i>e.g. butterfly, flower, book, shell, snake</i> Students use three adjectives to describe each noun, <i>e.g. large, spiky, pink shell.</i>	Revision
Week 7 Questions using 'Which...?' Answers using adjectives	Revise describing nouns using adjectives in a sentence <i>A large deadly spider is under the table</i>	<i>I can't shut the gate.</i> He's already shut it. <i>We can't dig up the vegetables.</i> They have already dug them up.	<i>Which boy won the race?</i> That boy won the race. <i>Which man is going hunting?</i> That man with the spear is going hunting.	Which girl did you give the book to? I gave the book to the small girl wearing a pink dress. <i>Which tree did you climb?</i> I climbed the huge breadfruit near the gate.	Revision

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 8 Questions using 'Have you ever...?' Answers using 'No, I've never been...' Questions using 'Which ...?'	Revise sentence pattern: <i>Which box is empty?</i> The box on the table is empty.	<i>Have you ever been to Alotau?</i> No, I've never been to Alotau. <i>Have you ever been to Sogeri?</i> No, I've never been to Sogeri.	<i>Which man is carrying a spear?</i> The man coming out of the e bush. <i>Which student is very quiet in class?</i> The student reading a book.	<i>Give me the book please. Which book do you want?</i> The small book on the table. <i>Give me the pencil please. Which pencil do you want?</i> The blue pencil on the desk.	Revision
Week 9 Questions using 'Have you...?', 'Which ...?' with answers	Revise sentence pattern: <i>Give me the book please. Which book?</i> The red one on the table.	<i>Have you cleaned your desks yet?</i> We haven't cleaned out desk yet. <i>Have you washed your hands yet?</i> We haven't washed them yet.	Have you finished writing Kila? No, I'm still writing. <i>Have you finished weeding the garden, Eron?</i> No, I'm still weeding.	<i>Which girl made this basket?</i> The one who's sitting on the ground. <i>Which boy made this canoe?</i> The one who's smiling.	Revision
Week 10 Revision	Revision Term 3 Weeks 1 - 9	Revision Term 3 Weeks 1 - 9	Revision Term 3 Weeks 1 - 9	Revision Term 3 Weeks 1 - 9	Revision Term 3 Weeks 1 - 9

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 1 Questions using: 'Which...?' 'Who ...?' with answers	Revise sentence pattern: <i>Who is he?</i> He's the man I saw yesterday.	This wall needs painting. This wall doesn't need painting. This table needs cleaning. This table doesn't need cleaning.	<i>Which book is this?</i> That's the book that was on the table. <i>Which dog is it?</i> That's the dog that bites people.	<i>Which book is yours, Timothy?</i> The book that's under the table is mine. <i>Which dog got run over?</i> The dog that chased the cat across the road go run over.	Revision
Week 2 Statements - two actions happening at the same time. Questions using: 'Which...?' with answers	Revise sentence pattern: <i>Which book is yours, Timothy?</i> The book that's under the table is mine.	While Mary was reading Susan read her book. While Patrick was playing rugby, Joe cleaned the hen house.	<i>I gave Eron a banana that I picked on the way to school.</i> <i>What did I do?</i> You gave Eron a banana that you picked on the way to school. <i>I gave Meli a biro that I bought at the store.</i> <i>What did I do?</i> You gave Meli a biro that you bought at the store.	<i>Which book did you read?</i> I read the book you gave me. <i>Which pencil did you use?</i> I used the pencil you gave me.	Revision
Week 3 Statements – using the conjunction 'but' Questions using: 'What...?' with answers	Revise sentence pattern: <i>I gave him a rubber that I found under the desk.</i> <i>What did I do?</i> You gave him a rubber that you found under the desk.	<i>What will you take to school?</i> I might take my ball to school. <i>What will you do in the village?</i> I might visit my wantoks.	Peter has finished his Maths but he hadn't finished his writing. Klara has cleaned the board but she hasn't cleaned her desk.	John has finished his Maths but Eron hasn't. Mary has finished cleaning her desk but Josie hasn't.	Revision

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 4 Asking questions using 'How long' Statements using 'unless'	Revise sentence pattern: Sela has finished her writing but John hasn't.	<i>How long have you been at school?</i> We've been at school since we were six. <i>How long have you been playing rugby?</i> We've been playing volleyball since we were in Grade 5.	Unless it rains, our plants will die. Unless it stops raining we'll have to stay inside.	Unless you learn your tables you'll be no good at Maths. Unless you learn to spell you won't be able to write stories.	Revision
Week 5 Asking questions using 'What did ___ say?' Answers using '___ said that ___ would...'	Revise sentence pattern: Unless he comes soon, we'll go without him.	That woman is very old. That man is very tall. <i>Can you reach that branch?</i> No, I can't. It very tall.	<i>What did he say?</i> He said that he would go to Lae in August. He said that he would go hunting on Saturday.	<i>What did they say?</i> We will go to the market tomorrow. They said that they would go to the market tomorrow.	Revision
Week 6 Questions using 'what, who' with verb 'see', 'did' Reply using pronouns	Revise sentence pattern: <i>What did they say?</i> They said that they would go to Lae in August.	<i>Can you see yourself in the mirror?</i> Yes I can myself. No I can't. <i>Can she see herself in the picture?</i> No, she can't see herself in the picture.	What's he doing? He's washing himself. <i>What did they do when the fire started?</i> They ran to the river when the fire started.	<i>Who did they buy the bananas for?</i> They bought the bananas for themselves. <i>Who did you see when you went to the market?</i> We saw our friends at the market.	Revision

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Week					
Week 7 Questions using 'can' Reply in the negative using complete sentences	Revise sentence pattern: <i>Can this boy lift the large box?</i> Yes, he's strong enough to lift the large box.	<i>Now we shall do some painting. We need some more paints.</i> <i>What else do we need?</i> We need some more paper. <i>Now we shall do some planting. We need some seeds.</i> <i>What else do we need?</i> We need some water. We need some spades.	<i>Can this girl reach this branch?</i> Yes, she's tall enough to reach the branch. <i>Can the small boy reach the top of the door?</i> No, he isn't tall enough to reach the top of the door.	<i>Can Kila go to school?</i> No, she isn't old enough to go to school. <i>Can dad dig a big hole?</i> Yes, dad is strong enough to dig a big hole.	Revision
Week 8 Questions and answers using 'who', 'what' with verb 'know' and pronouns.	Revise sentence pattern: <i>Are you sure they will come?</i> Yes, I know they will come.	<i>Who knows where the dog hid its bone?</i> I know where it hid it. <i>Does everyone know where Helen hid the ball?</i> Yes we know where she hid the ball.	<i>Do you know who she is?</i> She is our teacher. <i>Do you know where this dog comes from?</i> No, we don't.	<i>Do you know who she is?</i> Yes, she is my sister. <i>Do you know what this is?</i> No I don't.	Revision
Week 9 Questions using 'Have you ever...?' Answers using 'No, I've never been...' Questions using 'Which ...?'	Revise sentence pattern: <i>Which box is empty?</i> The box on the table is empty.	<i>Have you ever been to Kiunga?</i> No, I've never been to Kiunga. <i>Have you ever been to the Port Moresby Nature Park?</i> Yes, I've been to the Port Moresby Nature Park.	<i>Which woman is carrying a bilum?</i> The woman wearing a red meri dress. <i>Which student is very noisy in class?</i> The student talking to his friends.	<i>Give me the pencil please.</i> <i>Which pencil do you want?</i> The coloured pencil on the desk. <i>Give me the rubber please.</i> <i>Which rubber do you want?</i> The rubber on the table.	Revision
Week 10 Revision	Revision Term 4 Weeks 1 - 9	Revision Term 4 Weeks 1 - 9	Revision Term 4 Weeks 1 - 9	Revision Term 4 Weeks 1 - 9	Revision Term 4 Weeks 1 - 9

Sample Talking Drills Lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Speaking and Listening

Lesson Topic: One (1) - Talking

Content Standard: 6.1.2.2 Apply appropriate English grammar in a range of oral situations correctly.

Benchmark: 6.1.2.1 Use nominative (subjective), objective, reflexive and possessive pronouns in sentences orally.

Objective: By the end of the lesson students should be able to use questions using the verb 'can'.

Content Knowledge: Identify the verb 'can' in question sentences and give positive responses.

Skills: Speak fluently using the verb 'can.'

Attitudes: Respond well, respect, have confidence.

Materials: Blackboard, chalk

Introduction:

1. What is a verb?
2. Find the verb in this sentence.
 - I can play the guitar.

Body:

1. Introduce the talking drill/pattern "What can I/he/she...?" and give positive responses.

Examples:

- What can I cut the paper with? I can use these scissors.
 - What can I comb my hair with? I can comb my hair with a brush.
 - What can he cut the tree with? He can cut the tree with an axe.
2. Students practice the talking drills in their groups saying their own sentences.

Conclusion:

- Students should write five (5) different sentences using she/he/they/we/I in the sentence as in the talking drills.

Assessment:

Each group will present the talking drills to the class.

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Observation	Students will present talking drills in their groups	Checklist	SAPS

Week 1 Lesson 2**Subject:** English**Strand:** Speaking and Listening**Lesson Topic:** Two (2) - Talking**Content Standard: 6.1.2.2** Apply appropriate English grammar in a range of oral situations correctly.**Benchmark: 6.1.2.1** Use nominative (subjective), objective, reflexive and possessive pronouns in sentences orally.**Objective:** By the end of the lesson students should be able to use questions using the verb 'can'.**Content Knowledge:** Identify the verb 'can' in question sentences and give positive and negative responses.**Skills:** Speak fluently using the verb 'can'.**Attitudes:** Respond well, respect, have confidence in talking.**Materials:** Blackboard, chalk**Introduction:**

- Few students to present the talking drills from the previous lesson (at least 4 or 5 students).

Body:

1. Introduce the talking drill/pattern 'Can I borrow...?' and give positive and negative responses.
e.g., 'Yes, you can.' Or 'No, you can't.'

Examples:

- Can I borrow your pencil?
 - Yes, you can. /No, you can't.
 - Can I borrow your spade please?
 - Yes, you can. /No, you can't.
 - Can he borrow your ruler?
 - Yes, he can. /No, he can't.
2. Students practice the talking drills in their groups saying their own sentences.

Conclusion:

- Students should write five (5) different sentences using she/he/they/we/I in the sentence as in the talking drills.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Practical writing	Collect completed work from the conclusion exercise	Correct punctuation, spelling and sentence structure	SAPS

Week 1 Lesson 3**Subject:** English**Strand:** Speaking and Listening**Lesson Topic:** Three (3) - Talking**Content Standard: 6. 1.1** Give a range of specific instructions and directions in structured and spontaneous classroom situations.**Benchmark: 6.1.1.3** Use nominative (subjective), objective, reflexive and possessive pronouns in sentences orally.**Objective:** By the end of the lesson students should be able to use questions using the verb 'can' and reply using reflexive pronouns – *myself, herself, himself, yourself, themselves*.**Content Knowledge:** Verb 'can' in question sentences and give positive responses.**Skills:** Speak fluently using the verb 'can' and reflexive pronouns.**Attitudes:** Have confidence in speaking.**Materials:** Blackboard, chalk**Introduction:**

- Few students to present the talking drills from the previous lesson (at least 4 or 5 students).

Body:

1. Introduce the talking drill/pattern 'What can you/Leslie/I' and give positive responses.

Examples:

- What can you see in the mirror? I can see myself in the mirror.
 - What can Leslie see in the mirror? He can see himself in the mirror
 - What can I see in the river? They can see myself in the river
2. Students practice the talking drills in pairs saying their own sentences.

Conclusion:

- Students should write five (5) different sentences using the talking drills.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Practical writing	Collect completed work from the conclusion exercise	Correct punctuation, spelling and sentence structure	SAPS

Week 1 Lesson 4**Subject:** English**Strand:** Speaking and Listening**Lesson Topic:** Four (4) - Talking**Content Standard: 6.1.2** Apply appropriate English grammar in a range of oral situations correctly.**Benchmark: 6.1.2.1** Use nominative (subjective), objective, reflexive and possessive pronouns in sentences orally.**Objective:** By the end of the lesson students should be able to use questions using the verb 'can' and reply using reflexive pronouns – *myself, herself, himself, yourself, themselves*.**Content Knowledge:** Identify the verb 'can' in question sentences and give positive responses.**Skills:** Speak fluently using the verb 'can' and reflexive pronouns.**Attitudes:** Respond well, respect, have confidence in speaking.**Materials:** Blackboard, chalk**Introduction:**

- Few students to present the talking drills from the previous lesson (at least 4 or 5 students).

Body:

1. Introduce the talking drill/pattern 'What can they/she/he/we...?' and give positive responses.

Examples:

- What can they see in the water? They can see themselves in the water.
 - What can she see in the photo? She can see herself in the photo.
 - What can we see in the newspaper? We can see ourselves in the newspaper.
2. Students practice the talking drills in pairs saying their own sentences.

Conclusion:

- Students present some sentences in pairs using the talking drills.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Observation	Students will present talking drills in pairs	Checklist	SAPS

Strand 2: Reading

Reading program has five lessons. Follow the reading program to develop your daily lesson plans. A week's daily lesson plans have been done to assist you.

Refer to the resources section for guidelines to the reading process and more ideas.

Weekly Reading Program (Terms 1-4)

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 1 Sub-theme: Back to school Text type: Personal recount Reading material Short recount texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homophones Word meaning	Reading and comprehension Vocabulary Alphabetical order	Reading for pleasure Library skills
Week 2 Sub-theme: My community Text type: Narrative – short stories Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Synonyms Word meaning	Reading and comprehension Vocabulary Compound words	Reading for pleasure Library skills
Week 3 Sub-theme: Diary Text type: Personal recount Reading material Diaries, journals, personal recounts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Antonyms	Reading and comprehension Vocabulary Alphabetical order, using a dictionary	Reading for pleasure Library skills

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 4 Sub-theme: The world around us Text type: Explanation Reading material Information texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homophones	Reading and comprehension Vocabulary Prefixes	Reading for pleasure Library skills
Week 5 Text type: Review Reading material Personal recount Narrative Explanation Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Compound words	Reading and comprehension Vocabulary Suffixes	Reading for pleasure Library skills
Week 6 Sub-theme: Living creatures Text type: Information report Reading material Short information reports Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Prefix: re	Reading and comprehension Vocabulary Contractions	Reading for pleasure Library skills
Week 7 Sub-theme: Natural cycles (e.g. water cycle, life-cycles) Text type: Scientific report Diagrams Reading material Information texts, diagrams Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Antonyms Plural words	Reading and comprehension Vocabulary Abbreviations	Reading for pleasure Library skills

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 8 Sub-theme: People Text type: Biography Reading material Biographical and autobiographical texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Suffix: 'er' and 'est'	Reading and comprehension Vocabulary Word meanings	Reading for pleasure Library skills
Week 9 Sub-theme: Letter to a newspaper Text type: Exposition Reading material Letters to the editor Opinion texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Expanding 'er' words	Reading and comprehension Vocabulary Compound words	Reading for pleasure Library skills
Week 10 Assessment Text type: Reports, Biography, Exposition Reading material Short texts Class Readers	Reading and comprehension Phonics Revision weeks 1-9 Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Revision weeks 1-9	Reading and comprehension Vocabulary Similes	Reading for pleasure Library skills

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, communication and technology				
Week					
Week 1 Sub-theme: Friendship Text type: Narrative Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homophones Word meaning	Reading and comprehension Vocabulary Alphabetical order	Reading for pleasure Library skills Dictionary use Finding information
Week 2 Sub-theme: Family Text type: Recount Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Synonyms Word meaning	Reading and comprehension Vocabulary Gender words	Reading for pleasure Library skills Dictionary use Finding information
Week 3 Sub-theme: City life Text type: Transaction Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Antonyms	Reading and comprehension Vocabulary Collective words	Reading for pleasure Library skills Dictionary use Finding information
Week 4 Sub-theme: Island life Text type: Report Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homonyms – pairs of words e.g. scene/seen	Reading and comprehension Vocabulary Prefixes	Reading for pleasure Library skills Dictionary use Finding information

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, communication and technology				
Week					
Week 5 Sub-theme: Bush life Text type: Information Narrative Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Compound words Suffixes	Reading and comprehension Vocabulary Sound words e.g. slam of a door, tramp of feet	Reading for pleasure Library skills Dictionary use Finding information
Week 6 Sub-theme: Sea creatures Text type: Explanation Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Apostrophes of possession	Reading and comprehension Vocabulary Contractions	Reading for pleasure Library skills Dictionary use Finding information
Week 7 Sub-theme: Landforms Text type: Procedures Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Figurative language – similes	Reading and comprehension Vocabulary Abbreviations	Reading for pleasure Library skills Dictionary use Finding information
Week 8 Sub-theme: Magical places Text type: Narrative Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Suffix: 'er' and 'est'	Reading and comprehension Vocabulary Analogies Spider is to fly as cat is to mouse	Reading for pleasure Library skills Dictionary use Finding information

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, communication and technology				
Week					
Week 9 Assessment Text type: Narrative - poetry Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Expanding ‘er’ words	Reading and comprehension Vocabulary Compound words	Reading for pleasure Library skills Dictionary use Finding information
Week 10 Review and Enrichment Reading material Short texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Revision weeks 1-9	Reading and comprehension Vocabulary Term 2 topics	Reading for pleasure Library skills Assessment: Finding information

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture and Environment				
Week					
Week 1 Sub-theme: Our planet Text type: Information Recount Reading material Newspaper reports Information texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Commonly confused words	Reading and comprehension Vocabulary Alphabetical order	Reading for pleasure Library skills Interpretation tables information
Week 2 Sub-theme: Fables Text type: Narrative Reading material Short narrative texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Technical words	Reading and comprehension Vocabulary Homonyms – pairs of words e.g. scene/seen	Reading for pleasure Library skills Interpretation tables information
Week 3 Theme: Memories Text type: Poetry Reading material Poems Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Abstract words	Reading and comprehension Vocabulary Homophones	Reading for pleasure Library skills Interpretation tables information
Week 4 Sub-theme: Sight (how our eyes work) Text type: Explanation Reading material Explanation texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Prefixes	Reading and comprehension Vocabulary Word origins	Reading for pleasure Library skills Interpretation tables information

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture and Environment				
Week					
Week 5 Sub-theme: Night animals Text type: Explanation Reading material Information Recounts Explanation texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Suffixes	Reading and comprehension Vocabulary Sound words e.g. slam of a door, tramp of feet	Reading for pleasure Library skills Interpretation diagrams information
Week 6 Theme: Volcanoes Text type: Information report Reading material Information report Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Contractions Apostrophes of possession	Reading and comprehension Vocabulary Figurative language – similes	Reading for pleasure Library skills Interpretation diagrams information
Week 7 Sub-theme: Maps, Giving instructions Text type: Procedure Reading material Maps Instructions Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Abbreviations	Reading and comprehension Vocabulary Figurative language – metaphors	Reading for pleasure Library skills Interpretation diagrams information
Week 8 Sub-theme: Literature review Text type: Report Reading material Book reviews Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Acronyms	Reading and comprehension Vocabulary Proverbs	Reading for pleasure Library skills Interpretation labeled diagrams
Week 9 Assessment Text type: persuasive Reading material Newspapers Opinions Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Word analogies <i>Cat to kitten as dog is to puppy.</i>	Reading and comprehension Vocabulary Word classification <i>pig, dog, horse, cat</i>	Reading for pleasure Library skills Interpretation labeled diagrams

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture and Environment				
Week					
Week 10 Review and Enrichment Text type: Information, Procedure, Book review, Persuasive Reading material Short texts Newspapers Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Term 3 topics Weeks 1 - 9	Reading and comprehension Vocabulary Term 3 topics	Reading for pleasure Interpreting tables, graphs diagrams

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG and the World				
Week					
Week 1 Sub-theme: People around the world Text type: Transaction (letters) Reading material Letters Information about travel/ other countries Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homophones Word meaning	Reading and comprehension Vocabulary Alphabetical order	Reading for pleasure Library skills Note taking
Week 2 Sub-theme: Cultural traditions Text type: Recount Reading material Short recount texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Homonyms	Reading and comprehension Vocabulary Prefixes	Reading for pleasure Library skills Note taking
Week 3 Sub-theme: Food in different countries Text type: Information Reading material Information texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Synonyms	Reading and comprehension Vocabulary Suffixes	Reading for pleasure Library skills Note taking
Week 4 Sub-theme: Travel Text type: Information, recount Reading material Information reports Recounts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Antonyms	Reading and comprehension Vocabulary Alliteration	Reading for pleasure Library skills Note taking

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG and the World				
Week					
Week 5 Sub-theme: Communication around the world Text type: Procedure Reading material Procedural texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Collective words	Reading and comprehension Vocabulary Sound words e.g. slam of a door, tramp of feet	Reading for pleasure Library skills Summarizing a text
Week 6 Sub-theme: Famous people around the world Text type: Biography Reading material Biographies Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Apostrophes of possession	Reading and comprehension Vocabulary Contractions	Reading for pleasure Library skills Summarizing a text
Week 7 Sub-theme: Technology e.g. how planes fly Text type: Explanation Reading material Explanation texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Figurative language – similes	Reading and comprehension Vocabulary Abbreviations	Reading for pleasure Library skills Summarizing a text
Week 8 Sub-theme: Animals of Africa Text type: Information Reading material Information texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Comparative/ superlative words	Reading and comprehension Vocabulary Confused words	Reading for pleasure Library skills Summarizing a text
Week 9 Assessment Text type: information Persuasive Reading material Information Persuasive texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Figurative language – metaphors	Reading and comprehension Vocabulary Word origins	Reading for pleasure Library skills Summarizing a text

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG and the World				
Week					
Week 10 Review and Enrichment Reading material Short texts Class Readers	Reading and comprehension Literature	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Vocabulary Revision Weeks 1-9	Reading and comprehension Vocabulary Term 4 topics	Reading for pleasure Library skills Note taking Summarizing a text

Sample Reading Lesson Plans

Week 1 Lesson 1

Literature

Subject: English

Strand: Reading

Lesson Topic: Literature – Exploring a Poem

Content Standard: 6.2.1 Identify structure, figurative language and meanings in literary works

Benchmark: 6.2.1.1 Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile and idioms.

Objective: To define structure and form in poems.

Content Knowledge: A poem, its form and structure.

Skills: Reading a poem, writing a free poem.

Attitude: Appreciate poetry, appreciate and value the usage of figurative language in poems.

Materials: A poem structure that students will use; The poem titled *The Herons*, and a picture of flying herons

The Herons → title of poem
Mavis Aipau → author of poem

verse { Out of the east → line
 The sun stretches its fingers
 Of golden rays.
 Touched by the golden fingers
 White lads rise from leafy beds,
 Spreading their wings in flight.

{ Gliding into graceful landings,
 They show off their white suits
 And black boots.

In silence, humble yet fearless,
 Enjoying their early morning sunbath
 And their dawn prey.

Introduction: (5 mins)

1. Teacher hands out copies of the poem titled 'The Herons' before reading it to the class.
2. Students listen to familiarize themselves with the poem.
3. Teacher explains what was read and the meaning behind the poem.

Body: (30mins)

1. Teacher chooses a boy and a girl to read the same poem again to the class.
2. A boy and girl read the poem-The Herons.
3. Teacher uses the structure and form of poem to read and explain.
4. Teacher places students into groups of 5 and gives each group a colourful picture and a poem structure.
5. Teacher at the count of 3 asks them all to study the given picture.
6. Then, at the count of 5, teacher asks the first student to write something about the picture.
7. When the teacher says 'Stop!', the paper is passed onto the next student for his or her line.
8. The poem should be finished when the paper has come full circle.
9. Teacher then asks volunteers to read their poems.
10. Teacher asks what they like about their own poem.
11. Teacher asks about what they like about another group's poem.

Conclusion: (5 mins)

Teacher asks what they would change about their own poem

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
observation with checklist	reading aloud a poem and writing a poem towards poem folio	Accurate and fluent reading Writing a poem	Checklist

title of poem → _____
author of poem → _____

verse { _____ → *line*

{ _____

Week1 Lesson 2

Subject: English

Strand: Reading

Lesson Topic: Reading and Comprehension – Vocabulary (Word Meaning)

Content Standard: 6.2.2 Read a range of fiction and factual texts for information and pleasure

Benchmark: 6.2.2.2 Apply various strategies of reading (Participate in uninterrupted silent sustained reading [USSR] or drop everything and read [DEAR])

Objective: To read longer text for meaning with fluency and accuracy.

Content Knowledge: To read and comprehend a longer text.

Skills: Reading for meaning with fluency and accuracy.

Attitude: Confidence in reading.

Materials: Grade level Reader

Introduction:

1. Introduce the story;
 - Look at the title.
 - Talk about the story or what the text might be about
 - Share related experiences.
 - Predict what might happen or what the information might be.

Body:

1. Read the text as a class and encourage students to;
 - Join in with the reading
 - Read on or read back
 - Ask questions for understanding
 - Use pictures, context clues, attack strategy.
2. Next, students work in small groups or pairs;
 - Paired reading
 - Students take turns to read
 - Two reader read together
 - Echo reading (stronger reader and weak reader) weak reader to read after the strong reader

Conclusion: Vocabulary – Word Meaning

1. Make a list of words that students found difficult to read and understand. Write the words on the blackboard. Discuss the words in groups or in pairs.
2. Encourage students to use the words in correct, complete sentences to indicate their understanding of the meaning.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Listen To Reading, comprehend questions, and Word Meaning	Read aloud Answering comprehension questions Using words in sentences to show meaning	Accurate and fluent reading Correct oral responses to questions	Checklist

Week1 Lesson 3**Subject:** English**Strand:** Reading**Lesson Topic:** Three – Reading
(Homophones)**Content Standard: 6.2.1** Read and interact with words and concepts in a range of texts to construct an appropriate meaning**Benchmark: 6.2.1.1** Read and comprehend both independent-level texts and instructional-level texts that are designed for this level.**Objectives:**

1. To read and comprehend a short text.
2. To identify homophones (bare, bear)

Content Knowledge: Recognize homophones and read new words and sentences.**Skills:**

1. Read a text applying a range of reading strategies.
2. Identify homophones, their spelling and use in sentences.

Attitudes: Appreciate and take pride in developing English skills and learning new words.**Materials:** Repeat lesson 1 or use a new story or information text.**Introduction:**

Together with the class, talk about lesson one reading text or introduce a short text.

Body:

1. Read text again and ask comprehension questions to make sure that students have understood the reading text.
2. If reading is a narrative text, then ask questions about; the settings, characters, order of events in the story, the meaning of difficult words in the story.

Conclusion: If you have used lesson 1 text or a new text then ask students to come up with the new alternative title.**Vocabulary – Homophones****Materials:**

1. Write the following homophones on a chart or chalkboard:
 - *write/right, some/sum, at /eight, flour/flower, weak/week*
2. Write down these sentences on charts or chalkboard:
 - Choose the correct homophone to complete.
1. Children have a _____ to education. (write/right)
2. Kevin asked Luke to give the _____ of 12 and 20. (sum/some)
3. Mother used _____ to bake cake for Nelly's wedding. (flower/flour)
4. The old man hasn't eaten for a _____ and he is _____. (weak/week)
5. The _____ soldiers hungrily _____ their meals. (ate/eight)

Introduction:

1. Explain what homophones are.
2. Write the words bear/bare and discuss their meanings, use them in sentences.

Body:

- Read the list of words.
- Ask questions about the words.
- Make sure students understand that the two words can sound the same but have different meanings and spelling.
- Ask the students to use the words in sentences to show that they have understood the meaning.
- Students to work on the activity (check materials)

Conclusion:

- Record the homophones as a class chart.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Observe response and correcting sentences.	Correct answers to comprehension questions about reading. Write sentences using homophones	Correct oral responses and correct writing of homophones in sentences	Checklist/ portfolio

Week 1 Lesson 4**Subject:** English**Strand:** Reading**Lesson Topic:** Two – Reading (alphabetical order)**Content Standard: 6.2.1** Apply a range of strategies to develop and expand knowledge of the words and the word meanings to increase vocabulary.**Benchmark: 6.2.1.2** Use dictionaries and thesaurus to confirm correct spelling and pronunciation of unknown words.**Objective:** To correctly arrange words in alphabetical order.**Content Knowledge:** Alphabetical ordering.**Skills:** Arranging words in alphabetical order.**Attitude:** Confidence In alphabetical ordering.**Materials:** A prepared chart or chalkboard with a list of words that has been arranged in order.

- Other list of words will be used as activity: timber, time, tow, tours, tools, tourists, towel, tractor, trade

Introduction:

1. Explain what 'alphabetical order' is.
2. List words that have /ay/ sound.
3. Students to arrange the words in their correct alphabetical order.

Body:

1. Activity: Students arrange words in correct order (**refer to materials section**). Do corrections.

Conclusion:

Test speed and accuracy.

1. Write five (5) words on the blackboard.
2. In two minutes, see how many students have completed arranging and have arranged correctly.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Observing responses in arranging words in correct order.	<ol style="list-style-type: none"> 1. Arrange words in correct order. 2. Test speed and accuracy. 	<ol style="list-style-type: none"> 1. Correctly check the words are in correct order 2. Check if they work according to time set. 	Checklist

Week 1 Lesson 5**Subject:** English**Strand:** Reading**Lesson Topic:** Library skills-reading for pleasure.**Content Standard: 6.2.2** Read a range of fiction and factual texts for information and pleasure.**Benchmark: 6.2.2.1** Apply various strategies of reading (Participate in uninterrupted sustained silent reading [USSR] or drop everything and read [DEAR]).**Objective:** Read books for information and pleasure.**Content Knowledge:** Reading books and articles.**Skills:** Read book of interest.**Attitudes:** Enjoy and appreciate reading.**Materials:** School journals, magazines, newspapers and library books**Introduction:**

1. What do you see when you go into a library?
2. What kind of Books?

Body:

1. Explain the different sections in the library?
2. Students select a book of interest.
3. Shared reading with friends

Conclusion:

Select students to share their stories with the whole class

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral presentation	Shared reading	Presentation-confidence, grammar, sequence	Check list

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Strand 3: Writing

Weekly Spelling Program – Term 1 -4

The program is designed for you to plan daily lessons. There are four parts to the spelling and dictation activity in a week. Part 1 has weekly spelling words with a sound or phonic focus. Part 2 consists of family group words taken from the weekly themes. Spelling has four lessons per week. It is important that teachers teach the spelling words thoroughly for the week.

Sample lesson plans have been provided for you to assist you develop your spelling lessons.

Term	Term 1	Term 2	Term 3	Term 4
Week				
1	<p><u>Sound /ay/ words</u></p> <p>place, spade, chase, taste, paint, remain, explain, steak, great, break</p> <p><u>School</u></p> <p>reading, writing, spelling, maths, health, music, sport, culture</p>	<p><u>Sound /e/ words</u></p> <p>every, example, best, friend, said, many, bread, ready, heavy, breakfast</p> <p><u>People</u></p> <p>people, adults, children, Mister, Missus, woman, baby, woman, friend, stranger</p>	<p><u>Sound /i/ words</u></p> <p>insect, still, until, city, music, pyramid, synonym, antonym, busy, build</p> <p><u>Contractions</u></p> <p>I'm, don't, isn't, it's, you're, wasn't, doesn't, can't, I'll, didn't</p>	<p><u>Sound /n/ words</u></p> <p>nation, nurse, narrow, begin, began, banner, dinner, knot, knee, know</p> <p><u>Homophones</u></p> <p>not, knot, see sea, would, wood, some, sum, so, sew</p>
2	<p><u>Sound /ie/ words</u></p> <p>drive, beside, while, myself, reply, multiply, find, behind, blind, behind</p> <p><u>Family</u></p> <p>family, uncle, aunt, cousin, mother, father, sister, brother, grandmother, grandfather</p>	<p><u>Sound /or/ words</u></p> <p>morning, corner, important, fall, poor, door, floor, draw, claw, yawn</p> <p><u>Head parts</u></p> <p>Face, hair, eye, ear, nose, mouth, cheek, chin, forehead, teeth</p>	<p><u>Sound /u/ words</u></p> <p>lunch, hungry, does, come, other, nothing, double, trouble, couple, country</p> <p><u>The eyes</u></p> <p>lash, pupil, blink, black, blue, lens, tears, eyeglass, eyelid, eyebrow</p>	<p><u>Sound /r/ words</u></p> <p>rough, remote, rescue, rely, right, write, wrong, wreck, wrist, wriggle</p> <p><u>Clothing</u></p> <p>clothes, skirt, jeans, shorts, shirt, shoes, thongs, laplap, dress, trousers</p>

Term	Term 1	Term 2	Term 3	Term 4
Week				
3	<p><u>Sound /oa/ words</u></p> <p>those, chose, alone, open, only, nobody, slowly, tomorrow, road, toast</p> <p><u>Actions/Verbs</u></p> <p>looked, played, walked, ran, named, wrote, talked, asked, called, lived</p>	<p><u>Sound /eer/ words</u></p> <p>dear, fear, clear, spear, nearly, yearly, disappear, deer, cheer, engineer</p> <p><u>Homophones</u></p> <p>to/too, been/bean, hear/here, knew/ new, no/know</p>	<p><u>Sound /w/ words</u></p> <p>work, were, water, world, without, whip, whale, wheat, whistle, whisper</p> <p><u>Question words</u></p> <p>what, who, when, where, why, how, can, did, which, are</p>	<p><u>Sound /s/ words</u></p> <p>soap, story, glass, address, circle, once, fence, price, voice, police</p> <p><u>Indefinite pronouns</u></p> <p>everyone, everybody, everything, everywhere, something, sometimes, somewhere, somehow, anybody, anything</p>
4	<p><u>Sound /ue/ words</u></p> <p>huge, used, include, pollute, chew, unscrew, threw, through, suit, juice</p> <p><u>Fruit</u></p> <p>orange, apple, banana, strawberry, mango, pineapple, pawpaw, watermelon, rockmelon, grapes.</p>	<p><u>Sound /oo/ words</u></p> <p>cook, took, shook, pull, hopeful, bush, could, should, wouldn't, couldn't</p> <p><u>Vegetables</u></p> <p>sweet potato, broccoli, carrot, cabbage, pumpkin, salad, tomatoes, potatoes, beans, greens</p>	<p><u>Sound /l/ words</u></p> <p>local, ladder, ankle, bottle, paddle, smell, balloon, parcel, tunnel, animal</p> <p><u>Weather</u></p> <p>weather, rain, windy, thunder, lightning, storm, showers, cyclone, cloudy, snow</p>	<p><u>Sound /z/ words</u></p> <p>zone, zero, lazy, prize, puzzle, fizzy, please, these, choose, scissors</p> <p><u>Environment</u></p> <p>mountain, valley, swamp, volcano, river, coast, lake, waterfall, highlands, lowlands</p>
5	<p><u>Sound /ee/ words</u></p> <p>asleep, greeting, meet, meat, repeat, clean, money, honey, lovely</p> <p><u>Numbers to 20</u></p> <p>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p>	<p><u>Sound /oy/ words</u></p> <p>toy, enjoy, annoy, employ, destroy, coin, noise, point, toilet, choice</p> <p><u>Numbers</u></p> <p>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand</p>	<p><u>Sound /j/ words</u></p> <p>joke, just, judge, edge, bridge, giant, germ, engine, danger, vegetable</p> <p><u>Ordinal numbers</u></p> <p>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</p>	<p><u>Sound /th/ words</u></p> <p>throw, breath, breathe, these, those, thirsty, thorny, bath, tenth, faith</p> <p><u>Measurement</u></p> <p>gram, kilogram, metre, kilometre, centimetre, millimetre, weight, height, length, ruler</p>
6	<p><u>Sound /ar/ words</u></p> <p>sharp, market, farmer, raft, bath, after, bananas, glasses, afternoon</p> <p><u>Colours</u></p> <p>red, blue, green, yellow, white, black, orange, purple, brown, crimson</p>	<p><u>Sound /ou/ words</u></p> <p>now, somehow, crowd, down, flower, cloud, about, shout, ground, around</p> <p><u>Shapes</u></p> <p>shape, circle, square, rectangle, triangle, diamond, hexagon, cube, cone, sphere</p>	<p><u>Sound /c/ as ever</u></p> <p>common, kind, keep, kitchen, truck, rocket, o'clock, picked, chicken, backache</p> <p><u>Size</u></p> <p>huge, large, great, enormous, little, small, tiny, miniature, short, height</p>	<p><u>Sound /sh/ words</u></p> <p>shark, shake, brush, crash, ashamed, shelf, should, shining, sure, sugar</p> <p><u>Opposites</u></p> <p>hard, soft, even, odd, answer, question, forward, backward, rough, smooth</p>

Term	Term 1	Term 2	Term 3	Term 4
Week				
7	<p><u>Sound /o/ words</u></p> <p>song, belong, across, hospital, follow, swallow, was, want, wallet, washing</p> <p><u>Months</u></p> <p>January, February, March, April, May, June, July, August, September</p>	<p><u>Silent letters</u></p> <p>often, listen, wrong, wrist, palm, half, knock, knife, thumb, island</p> <p><u>Time</u></p> <p>Time, second, minute, hour, morning, night, evening, noon, clock, watch</p>	<p><u>Sound /f/ words</u></p> <p>found, coffee, different, photo, phone, dolphin, alphabet, laugh, cough, enough</p> <p><u>Sport</u></p> <p>sport, rugby, volleyball, netball, swimming, running, weight lifting, football, soccer, golf</p>	<p><u>Sound /ch/ words</u></p> <p>child, change, teacher, lunch, branch, catch, match, scratch, fetch, stitch</p> <p><u>Antonyms</u></p> <p>always, never, high, low, start finish, late, early, on, off</p>
8	<p><u>Sound /er/ words</u></p> <p>another, together, yesterday, worm, worst, homework, turtle, return, church, thirsty</p> <p><u>Months</u></p> <p>months, October, November, December, year, season, summer, winter, autumn, winter</p>	<p><u>Sound /air/ words</u></p> <p>chair, repair, airport, bear, wear, tear, scare, share, beware, square</p> <p><u>Position words</u></p> <p>above, below, next, over, inside, outside, after, before, by, into</p>	<p><u>Sound /g/ words</u></p> <p>Gospel, garlic, begin, began, godchild, stagger, struggle, soggy, ghost, ghastly</p> <p><u>Position words</u></p> <p>here, there, between, near, under, last, left, right, above, below</p>	<p><u>Sound /x/ words</u></p> <p>axe, taxi, mixture, prefix, relax, knocks, ticks, sticks, quacks, shocks</p> <p><u>Christmas</u></p> <p>Christ, birth, Bethlehem, donkey, shepherds, wise, angel, choir, hymn, joy</p>
9	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
10	<p><u>Review</u></p> <p>(select sounds and words that students have found difficult; revise them by creating your own spelling list for this week)</p>	<p><u>Review</u></p> <p>(select sounds and words that students have found difficult; revise them by creating your own spelling list for this week)</p>	<p><u>Review</u></p> <p>(select sounds and words that students have found difficult; revise them by creating your own spelling list for this week)</p>	<p><u>Review</u></p> <p>(select sounds and words that students have found difficult; revise them by creating your own spelling list for this week)</p>

Sample Spelling Lessons

Week1 Lesson 1

Subject: English

Strand: Writing

Lesson Topic: One (1) - Spelling

Content Standard: 6.3.4 Apply a range of strategies to spell, read and write sight words and new words.

Benchmark: 6.3.4.7 Distinguish correct spelling of commonly misspelled words and homonyms.

Objective: By the end of the lesson students should be able to recognize different words that make /ay/ sounds.

Content Knowledge: Read and hear the /ay/ sound and recognize the different spelling patterns for the sound /ay/.

Skills: Spell the words and write them down correctly.

Attitudes: Appreciate learning new vocabulary.

Materials: Blackboard, chalk, flash cards, markers

Introduction:

1. Ask the students to write one word that has four letters and has the letter “a” in it.

Examples: *peas, bail, sail, Cain*

Body:

1. Teacher to write these words on Flash cards: *place, spade, chase, taste, paint, remain, explain, steak, great, break*
2. Teacher flashes the words and students call out the words; then spell them correctly.
3. Sort /ay/ sounds words in different letter patterns.

place	paint	steak

Conclusion:

- Write the spelling words in alphabetical order.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Practical writing	Put the words in alphabetical order	Words correctly put in alphabetical order	SAPS

Week1 Lesson 2**Subject:** English**Strand:** Writing**Lesson Topic:** One (1) - Spelling**Content Standard 6.3.4** Apply a range of strategies to spell, read and write sight words and new words.**Benchmark: 6.3.4.7** Distinguish correct spelling of commonly misspelled words and homonyms.**Objective:** By the end of the lesson students should be able to recognize different words that make /ay/ sounds.**Content Knowledge:** Read and hear the /ay/ sound and recognize the different spelling patterns for the sound /ay/.**Skills:** Spell the words and write them down correctly.**Attitudes:** Appreciate learning new vocabulary.**Phonics****Materials:** Write the words from the spelling list on flashcards.*(place, spade, chase, taste, paint, remain, explain, steak, great, break)***Introduction:**

- Hold up the flash cards. Say the words and hear the /ay/ sound.

Body:

- Explain that /ay/ sound has different word patterns
- e.g., place, paint and break (i.e. /a_e/, /ai/, /ea/).
- Students say the word **p l a c e**.
- Teacher explains to the students that the letters '**a**' and '**e**' make the /ay/ sound.
- Identify other words that make /ay/ sounds

Conclusion:

- Use two or three /ay/ sound words in sentences to show meaning of each word (orally)

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Observing responses and correcting sentences	1. Identifying words in text with /ay/ sound. 2. Using /ay/ sound words in sentences	Correctly identified words that contain /ay/ sound. Correctly use words with /ay/ sound in sentences	Checklist/ portfolio

Week 1 Lesson 3**Subject:** English**Strand:** Reading**Lesson Topic:** Two (3) – Spelling/ Vocabulary**Content Standard: 6.3.4:** Apply a range of strategies to spell, read and write sight words and new words.**Benchmark: 6.2.1.2** Use dictionaries and thesaurus to confirm correct spelling and pronunciation of unknown words.**Objective:** By the end of the lesson students should be able to use conventions of spelling to spell words correctly.**Content Knowledge:** Read and understand words from the School groups.**Skills:** Spell the words and write them correctly.**Attitudes:** Appreciate learning new vocabulary.**Materials:** Blackboard, chalk, flash cards, markers**Introduction:**

- Learn these spelling rules:
 - When a noun ends in 'f', you must change the 'f' to 'v' and add 'es' to make it plural. If it ends in 'fe', you must change the 'f' to 'v' and add 's'.

Examples:

a. one calf	a. two calves
b. one knife	b. two knives

Body:

- Teacher writes these words on the blackboard:
half, life, leaf, shelf, wolf, thief
- Students will change the following words to plural.
- Teacher explains the rules below.

Rules:

There are always a few words that do not follow the rules. Learn the words below which DO NOT change the 'f' to 'v' when they are plural.

a. one roof	a. two roofs
b. one Chief	b. two chiefs
c. one reef	c. two reefs

- Write two more words that end with 'fs'

Conclusion:

- Copy rules for spelling in your activity book

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Test	Apply rules for spelling	a) Spell words correctly	SAPS

Week 1 Lesson 4**Subject:** English**Strand:** Writing**Lesson Topic:** Two (4) - Spelling**Content Standards 6.3.1:**

Apply correct use of grammar in written forms in a range of familiar and introduced topics.

Benchmarks 6.3.1.10: Distinguish commonly confused words such as *there/ their*.**Objective:** By the end of the lesson students should be able to spell words and dictate sentences correctly.**Content Knowledge:** /ay/ sound words and family group words.**Skills:** pronounce learnt words and spell them correctly.**Attitudes:** Appreciate learning new vocabulary.**Materials:**

1. Prepare spelling words
2. Dictation passage.

Introduction:

- Students list and follow instructions for spelling and dictation

Body:

1. Say the word twice before students write them.

Spelling words for the Test:*place, spade, chase, taste, paint, remain, explain, steak, great, break*

2. Read the dictation passage two times. The third time read it slowly for students to write.

Dictation Passage*The little boy will explain to you about the man who stole the steak. The men chased him all the way to the police station.***Conclusion:**

- Collect books for marking

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Test	Apply rules for spelling	a) Spell words correctly	SAPS

Weekly Written Sentence/Grammar Program

The program of Talking Sentences in Speaking and Listening lays the oral foundations for Grammar and Written Sentences. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Here are the grammar topics and written sentences to assist you develop your daily lesson plans. Use the lesson samples in the resource section for more ideas.

Term	Term 1	Term 2	Term 3	Term 4
Week				
1	<p>Common and proper nouns</p> <p>Correct punctuation and use of common and proper nouns in sentences.</p> <p>Examples:</p> <p>At the market, we sold coconuts, sago, yams and fish.</p> <p>On Sunday, I will be going to Port Moresby with Simon.</p>	<p>Collective nouns</p> <p>Correct use of collective nouns in sentences.</p> <p>Examples:</p> <p><i>A swarm of bees</i> attacked the small boy.</p> <p><i>A flock of seagulls</i> flew over the fishing boats.</p>	<p>Plural nouns</p> <p>regular (adding s, es, ies) and irregular</p> <p>Correct use of plural nouns in sentences.</p> <p>Examples:</p> <p>The <i>buses</i> arrived to pick the <i>children</i>.</p> <p>There were many <i>books</i> on the <i>shelves</i>.</p> <p><i>Butterflies</i> can be very colourful.</p>	<p>Concrete and abstract nouns</p> <p>Identification and correct use of concrete and abstract nouns.</p> <p>Examples:</p> <p>The <i>boy</i> always told the <i>truth</i>.</p>
2	<p>Personal Pronouns</p> <p>(singular and plural)</p> <p>I, you, he, she, it, we, you, they</p> <p>Correct use of personal pronouns in sentences.</p> <p>Examples:</p> <p>These are Grace and Joseph. They live in town.</p> <p>Rose waved to mum. Mum waved back to her.</p>	<p>Possessive Adjectives</p> <p>my, your, his, her, its, our, your, their</p> <p>Correct use of possessive adjectives in sentences.</p> <p>Examples:</p> <p>Ben kicked his football over the fence.</p> <p>Paula put her shoes in the cupboard.</p>	<p>Personal and Possessive Pronouns</p> <p>Correct use of personal and possessive pronouns in sentences.</p> <p>Examples:</p> <p>We are going with them to the market.</p> <p>You caught the fish. The fish is yours.</p>	<p>Relative and Interrogative Pronouns</p> <p>what, which, who, whose, whom</p> <p>Correct use of relative pronouns in sentences and questions.</p> <p>Examples:</p> <p>The girl who fell, is resting.</p> <p>Which book is the best?</p>

Term	Term 1	Term 2	Term 3	Term 4
Week				
3	<p>Adjectives colour, size, number, feelings, qualities</p> <p>Correct use and punctuation of adjectives in sentences</p> <p>Examples: There is a huge crocodile in the river. (size) The lazy boy did not help his mother. (qualities)</p>	<p>Possessive Pronouns mine, yours, his, hers, its, ours, theirs</p> <p>Correct use of possessive pronouns in sentences</p> <p>Examples: The last house in the street is mine. Ben said that the basketball was his.</p>	<p>Comparative and Superlative Adjectives fast, faster, fastest</p> <p>Correct use of comparative & superlative adjectives in sentences</p> <p>Examples: Samson is a faster runner than James. Our pig is the fattest pig in the village.</p>	<p>Adjectives and Nouns Correct use and punctuation of adjectives & nouns in sentences</p> <p>Examples: The black pig charged at the hunter. There were a lot of bright, colourful masks at the singing.</p>
4	<p>Types of Verbs: 'saying' verbs said, cried, whispered, shouted...</p> <p>Correct use of 'saying' verbs in sentences.</p> <p>Examples: Zoe whispered a secret to her friend. Our teacher laughed loudly.</p>	<p>Present, Past and Future Tense Correct tense and conjugation of verbs in sentences</p> <p>Examples: I play rugby at school. I played rugby last week. I will play rugby next month.</p>	<p>Present Continuous Tense Correct use of present continuous tense verbs in sentences</p> <p>Examples: I am writing as fast as I can. We are practising how to shoot goals.</p>	<p>Past Continuous Tense Correct use of past continuous tense verbs in sentences</p> <p>Examples: The children were raking the leaves. The tiny baby was sleeping quietly.</p>
5	<p>Adverbs of Manner (tell how) quietly, suddenly, happily, clumsily...</p> <p>Correct use of adverbs of manner in sentences.</p> <p>Examples: We have to write neatly in our books. I cut my foot badly on the sharp shell.</p>	<p>Adverbs that tell how when, where Correct use of adverbs that tell how, when or where in sentences.</p> <p>Examples: The tall boy easily won the race. (how) I will meet you later. (when) The bird flew away. (where)</p>	<p>Adverbs of Manner and Degree adding the suffixes -ly and -ily</p> <p>Correct use of adverbs of manner and degree in sentences</p> <p>Examples: The worker bees flew busily around the hive. The bus almost crashed.</p>	<p>Comparative and Superlative Adjectives fast, faster, fastest</p> <p>Correct use of comparative & superlative adverbs in sentences</p> <p>Examples: I can run faster than John. Adam can run the fastest of us all.</p>

Term	Term 1	Term 2	Term 3	Term 4
Week				
6	<p>Prepositions</p> <p>until, before, through, after, for, on</p> <p>Correct use of prepositions in sentences.</p> <p>Examples:</p> <p>Sunday is the day that comes before Monday The wild pig ran through the village.</p>	<p>Prepositions and adverbial phrases</p> <p>Correct use of prepositions and adverbial phrases in sentences.</p> <p>Examples:</p> <p>Peter dived into the cool, deep water. The children ran across the busy road.</p>	<p>Prepositions and adjectival phrases</p> <p>Correct use of prepositions and adjectival phrases in sentences.</p> <p>Examples:</p> <p>The car with red wheels was speeding. Josie is the girl in the red dress.</p>	<p>Conjunctions</p> <p>Correct use of conjunctions in sentences.</p> <p>Examples:</p> <p>My sister likes to read books and likes to draw pictures. We went home tired but happy.</p>
7	<p>Sentences: subject, predicate</p> <p>Identifying subject and predicate in sentences.</p> <p>Examples:</p> <p>The mouse (subject) ran under the table. (predicate)</p>	<p>Clauses: subject, verb, object</p> <p>Identifying clauses (subject, verb and predicate) in sentences.</p> <p>Examples:</p> <p>Birds (subject) build (verb) nests. (object)</p>	<p>Sentences: simple and compound</p> <p>Writing simple and compound sentences using correct punctuation.</p> <p>Examples:</p> <p>The girls play netball. The phone rang but no one answered it.</p>	<p>Sentences: paragraphs</p> <p>Identifying paragraphs in a short text.</p>
8	<p>Punctuation</p> <p>Using full stops, question marks and exclamation marks, apostrophes correctly in sentences.</p> <p>Examples:</p> <p>Have you seen my brother? “Stop thief!” yelled the policeman. The old man couldn’t cross the river.</p>	<p>Punctuation: direct and indirect speech</p> <p>Using punctuation correctly to show direct and indirect speech in sentences.</p> <p>Examples:</p> <p>Simon said, “I am going home.” (Direct speech) Simon said that he was going home. (Indirect speech)</p>	<p>Punctuation: apostrophes of contraction and possession</p> <p>Using punctuation marks correctly to show apostrophes of possession and contractions in sentences.</p> <p>Examples:</p> <p>Our teacher’s voice is very loud. The young boy didn’t want to go to sleep.</p>	<p>Punctuation: review</p> <p>Using full stops, commas, semicolons, colons, apostrophes, hyphens, talking marks, question marks and exclamation marks</p> <p>Examples:</p> <p>Do you know the way to town? I’m very late. Peter’s dog is very old. I saw bananas, pawpaws, coconuts and lemons at the market. “Could you please give me a ride to school?” asked the boy.</p>

Term	Term 1	Term 2	Term 3	Term 4
Week				
9	<p>Vocabulary: alliteration and sound words</p> <p>Correct use of alliteration and sound words in sentences.</p> <p>Examples: The short sharp shiny shell.</p> <p>The splish and the splash of the rain on the roof.</p>	<p>Vocabulary: prefixes, suffixes</p> <p>Correct use of prefixes and suffixes in sentences.</p> <p>Examples: The villagers will rebuild their houses after the storm.</p> <p>Our teacher is very smart.</p>	<p>Vocabulary: homophones and homonyms</p> <p>Correct use of homophones and homonyms in sentences</p> <p>Examples: We (one/won) the football match yesterday.</p> <p>A letter can be: 1. A piece of writing 2. A letter in the alphabet</p>	<p>Vocabulary: synonyms and antonyms</p> <p>Correct use of synonyms and antonyms in sentences</p> <p>Examples: Choose synonyms for the word happy. cheerful, jolly, grumpy, serious, joyful</p> <p>Choose the antonym for the word quiet: messy, unkind, cold, noisy, gentle</p>
10	Assessment	Assessment	Assessment	Assessment

Sample Written Sentences/Grammar Lessons

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson Topic: One (1) – Written Sentences

Content Standard: 6.3.1 Apply correct use of grammar in written forms in a range of familiar and introduced topics.

Benchmark: 6.3.1.1 Identify and use nouns, pronouns, verbs, prepositions, adjectives, contractions, interjections and conjunctions correctly in their writing.

Strategies of reading (Participate in uninterrupted sustained silent reading [USSR] or drop everything and read [DEAR]).

Objective: By the end of the lesson students should identify common nouns and Use them correctly in sentences.

Content Knowledge: Define and use a variety of common nouns in sentences.

Skills:

1. Identify common nouns and classify them correctly and write common nouns in sentences.

Attitudes: Respect, confidence in speaking and appreciate correction.

Materials: Blackboard, chalk

Introduction:

- Ask students what they know about the 'nouns' (naming words).

Body:

Activity 1. Classify common nouns

- Students think of common nouns and list them according to the correct headings below.

Nouns	Person	Place	Thing	Idea
Common	Teacher 1. 2. 3.	Library	Books	Number

Activity 2. Write sentences using common nouns

- Using the table above students will write five (5) different Sentences.

Example:

- a) The teacher told us to read books during our free time.
- b) This dog likes eating sausages.

Conclusion:

- Whole class Correction

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Written practical work	Collect work books for correction	Correct structure of sentences and spelling	SAPS

Week 1 Lesson 2**Subject:** English**Strand:** Writing**Lesson Topic:** Two (2) – Written Sentences**Content Standard: 6.3.1:** Apply correct use of grammar in written forms in a range of familiar and introduced topics.**Benchmark: 6.3.1.1:** Identify and use nouns, pronouns, verbs, prepositions, adjectives, contractions, interjections and conjunctions correctly in their writing.**Objective:** By the end of the lesson students should identify and underline the common nouns in a sentence.**Content Knowledge:** Define common nouns? Identify and underline common nouns in sentences.**Skills:** Speaking and identifying common nouns.**Attitudes:** Respect, confidence in speaking and appreciate correction.**Materials:** Blackboard, chalk**Introduction:**

- Ask students what they know about common nouns and give examples?

Body:

1. Copy the sentences on the black board and underline the common nouns in each sentence.

Example:

The teacher told us to borrow books from the library.

Sentences: (Do not underline the nouns on the backboard)

- a) At the store we bought some drinks, scones and lollies.
- b) Mother went to the market to sell coconuts, peanuts and greens.
- c) The driver told us to wait in front of the supermarket.
- d) Father saw the skipper in the bar drinking.
- e) Why did the head teacher tell you to collect firewood?

Conclusion:

- Collect students work and then correct the first activity on the blackboard.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Written practical work	Collect work books for correction	Correct the common nouns that should be underlined	SAPS

Week 1 Lesson 3**Subject:** English**Strand:** Writing**Lesson Topic:** Three (3) – Written Sentences**Content Standard: 6.3.1** Apply correct use of grammar in written forms in a range of familiar and introduced topics.**Benchmark: 6.3.1.3** Distinguish and use common and proper nouns correctly.**Objective:**

By the end of the lesson students should identify what are proper nouns and write sentences using them.

Content Knowledge: Define and identifying a variety of proper nouns in sentences.**Skills:** Using and writing proper nouns in sentences.**Attitudes:** Respect, confidence in speaking and appreciate correction.**Materials:** Blackboard, chalk**Introduction:**

- Ask students what they know about nouns. (Naming words)

Body:

1. Define Proper Nouns (living & non-living)
2. Identify and list common nouns using the table below.

Nouns	Person	Place	Thing	Idea
Common	Peter 1. 2. 3.	Public Library	Activity Books	Two

3. Using the table above students will write five (5) different sentences using some of those proper nouns:

Example

a) I saw Peter at the public library.**Conclusion:**

- Collect students work and presentation

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Written practical work	Collect work books for correction	Correct structure of sentences and spelling	SAPS

Week 1 Lesson 4**Subject:** English**Strand:** Writing**Lesson Topic:** Four (4) – Written Sentences**Content Standard: 6.3.1:** Apply correct use of grammar in written forms in a range of familiar and introduced topics.**Benchmark: 6.3.1.3:** Distinguish and use common and proper nouns correctly.**Objective:** By the end of the lesson students should identify and underline correctly proper nouns.**Content Knowledge:** What are proper nouns? Identifying proper nouns in sentences.**Skills:** Searching and indicating proper nouns in sentences.**Attitudes:** Respect, confidence in speaking and appreciate correction.**Materials:** Blackboard, chalk**Introduction:**

- Ask students what proper nouns are and give few examples. Then students read out some sentences from the previous exercise.

Body:

- Copy these sentences in your exercise books and underline the proper nouns.

Example

(a) On Sunday James will be going to the church with Peter.

1. Mr. Morea told the class to use the text books that were on the table.
2. Did you see the Tom the security at the bank?
3. Hitolo, Tau and Mary went to Ela beach today.
4. Albert saw the dog chase the cat into the kitchen.
5. She has been driving the vehicle since twelve years old.
6. Loa was seen stealing the mangoes.

Conclusion:

- Collect students work and correct exercise one.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Written practical work	Collect work books for correction	Correct proper nouns underlined	SAPS

Week 1 Lesson 5**Subject:** English**Strand:** Writing**Lesson Topic:** Five (5) – Written Sentences**Content Standard: 6.3.3a** Apply correct use of English grammar in a range of familiar and structured situations.**Performance Standard:**

Distinguish and use common and proper nouns correctly.

Objective: By the end of the lesson students should put in the missing commas correctly and underline both common and proper nouns.**Content Knowledge:** Putting commas in the right places and then identifying the common and proper nouns.**Skills:** Learn to make short pausing while reading and identifying common and proper nouns.**Attitudes:** Respect, confidence in speaking and appreciate correction.**Materials:** Blackboard, chalk**Introduction:**

- Students study these sentences and put in the missing commas and underline both the common and proper nouns.

Examples:

- Mother likes eating mangoes bananas pawpaw and oranges.

Should read:

Mother likes eating mangoes, bananas, pawpaw and oranges.

- The teacher likes going to the market on foot in the truck or by bicycle.

Should read:

The teacher likes going to the market on foot, in the truck or by bicycle.

Body:

- Copy these sentences in your exercise books and put in the missing commas and underline both the common and proper nouns. (Teacher can also write his /her own sentences)

Sentences:

- James Ranu Peter and I went to Port Moresby by foot.
- The young boys from Hanuabada catch fish using nets fishing lines and traps.
- The best known rivers in Papua New Guinea are the Sepik the Ramu the Markham and Fly.
- The young girls from our village like planting sweet potatoes bananas and onions.
- Did you see Doctors Helen Paul nurse Lucy and Doctor Victor in the hospital?

Conclusion:

Collect students work and correct exercise one

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Written practical work	Collect work books for correction	Underlined common and proper nouns and put commas in the right places	SAPS

Sample Handwriting Lessons

Students in grade 6 should develop a good quality and speed in the cursive style of writing. A sample lesson has been done to assist you. Remember to stress the importance of the three Ss- Size, Slope and Space.

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson Topic: One (1) - Handwriting

Content Standard: 6.3.1 Write legibly in cursive or join italics allowing margins and correct spacing between letters in words and words in sentences.

Benchmarks. 6.3.1.1 Use modified cursive or join italics writing.

Objective: By the end of the lesson students should use cursive writing – good quality, speed and stamina of penmanship and consistency.

Content .Knowledge: Modified cursive in handwriting.

Skills: Apply in cursive writing.

Attitudes: Appreciate, building self-confidence in styles of writing.

Materials: Blackboard, chalk

Introduction:

- Practice writing these words in cursive:.
 - people, food, river, swamps, sago, roofs, walls, bark

Body:

- Copy these hand writing passage in your exercise books in your best hand writing. Do not rush to complete the activity.

The little boy will explain to you about the man who stole the steak. The men chased him all the way to the police station.

The people living along the banks of the Sepik River depend on the river and the swamps for their food. They get fish from the rivers and sago from the swamps. They use the sago palm in many other ways. The roofs of their houses are made from sago leaves, the floor is made from the bark of the palm and the walls are made from stems.

Conclusion:

- Collect students work and check whether they are correctly using cursive writing.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Practical writing	Hand writing using cursive	Correctly using cursive hand writing	SAPS

Weekly Written Expression Program

The Written Expression activities listed here are linked to the Oral Expression topics found in the Speaking and Listening section of this Teacher Guide. A day's lesson plan has been done to assist you. Refer to the resource section for more information about writing processes and descriptions of different text types.

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication and Technology	Papua New Guinea culture and Environment	Papua New Guinea and the World
Week				
Week 1	<p>Sub Theme: Back to school</p> <p>Text type: Narrative - Personal recount</p> <p>Writing: 1. Use the writing process 2. Students write about what they did in the holidays.</p>	<p>Text type: Narrative</p> <p>Theme: Friendship</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Language</p> <p>Text Type: Information</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Government</p> <p>Text Type: Transaction (letters)</p> <p>Writing: 1. Use the writing process</p>
Week 2	<p>Theme: My community</p> <p>Text Type: Narrative – short stories</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Transport</p> <p>Text Type: Recount</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Dressing/clothing</p> <p>Text Type: Narrative</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Diseases</p> <p>Text Type: Recount</p> <p>Writing: 1. Use the writing process</p>
Week 3	<p>Sub Theme: Diary</p> <p>Text Type: Personal recount</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: City life</p> <p>Text Type: Transaction</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Rituals</p> <p>Text Type:</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Trade</p> <p>Text Type: Information</p> <p>Writing: 1. Use the writing process</p>

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication and Technology	Papua New Guinea culture and Environment	Papua New Guinea and the World
Week				
Week 4	<p>Sub Theme: The world around us</p> <p>Text Type: Explanation</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Culture</p> <p>Text Type: Report</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Highlands</p> <p>Text Type: Explanation Sight (how our eyes work)</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Sports</p> <p>Text Type: Information, Recount</p> <p>Writing: 1. Use the writing process</p>
Week 5	<p>Sub Theme: Review</p> <p>Text Type: Personal recount , Narrative, Explanation</p>	<p>Sub Theme: Farming</p> <p>Text Type: Information</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Coast</p> <p>Text Type: Explanation</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Maps</p> <p>Text Type: Procedure</p> <p>Writing: 1. Use the writing process</p>
Week 6	<p>Sub Theme: Living Creatures</p> <p>Text Type: Information Report</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Sea creatures</p> <p>Text Type: Explanation</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Climate</p> <p>Text Type: Information report</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Space</p> <p>Text Type: Explanation</p> <p>Writing: 1. Use the writing process</p>
Week 7	<p>Sub Theme: Natural cycle</p> <p>Text: Type Scientific Report Diagrams Water cycle</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Land forms</p> <p>Text Type: Procedures</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Natural disasters</p> <p>Text Type: Procedure</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: History/Colonial era</p> <p>Text Type: Explanation</p> <p>Writing: 1. Use the writing process</p>

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication and Technology	Papua New Guinea culture and Environment	Papua New Guinea and the World
Week				
Week 8	<p>Sub Theme: People</p> <p>Text Type: Biology</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Music</p> <p>Text Type: Narrative</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Literature review</p> <p>Text Type: Report</p> <p>Writing: 1. Use the writing process</p>	<p>Sub Theme: Animals of Africa</p> <p>Text Type: Information</p> <p>Writing: 1. Use the writing process</p>
Week 9	<p>Assessment</p> <p>Text Type: Exposition</p> <p>Theme: Letters to the editor</p>	<p>Assessment</p> <p>Narrative - poetry</p>	<p>Assessment</p> <p>Persuasive</p>	<p>Assessment</p> <p>Exposition.</p>
Week 10	<p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills)</p>	<p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills).</p>	<p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills).</p>	<p>Revision</p> <p>Text Type: Transaction</p> <p>Theme: Emergencies (Risk management, safety Drills)</p>

Sample Written Composition Lesson

Week1 Lesson 1

Subject: English

Strand: Writing

Lesson Topic: One (1) – Written Expression

Content Standard: 6.3.2 Apply appropriate writing processes.

Benchmarks: Use writing processes such as brainstorming, clustering of ideas and illustrations to develop ideas for writing texts with about 400-500 words.

Objective: By the end of the lesson students should be able to write a narrative – personal recount using the writing process.

Content Knowledge: Writing process, to write (brainstorming, clustering of ideas).

Skills: Write a narrative using the writing process.

Attitudes: Respect, confidence in writing and appreciate correction.

Materials: Blackboard, chalk, butcher papers, markers, A4 papers, A3 papers

Introduction:

- Ask the students what they enjoyed the most during the holidays and in full complete sentences

Body:

- Create a Big book with personal recount-Processes of writing
1. Brainstorm a special event that they enjoyed,
 2. Organize the information in sequence.
 3. Give a title for the event/Big book on the cover page.
 4. Write the first draft with pictures to go with and there must be 400-500 words used.
 5. Language used must be in past tense and use simple English.
 6. Make sure you have interesting events that capture the readers.
 7. Proofreading can be done by a fellow student/anyone compiling the write-up.
 8. Start writing the story.
 9. Final work must be on A3 papers.

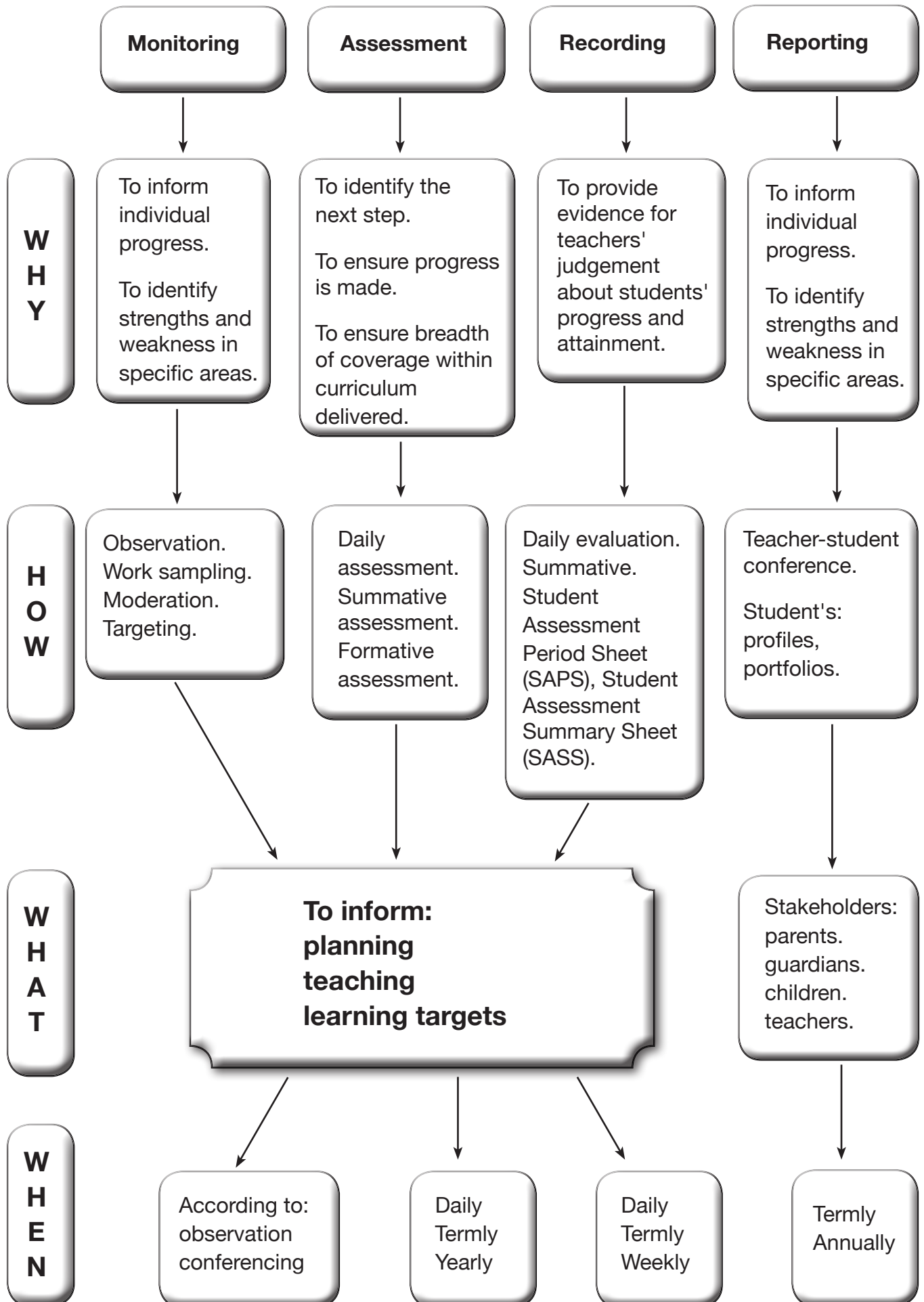
Conclusion:

- Continue the Big book for assessment for the week (hand complete work the following week).

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Writing project	Develop a narrative Big book on personal recount	<ul style="list-style-type: none"> - Title - Cover page - Language structure - Spelling - Grammar and Punctuation - Diagrams/ picture drawn neatly and coloured - Page numbers - Illustration 	SAPS

Assessment, Monitoring and Reporting



Assessment Overview- Grade 6 – Grade Level Benchmark

Strand	Unit	Content Standard	Benchmarks	Assessment Tasks
Speaking and Listening	Listening Comprehension	6.1.1	6.1.1.3 6. 1.1.4	<ul style="list-style-type: none"> Listen to questions and critique the information on issues and concerns and justify the view point. Listen, understand and argue critically to solve conflicting views. Re-arrange the story segments into correct sequence.
		6.1.1b	6. 1.1.3	<ul style="list-style-type: none"> Follow 5-6 directions to complete a task or process. Listen and relay information to peers;
	Talking	6.1.2	6. 1.2.1 6.1.2.8	<ul style="list-style-type: none"> Give 5-6 directions to complete a task or a process. Relaying correct information to listeners
		6.1.2b	6.1.2.4 6. 1.2.5	<ul style="list-style-type: none"> Use correct forms of present, past and present perfect tenses in sentences. State different types of sentences (declarative, imperative, exclamatory and interrogative) correctly.
	Oral Expression	6.1.3	6.1.3.5 6.1.3.3	<ul style="list-style-type: none"> Discuss a community issue and list possible solutions. Present an inference of unhealthy habits practised in the school and in public places and list strategies to correct them.
		6.1.3b	6.1.3.2 6.1.3.4	<ul style="list-style-type: none"> Present a 5-10-minutes talk about awareness on social issues using appropriate language, vocabulary and body gestures. Present a talk using non-verbal communication and their interpretations in different localities or settings.
		6.1.3c	6.1.3.1	<ul style="list-style-type: none"> Interpret correctly meanings of slangs, similes and idioms used in English. Use slangs, similes and idioms in oral presentations.

Reading	Vocabulary	6.2.1	6.2.1.3 6.2.1.6	<ul style="list-style-type: none"> • Draw contextual meanings of new vocabulary words from sentences/texts; then, use them in sentences of their own in oral presentations. • Use of homonyms, homophones and synonyms correctly in sentences. 	
	Fluency	6.2.2	6.2.2.1 6.2.2.4	<ul style="list-style-type: none"> • Read for fluency, speed and accuracy using a given text. • Read texts aloud to the teacher and peers with appropriate expression, speed and correct pronunciation of words. 	
	Comprehension	6.2.3	6.2.3.1 6.2.3.3	<ul style="list-style-type: none"> • Read and comprehend main ideas in texts. • Summarise and paraphrase information including main idea and significant supporting details in a text. 	
			6.2.3b	6.2.3.3 6.2.3.5	<ul style="list-style-type: none"> • Dramatize role play or mime stories from a text. • Use reference books for research and to find additional correct and appropriate information.
Literature	6.2.4	6.2.4.1 6.2.4.6:	<ul style="list-style-type: none"> • Analyse and interpret meanings of figurative languages, metaphors, personifications, idioms and similes. • Do a book review by analysing the elements of fiction. 		
Writing	Handwriting	6.3.1	6.3.1.1 6.3.1.4	<ul style="list-style-type: none"> • Write a paragraph in cursive script legibly and accurately. • Develop individual writing styles. 	
	Written Expression	6.3.2	6.3.2.1 6.3.2.7	<ul style="list-style-type: none"> • Write for an audience for a specific purpose using the process of writing. • Edit, proofread own drafts, and provide changes appropriately. 	
			6.3.2.3 6.3.2.5	<ul style="list-style-type: none"> • Plan, write, edit and publish a text of 400 words with correct punctuation marks and tenses. • Write an informal letter to a friend about an event. 	
	Grammar and Usage	6.3.3	6.3.3.5 6.3.3.4	<ul style="list-style-type: none"> • Apply appropriate grammar to a piece of text using simple sentences. • Use appropriate and correct tenses in sentences. 	
			6.3.3b	6.3.3.3	<ul style="list-style-type: none"> • Apply correct punctuations to a piece of text. • Correct use of contractions.
			6.3.3c	6.3.3.1 6.3.3.4	<ul style="list-style-type: none"> • Identify imperative and interrogative statements in texts read in class. • Correct sentence fragments.
				6.3.3d	6.3.3.6 6.3.3.8

Assessment: Criteria and Weighting

Teachers are encouraged to use the prescribed assessment tasks and plan assessment according to the defined instructional programs to evaluate students' learning in achieving the Standards. This will provide the basis for teachers to plan for interventions and enrichment if the students have not demonstrated their competency in mastering the required skills.

The table below shows the weighting of marks awarded for each Strand that spreads throughout the year.

Strand	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	30	30	30	30
Reading	30	30	30	30
Writing	40	40	40	40
Total	100	100	100	100

You are expected to draw from the Assessment Criteria and Weighting above to write your Term Assessment Tasks. Use a variety of Assessment methods as suggested in the sample below.

Assessment Overview with Sample Criteria and Weighting

Strand 1: Speaking and Listening

These guidelines are intended to assist teachers in planning assessment for Speaking & Listening Strand. The Assessment Tasks form the basis as blue prints.

Assessment Tasks	Criteria
Listening Comprehension	Set Criteria for each task
<p>6.1.1 Listen and classify information heard from a guest speaker on a class topic as facts or opinions using correct grammar and vocabulary</p> <p>6.1.2 Follow a five-step directions correctly, to complete a task or a simple process.</p> <p>Respond correctly to questions in relation to a story using strategies such as 'hot seat' and 'quiz'.</p>	<ul style="list-style-type: none"> • Organizes information in order • Identifies fact from fiction • Justifies with good reason forms grammatically correct sentences • Uses varied vocabulary <p style="text-align: right;">5 marks</p> <p>Demonstrates understanding of topic Responds to questions correctly Speaks clearly with correct pronunciation</p> <p style="text-align: right;">5 marks</p>
Talking	Set Criteria for each task
<p>6.1.1 Give directions to locate a place using accurate and specific vocabulary words</p> <p>6.1.2 Identify tenses and parts of speech in a text</p>	<ul style="list-style-type: none"> • Presents direction in correct order • Uses correct word pronunciation • Speaks clearly and confidently <p style="text-align: right;">5 marks</p> <ul style="list-style-type: none"> • Identifies nouns, verbs adjectives in a given text • Identifies other parts of speech in the text • Identifies punctuation marks <p style="text-align: right;">5 marks</p>
Oral Expression	Set Criteria for each task
<p>6.1.1 Identify a topic for debate and present your views to convince the listeners your views in a 3 minute presentation.</p> <p>6.1.3 Listen to oral texts and summarize the main ideas using correct grammar and vocabulary</p>	<ol style="list-style-type: none"> 1. Organises topic points and ideas correctly 2. Justifies point of view with good reason 3. Uses grammatically correct sentences 4. Uses appropriate vocabulary 5. Uses appropriate body gestures <p style="text-align: right;">5 marks</p> <ul style="list-style-type: none"> • Organises event in correct order • Identifies the main idea • Uses correct grammar and vocabulary <p style="text-align: right;">5 marks</p>

Strand: Reading

Assessment - Reading

Teachers should use daily classroom activities to observe their students during reading lessons. Teachers should observe and listen to students as they take part in the reading activities.

A Reading Skills Checklist can be found in this guide; this can be used to monitor students' attainment of basic skills.

Formal tests can also be used to provide you with more detailed information about individual student's progress. Design tests that are easy to use and simple to mark and then copy them. These tests should assess whether the students have learnt and can apply the reading skills they have been taught.

Assessment: Vocabulary

- Teacher selects 10 words for assessing knowledge of vocabulary.
- Students copy the words from the board.
- Students read the words.
- Students use each word in a sentence to show meaning.

Word	Correct meaning Yes/No	Correct usage in an oral sentence Yes/No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Assessment - Reading Fluency

Oral Reading

Say to the student:

“Here is a short story. Read it aloud carefully. When you have finished reading the story I will ask you some questions about what you have read. Do you understand what you have to do?”

Note for teachers:

- Count self-corrected words as correct.
- Stay quiet when the student is reading. If the child pauses for more than 3 seconds, tell him/her to move to the next word.
- If the child is clearly struggling to read the story, stop the assessment and thank him/her for his or her effort.

A Visit To The Dentist

Mary had a sleepless night. She was in pain. Her teeth hurt and her gums were painful. Mother decided to take her to a dentist.

“Good morning, Mary,” said Dr Tau. “What seems to be the problem?”

“My teeth hurt and my gums are very sore,” replied Mary.

“Let’s have a look and see what’s wrong,” he said.

“Oh, I see the problem,” he said, “you have an infection in your gums. Your teeth are fine.”

Dr Tau gave Mary some tablets to clear her infection. Mary was very happy.

Assessment - Comprehension

When the student has finished reading, ask questions about the text.

Note: Do not ask the questions if the student was clearly struggling to read the text or the assessment was stopped early.

- Why couldn’t Mary sleep? (her teeth hurt, gums sore)
- What did Mary’s mother decide to do? (take Mary to the dentist)
- What did the dentist do? (looked in Mary’s mouth)
- What was wrong with Mary’s teeth? (nothing, they were fine)
- What was wrong with Mary’s mouth? (Mary had an infection in her gums)
- Why do you think Mary was happy? (she didn’t need to have a tooth pulled out)

Reading Skills Checklist

Tick, when your students have achieved the Knowledge, Skills and Attitudes shown in the table.

Reading Skills Checklist								
Student Name	Uses letter/sound information with word meaning and language structure to solve unknown words	Recognises common English words by sight	Reads simple texts with increasing speed, accuracy and expression	Re-reads to self-correct errors or confirm meaning	Responds to literal and inferential questions about stories read in class	Understands and talks about a simple sequence, or events in the story	Reads and discusses a text with a partner	Comments
1. Agunam	✓	✓	✓	✓	✓	✓	✓	e.g. Agunam has made good progress and is able to read short stories in class.
2. Api								
3. Bertha								
4. Bernard								
5. Georgina								

Writing

Assessment - Literature

Literature

- Assess students' poetry folio which comprises 5 poems.
- Organize Student Work in Folders.
- Require each student to keep a poetry folder in the classroom. Include a copy of every completed poem assignment, as well as the rough drafts of poems.
- Keep all work in progress in one pocket of the folder and all completed, graded drafts in the other pocket.
- Store the folders in a closet or filing cabinet.

Purpose:

- To express ideas and emotions creatively
- To use words and poetic devices to evoke response from readers

Audience: General

Features:

- Thoughtfully chosen words to create images and appeal to senses
- Natural rhythm
- Patterns form within the poem with repetition or variations of words and phrases
- Figurative language that creates images: simile, metaphor, personification
- Figurative language that creates a sense of sound: onomatopoeia, alliteration and assonance

Poetry Folio Rubric

This rubric should be used to assess each poem compiled in the folio. ‘

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Title and Form	Lacks title and uses an inappropriate form	Uses an appropriate form	Effectively uses an appropriate form	Creatively uses an appropriate form	
Use of Words	Lacks use of varied words	Use of vocabulary is very basic	Use of vocabulary is workable	Use of vocabulary is precise, vivid; paints a strong, clear and complete picture in the reader's mind	
Use of poetic techniques	Lacks use of figurative language (poetic devices)	Uses some figurative language (poetic devices)	Uses figurative language to bring the message to life	Effectively uses figurative language to reinforce message	
Language conventions	Lacks use of language conventions; makes frequent and numerous errors in spelling, grammar and punctuation	May contain many spelling errors, grammar and punctuation and affect the reader's understanding	Contain few spelling errors, grammar and punctuation and does not affect the reader's understanding	Uses appropriate spelling, grammar and punctuation with a few errors if any that do not affect the reader's understanding	
Illustrations	Lacks illustration	Uses an illustration that adds to the poem's meaning.	Uses an illustration to enhance the poem's meaning.	Effective and creative use of an illustration to enhance the poem's meaning.	
Effort	Does not reflect understanding of the task	Demonstrates some understanding of the task	Demonstrates an understanding of the task	Demonstrates complete understanding of the task and goes beyond the requirements	

Writing

Assessment - Written Expression

Example

Text Type: Exposition

Purpose:

- An exposition is a text in which the writer or speaker tries to persuade the audience to accept a certain point of view.

Structure:

- Introductory statement that sets out the writer's point of view
- A series of arguments to support the writer's point of view
- A strong conclusion, repeating the writer's point of view.

Grammar Features

- Use concrete nouns (e.g. traffic, noise)
- Use abstract nouns (e.g. bravery, sadness)
- Use emotive words (e.g. destructive, brutal)
- Usually written in the present tense (e.g. is, suffer)
- Use connective words (e.g. because, so, therefore)
- Use thinking verbs (e.g. believe, hope)
- Use adverbs (e.g. certainly, confidently)

Text Structure	Reading Text [Anonymous]	Grammar Features
<p>Persuasive</p>	<p>Our environment is changing and if we don't do anything, our way of life will be threatened.</p> <p>Our climate is warming up. There will be more severe droughts. Food will become scarce and many people will suffer and even die from hunger. Food costs will go up and only people who have money will be able to afford to buy.</p> <p>Our weather patterns are getting more unreliable. There are more severe storms, which cause landslides and flooding of food gardens, loss of livestock and people's houses. Many people may also die.</p> <p>The animals and birds in our forests and mountains will also suffer as they will lose their habitat. Without food and shelter they will die. They may even become extinct.</p> <p>We need to act now before the changes in the environment become too difficult for us to repair.</p>	<ul style="list-style-type: none"> • Use nouns • Use emotive words to stress point of view • Use present tense • Use connectives to link the point of view – because, therefore

Writing Rubric

	Well Below Expectations 1	Below Expectations 2	Near Expectations 3	Meets Expectations 4	Exceeds Expectation 5	Score
Layout of writing (Structure)	No layout of writing	Poor layout of writing	Good layout of writing	Very good layout of writing	Excellent layout of writing	
Topic and Sentence structure	No topic and no correct form of sentences	Has a topic but with ill-formed sentences	Has a topic and good structured sentences	Good topic and well-formed sentences	Very good topic and well-formed sentences	
Grammar	No evidence of the use of nouns, pronouns, adjectives and adverbs	Poor use of nouns, pronouns, adjectives and adverbs	Good use of nouns, pronouns, adjectives and adverbs	Very good use of nouns, pronouns, adjectives and adverbs	Excellent use of nouns, pronouns, adjectives and adverbs	
Development of ideas	No evidence of ideas developed	Lack of development of ideas and no coherence	Ideas emerging but not fully developed and supported with details	Ideas developed and supported with details	Very good development of ideas with supporting details and coherence	
Punctuation and legibility	Very poor punctuation use; Unreadable handwriting	Poor punctuation use; Legible handwriting	Correct punctuation use; Legible handwriting with neatness	Correct punctuation use; Legible handwriting with neatness	Correct punctuation use; Legible handwriting with neatness	

Task 1: Persuasive Text – on familiar topics

Task Description:

Students write a short persuasive text about a familiar topic.

For example: *'We need more school holidays', or 'A dog is my best friend'*.

Assess students' written persuasive writing using the writing rubric above (pg. 102).

Score	Description	
5	Exceeds Expectation	<ul style="list-style-type: none"> • Excellent layout of writing • Very good topic and well- formed sentences • Excellent use of nouns, pronouns, adjectives and adverbs • Correct punctuation use • Legible handwriting with neatness
4	Meets Expectations	<ul style="list-style-type: none"> • Very good layout of writing • Good topic and well- formed sentences • Very good use of nouns, pronouns, adjectives and adverbs • Correct punctuation use • Legible handwriting with neatness
3	Near Expectations	<ul style="list-style-type: none"> • Good layout of writing • Has a topic and good structured sentences • Good use of nouns, pronouns, adjectives and adverbs • punctuation use • Legible handwriting with neatness
2	Below Expectations	<ul style="list-style-type: none"> • Poor layout of writing • Has a topic but with ill-formed sentences • Poor use of nouns, pronouns, adjectives and adverbs • Poor punctuation use • Legible handwriting
1	Well Below Expectations	<ul style="list-style-type: none"> • No layout of writing • No topic and no correct form of sentences • No evidence of use of nouns, pronouns, adjectives and adverbs • Very poor punctuation use • Unreadable handwriting
0	Not Acceptable	<ul style="list-style-type: none"> • No clear layout of writing • No topic and no correct form of sentences • No evidence of use of nouns, pronouns, adjectives and adverbs • No punctuation use • Unreadable handwriting

Task 2: Recount - Holiday Experiences

Task Description:

Students write a recount of what they did over the holidays. Students use the 5 stages of writing to complete the task. Assess students' writing by completing the table below.

Stages of Writing	Poor	Developing	Very Good	Marks
Planning: 1. Adequate brainstorming to create strong ideas 2. Ideas organised to create a clear topic, main sentence, and supporting sentences				2
Writing: 3. Logically written first draft; appropriate setting, well developed characters and logical sequence of events; clear presentation of ideas; correct use of grammar and punctuation; good paragraph development Editing: 4. The first draft has been edited or checked Sentences, spelling and grammar and tenses checked or corrected Draft has been re-written				5
Publishing: 5. Final copy written; proofread and neatly presented; spell-checked; Illustrations done				3
Overall marks The three (3) stages	Planning 2 marks	Writing 5 marks	Presentation 3 marks	10 marks

Recording and Reporting

Teachers must keep accurate records of student achievement and learning.

Sample recording of students' achievements

English	Grade: 6			Term: 1			Year: 2018				
Strands:	1. Speaking and Listening			2. Reading			3. Writing				
Content Standards:											
	Listening Comprehension	Talking	Oral Expression	Literature	Reading Comprehension	Reading	Grammar	Spelling	Handwriting	Written Expression	TOTAL
Student Name:	10	10	10	10	10	10	10	10	10	10	100

Reporting

The primary purpose of assessment, evaluation and reporting is to improve student learning. An effective program of assessment, evaluation and reporting will assist in the pursuit of this purpose and help create the conditions necessary to achieve the standards and benchmarks.

Simply stated, assessment, evaluation and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to record student learning; on the other hand, they serve to measure the effectiveness of teaching and learning activities.

This also serves to communicate with the stakeholders (parents/guardians/school administrations) about the student's progress in learning.

Sample Report Card

School:	Grade:	Class:	Term:	Year:
Student:				
Explanation of achievement rating to demonstrate the acquisition of knowledge, skills, attitudes, values in the subjects' content taught for the grade level.				
A	B	C	D	E
5% (95–100)%	25% (70–94)%	40% (30–69)%	25% (25–29)%	5% (0–24)%
Excellent Achievement	High Achievement	Satisfactory	Partial Achievement	Low Achievement
Academic Subjects:	Marks Attained	Percentage	Grading	Comments
English				
Mathematics				
Science				
Social Science				
Health Physical Education				
Making a Living				
Arts				
CCVE				
Benchmarks:				
Life Skills - Social and Emotional Development:				
Accepts responsibility for own behavior				
Follows class and school rules				
Cooperates well with others and is a team player				
Considers others in decisions made				

Negotiates and is peaceful in conflicts			
Displays good citizenship, values and practices			
Attendance			
Unexplained absence			
Excused absence			
Late to school			
Present in school			
Class Teacher's Comments:			
Head Teacher's Comments:			
Signed:			
Student:	Parent/Guardian:	Class Teacher:	Head Teacher:

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Speaking and Listening

1. Poems for Listening

I am an Islander (Term 1, Week1, Lesson 1)

(By Mary Pohuk) -School Journals S1,2008

I am an Islander
 Today is a bright new day
 What am I to do?
 I am an islander
 I'd better go fishing.
 Whatever the weather,
 I just have to go fishing
 I am an islander
 My life depends on the se
 Nowhere else shall I get help.
 The sea is my life
 I fish in the hot sun and the cold night.
 I fish in the strong winds and the rough seas
 Hoping for good luck
 I am an islander
 I am an islander
 Though tired and hungry
 I have to fulfil my need
 For fish to eat, to sell to trade
 I am an Islander

The Herons

(by Mavis Aip)-School Journals J1,2008

Out of the east
 The sun stretches its fingers
 Of golden rays.
 Touched by the golden fingers
 White lads rise from leafy beds,
 Spreading their wings in flight.

Gliding into graceful landings,
 They show off their white suits
 And black boots.

In silence, humble yet fearless,
 Enjoying their early morning sunbath
 And their dawn prey.

2. Stories for Listening

(Week 1 Lesson 1)

The Day I Disappeared

(by Rita Puli) –School Journals S1,2008

Tamo was feeling hot and dizzy. She had a fever. Mama told her to stay in bed.

“Can someone stay with me, Mama?” Tamo asked.

“No. We’re all going to the garden,” she said. Tamo heard everyone leaving. Then she was all by herself in her room, too sick to get up.

Tamo lay in bed all day long, with no one to talk to. She was just starting to go to sleep, when she heard a squeaky voice calling her. She tried to shout, but her throat was dry. Then she heard a strange whistle, and there was a bright flash of light. An old woman with long grey hair stood in the middle of the room.

She held out a big juicy mango to Tamo. “Yum yum,” Tamo thought. While she was eating it, the old woman grabbed her hand. “Come!” she demanded in her squeaky voice. “I’ll take care of you.” Then came that strange whistle again, and they were floating in the air. Soon they were above the clouds, flying with the wind. Tamo held tightly to the old woman’s long grey hair.

At last they flew down into a valley and landed beside a creek. All of a sudden the whole valley came to life. People were singing and dancing. Everyone was enjoying themselves. Tamo found herself sitting with the old woman at a table in the middle of the dancing group. There was delicious food on the table. Tamo ate till she was full.

Then the woman said in her squeaky voice, “It’s time for you to return, little one.” She tapped Tamo on the shoulder, and as quick as a flash, Tamo was lying in her bed.

She heard her mother in the kitchen, talking to her father. “I’ve searched her room – I’ve searched the whole house. She’s not there.” I realised that Mama was crying.

“I’m here, Mama!” I called from my bed.

“How did you get there?” demanded Mama. I searched your room. You weren’t there.”

I told her about the old woman.

“Nonsense,” said Mama. “You’ve been dreaming. And what’s this mango stone doing on the floor. It isn’t even mango season. What’s going on around here?”

There was a strange, long whistle from behind the wall. Mama and Papa looked at each other. “Never leave your daughter when she is sick!” came a squeaky voice.

Forty-six Days at Sea

(as told to Jim Jujumu by Timothy Holin of Lemankoa Village, Buka) – **School Journals S1, 2009**

“Let’s make that our last for the afternoon,” I told Kosin as he hauled a huge yellowfin onto the banana boat. It was getting late and we had to get home before dark.

We hadn’t travelled far when bolts of lightning flashed and thunder roared. Torrential rain drummed down on us. Half an hour later, the wind quietened and the sea became calmer, but our bad luck seemed to have only just begun. From nowhere, a thick black fog descended on us. We couldn’t see even a few metres. We roared through the fog looking for a clear patch, but there were none. For miles around it seemed as if the sea was under siege.

“Switch the motor off,” I told Kosin. “We’d better save what fuel we’ve got.” In the quiet that followed he looked in the tank. I looked too. There were only a few cupfuls left. We waited in grim silence for the fog to lift, as the tide carried us further and further out to sea.

Just before dark, a gap opened and the fog started to lift. In the dim twilight, we saw the outline of Kesa Point.

“Quick!” I said. The motor roared and we cut through the waves. But before we had got even halfway to land, the motor coughed and spluttered into silence.

“Sorry,” I said quietly to Kosin. He didn’t say a word. The silence that followed was deafening.

Cold wind howled the whole night. We couldn’t sleep. In the dark, the eerie slaps of waves kept reminding us of the dark ocean waiting to swallow us. When morning broke, Buka Island was a dismal speck on the horizon. Our only hope lay in the five banana boats at Lemankoa. By now the alarm would have been raised and a search party would be out. But as the day wore on and no boats came, our hearts began to sink. I knew we had drifted too far to the west to be rescued.

The tuna fish were bloated and beginning to stink. We threw them into the sea – fifty of them. They would have been worth around K600 at the Buka market.

As evening approached, hunger began to gnaw at our stomachs. We couldn’t ignore it any longer. I caught a red emperor and cut it into thin slices. I offered some to Kosin. He shook his head and turned away.

“This is the only way we’ll stay alive,” I told him. “One day a ship will come our way. We have to keep alive so that we can be rescued.”

Kosin got the message. He gave a grimace as he swallowed the first piece. “Get used to it. This will be our diet for some time,” I told him, glad

that he was finally able to eat it. I tied two knots in a rope to mark the passing of the first two days.

It rained that night. Using our coats, we were able to save about ten gallons of water in containers – enough to last for a week.

Days came and went. We sat like trapped mud crabs, baking in the sun. During the day the sun was our worst enemy. The only way to stay cool was to dip ourselves in the sea. We did this several times a day.

One day I had just dipped my head to cool it when Kosin yelled and stood pointing. We saw land to the west, and guessed it was New Britain. But during the night, the tide changed, taking us northeast.

Some days later we saw some low-lying islands, and we guessed we were among the Nissan Islands to the north of Buka. We didn't drift close to any of them, and a sense of doom overwhelmed us.

The islands disappeared and we realised that the current was carrying us south. Knowing the vast empty ocean lying in that direction, we realised it was only a matter of time before we were gone. By now we were weak from dehydration and lack of food. It alarmed me to see how much weight we had lost. We had always feared drowning at sea, but had never realised that illness could be just as fatal.

As the days dragged on we suffered so much that we wished we were dead and that it was over and done with. We became careless with our bodies and spent hours just lying in the bottom of the boat. This was when we began to experience strange things. At night we would both hear voices, then wake up to find nobody there. Other times we would hear the sound of engines, and wake to find no ship in sight. I felt a deep sense of guilt as I watched Kosin. His body seemed to be hanging in a trance. Sometimes he would suddenly wake up, gather his coat, and try to walk overboard. I feared the time I would wake and find him gone.

Death hovered over us. We could almost smell it. Sometimes Kosin would pass out. I would tap him softly and tell him, "Think of your daughter. If you leave her too soon, who will look after her?" And each time Kosin would stir and life would come back to his eyes.

One night I had a strange sensation. I felt the strong presence of each of my children, Nahi, Jessie, Kelly, and Louisa. It was as if they were there but I couldn't see them. I was immersed in this warm feeling when I went to sleep.

Early the next morning, I was woken by the shrill cry of a bird. That could only mean one thing: land! I peered everywhere and there it was. Further to the south as the mist cleared, I saw land jutting out of the sea like the back of a sea monster. My heart leapt. "Land! Land at last!" I cried. Kosin opened his eyes, gave a weak smile and went back to sleep. I remembered that strange feeling from the night before. I knew this time that the tide would not betray us. I counted the knots in our rope. We had

been at sea for forty-four days.

Two days later the boat lurched as we hit shore. Whooping and splashing, I waded out onto the sand. Then I remembered Kosin. I staggered back and helped him to shore.

Later I found we had landed on a remote island in the Solomons. The PNG High Commission in Honiara didn't have enough money to send us back, but two weeks later a friend in Cairns heard about our plight. She paid for our air tickets to Buka through Port Moresby. She even paid for a new banana boat.

Today, we still go back to sea, but we always make sure there is a spare twenty-litre container of fuel on stand-by in our boat.

Debate

(From Wikipedia, the free encyclopedia)

In a debate there are two teams; the Proposition Team (also known as *the Affirmative Team*) and the Opposition Team. Each team has three speakers respectively; the first speaker, the second speaker and the third speaker.

Speaking Order:

1. First speaker of the Proposition
2. First speaker of the Opposition
3. Second speaker of the Proposition
4. Second speaker of the Opposition
5. Third speaker of the Proposition
6. Third speaker of the Opposition

Role of Each Speaker:

First Speaker of the Proposition

The role of the first speaker is to open up the case of the proposition. That means the speaker presents his or her side's opinion and arguments. Furthermore, he/she gives a definition of that motion, in order to prevent any confusion caused by the motion, which might lack clarity. The first speaker also sometimes gives a status quo or an analysis of the current situation regarding that issue (mostly in policy-debates) to show the problem the side Proposition wants to solve, or the situation the side wants to improve et cetera. The first speaker may also give the case to show their aim of supporting the given resolution

First Speaker of the Opposition

His/her duty is to rebut the arguments given by the Proposition, meaning to show why it isn't or can't be true what "they" claimed. He/she can either give a counter-case regarding that motion or just decide to try to argue against the motion. When arguing against the motion, it is optional to give own arguments, as it would be sufficient to just rebut the arguments or the case well enough.

Second Speaker (Opposition or Proposition)

His/her role is to rebut the arguments given by the other side. Eventually, he/she can continue with his team's case and give more arguments.

Third Speaker (Opposition or Proposition)

The third speaker has to re-structure the whole debate, filter the key issues of the debate and give a rebuttal. As this position is also called the "rebuttal-speaker", his/her main objective is to prove the other team wrong. He/she should preferably deepen the analysis of the rebuttal. A good speaker also does case rebuilding in the end. There they go into the rebuttal of the other side and show why the rebuttal was wrong or didn't touch their own arguments.

Reply Speeches

World Schools Style debates include an additional speech from each team, called the reply speech (sometimes known as the "right of reply"). This is a short, four-minute speech given by either the first or second speaker from the team, and presented in the opposite speaking order to the rest of the debate (i.e. the Opposition deliver the first reply speech, followed by the Proposition). The roles of the reply speech are to:

- Outline one or more points of contention that the debate has centred on;
- Evaluate the course of the debate;
- Declare the reasoning of their team's victory.

The reply speech is sometimes referred to as being a "biased adjudication" of the debate, because its format is similar to that of an adjudicator's oral feedback on the debate, but with the purpose of convincing the audience that the speaker's team was victorious. The retrospective nature of the reply speech means that no new material may be introduced in this speech.

Points of Information

During any speech except the reply speeches, members of the opposing team may offer points of information to briefly interject a point that the speaker must immediately respond to. The speaker holding the Floor is not obliged to accept all the points of information offered to them, but is likely to be marked down by adjudicators if they do not accept any. Speakers delivering points of information are expected to keep them to 15 seconds or less. Although a speaker's points of information do not have a direct effect on their mark, a mechanism named the "POI Adjuster" has been introduced in recent years: when the quality of a speaker's POIs is significantly different (better or worse) from the quality of their speech, the judge may add or subtract one or two marks from their overall speaker score.

The first and last minute of each main speech, as well as the entire duration of reply speeches, are "protected time", meaning that no points of information may be offered.

Reading

1. Essential Reading Skills

Reading experts have identified five (5) essential skills that children must learn in order to become good readers. Without these five foundation skills, a child will not become a good reader. It is important that teachers in the early grades make time to teach and help students to practice these skills every day.

Being able to read well requires a grasp of the following 5 basic skills:

Reading skill	Explanation	Content	Comments
Phonemic Awareness	Instruction designed to teach children to break apart the sounds in words.	In grade 3-5 revise the sounds learned in Elementary Grade 2 and teach other unfamiliar or difficult English sounds.	This is an oral pre-requisite to phonics and one of the best predictors of later reading success. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty.
Phonics	Instruction designed to help children understand and apply their knowledge of how letters are linked to sounds.	Sounds shown in slash marks by their most common English spelling (e.g. /p/ and /sh/).	The goal of teaching students phonics is to teach students to decode unfamiliar words easily and automatically as they read.
Fluency	Instruction that reinforces the ability to read with speed, accuracy and expression.	Daily opportunities for reading practice.	Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.
Vocabulary	Instruction to increase oral and print knowledge of words.	New vocabulary words linked to stories read. Vocabulary development can be achieved through reading, direct instruction and student-centred activities.	Teachers should use a Word Wall to help children learn sight words and new vocabulary.
Comprehension Literature	Instruction that teaches children to actively engage with and derive meaning from texts.	Various activities to help students engage with texts.	Comprehension involves understanding what is read, what is meant and what is implied. Understanding the meaning or point of the text is the essence of reading.

(Source: National Reading Panel, 2000)

Text types: Information for Teachers

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Narrative (Imaginary & Factual)	Poetry Fable Myth Story Song Personal recount Historical recount Fairy tale	To entertain, inform, teach To develop the reader's imagination To encourage reflection	Structure: Sequence of actions Beginning (orientation) Middle (complication) End (resolution) Features to focus on: Characters Action verbs Tense Words to do with time Descriptive language Who is telling the story? (point of view) Information Narrative features: Factual information Vocabulary on the topic
Information Narrative	Speech Poetry Song – social comment Cartoon		
Transaction	Survey Complaint Apology Greeting card Interview Letter	To negotiate To make thinking clear To compare To keep relationships strong	Features to focus on: Involves others Identify the people or groups involved Vocabulary related to the occasion
Recount	Personal Factual Imaginative Biography Auto biography Historical recount	To retell an event To describe To inform	Structure: Setting/occasion Sequence of events Personal comment/responses Includes anecdotes/recounts Features to focus on: Characters Action verbs Past tense Pronouns Use of description Includes personal comments and opinions on what happens

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
Report	Information report Descriptive report Investigative report Scientific report	To classify and describe To compare To record feelings and observations	<p>Structure:</p> <p>Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p>Features to focus on:</p> <p>Short, clear language Present tense Formal purpose of objective Technical/scientific terms Organisation of information</p>
Procedural texts	Directions Instructions Message Recipe Rules for games	To command or to direct behaviour	<p>Structure:</p> <p>Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include</p> <ul style="list-style-type: none"> • Goal • Materials • Method <p>Features to focus on:</p> <p>Use of headings and diagrams Use of action verbs Present tense Use of imperatives Detailed information Vocabulary related to the task and process</p>
Persuasive texts	Discussion Argument Advertisement Letter to the editor Cartoon	To persuade To express an opinion To describe To inform or advise	<p>Argument:</p> <p>Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p>Discussion:</p> <p>Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p>

3. The Reading Process

Guided Reading

The process for reading helps the teachers and students focus on activities before, during and after reading. This model should help the students with their reading, in particular their fluency, comprehension and motivation.

Step 1: Before Reading	
Before you read, encourage students to:	
	<ul style="list-style-type: none"> • look • talk • share • predict
Step 2: During Reading	
Before you read, encourage students to:	
	<ul style="list-style-type: none"> • join in with the reading • read on or read back • use picture clues • use context clues to clarify the meaning of unknown words • use word attack strategies to read words • use knowledge of phonics to read unknown Words
Step 2: After Reading	
After reading, encourage students to:	
	<ul style="list-style-type: none"> • talk • think • share • compare • substitute • analyse • extend beyond the text

Paired Reading

Some different approaches for paired reading are suggested below:

- Partners take it in turns to read a sentence, paragraph or page
- **Choral reading** – the two readers read aloud together
- **Echo reading** – a good, fluent reader reads a section of text, and a less fluent reader echoes (repeats) what has been read
- **Reading aloud** – the fluent reader reads aloud to model good reading habits (the less fluent reader listens)
- **Small group reading** – in groups of 4-5, students read aloud together, take it in turns to read or listen to a fluent reader.

There are many benefits of paired reading:

- Students feel more comfortable when reading with another student.
- Students get a lot of reading practice.
- Teachers can assess students when they are reading.

After Reading

Reading Games

These games can be used as warm up activities or for revising sounds and words. Games are a great way of making reading lessons fun!

Game	Resources	How to Play
I Spy	None	Think of an object. Say, "I spy with my little eye something beginning with /p/ ..." Include the sound the word begins with. Students guess which object you are thinking of.
Flash Card Dash	Set of up to 10 flashcards from the lesson	Show students the word flashcards one after another, reading with them. Next, ask the students to read the cards on their own. Change the order and play again.
Show Me	Individual chalkboards, picture flashcards	Show students a picture or say a word. Ask: "What is the first/last sound?" Students write the letter on their chalkboard. Say: "Show me." Students show their chalkboards. Check if everyone has the correct sound. Repeat with another sound.
Bingo	Individual chalkboards,	Students draw six boxes on their chalkboard and write a sound in each box. Show picture flashcards or read out words. If one of their sounds is in the word, students cross it off their board. To win, a student must cross off all his/her sounds. The winner shouts 'Bingo!'
Word building	Individual chalkboards	Write a list of letter sounds on the blackboard (for example: ai, igh, oo, oa, l, t, r, m, d, p, n, s). Say the first word and ask students to sound it out in their head first, and then write the word on a chalkboard (e.g. light).
Sound whispers	None	Ask the students to stand in a circle. Tell them that "You are going to whisper a sound in the ear of the person next to you." They will then pass the sound on by whispering it to the student next to them and so on. Continue until everyone in the circle has listened to the sound. Repeat with a different sound and student to start.

Frieze	None	<p>Randomly point at a frieze of letters (see example below). Ask students to tell you the sounds as you point to them. Speed up gradually – you could ask a student to be teacher! Increase or decrease the number of sounds, depending on your students.</p> <table border="1" data-bbox="587 293 1463 398"> <tr> <td data-bbox="587 293 879 344">s</td> <td data-bbox="879 293 1171 344">p</td> <td data-bbox="1171 293 1463 344">i</td> </tr> <tr> <td data-bbox="587 344 879 398">a</td> <td data-bbox="879 344 1171 398">t</td> <td data-bbox="1171 344 1463 398">n</td> </tr> </table>	s	p	i	a	t	n
s	p	i						
a	t	n						
Simon says sounds	None	<p>Students stand up. Tell them they are going to play ‘Simon Says’. Do some examples (e.g. Simon says put your hands on your head, Simon says touch your nose). Remind them that they should only follow the instructions if you say Simon Says. Give another instruction without saying ‘Simon Says’. Once the students have got the idea of the game, tell them they are going to play it by sounding out the last word. (e.g. Simon says put your hands on your /f/ /ee/ /t/; Simon says touch your /n/ /oa/ /s/; Touch your /ear/ /s/, etc.).</p>						
Show Me (Dictation)	Chalkboards or paper	<p>Read out some words (for example, words from a story the students have been reading). Ask the students to write the word on a chalkboard or a piece of paper. Give them a time to write the word and say “Show Me!” The students hold up their words for you to check.</p>						

Other After Reading Activities:

1. Children add to the text (e.g. write the next sentence)
2. Make up sentences using words from the text.
3. Students to draw pictures to go with a story, or draw characters from a story.
4. Students to write a story using words they know e.g. a shared writing experience with the teacher.
5. Matching word cards with words in the text.
6. Role play different parts of the text, or different characters.
7. Jumbled words from the text (e.g. hpis = ship).
8. Sentence building – make sentences using a list of words from the story being read (and others that the students recognise and can sound out). The sentences can be silly and make no sense! For example:

the	it	girls	is
hot	ran	wet	a
up	today	hill	cat

Example sentences:

- The dog is wet.
- Today, the boys ran up the hill.
- The wet dog ran up a hill today.

Writing

1. Processes in Writing

Step 1: Pre-writing
<ul style="list-style-type: none"> • Choose a topic. • Decide who your audience is. • Understand your purpose. • Gather information that you need. • Plan your ideas, layout and structure. • Make notes and word banks.
Step 2: Writing
<ul style="list-style-type: none"> • Write down your ideas. • Use your pre-writing notes to help you. • Write in sentences. • Concentrate on the message. • Mistakes can be fixed later.
Step 3: Revising
<ul style="list-style-type: none"> • Read and check your writing. • Share your writing with others. • Does it make sense? • Have you made good word choices? • Do you need to add more detail? • Do you need to make it more concise? • Have you met the needs of your audience?
Step 4: Editing/Proofreading
<ul style="list-style-type: none"> • Fix any mistakes. • Check punctuation. • Check spelling. • Get ready for your good copy.
Step 5: Publishing
<ul style="list-style-type: none"> • Write your final copy. • Make it your best work. • Make sure it is accurate. • Make it look appealing. • Include references/diagrams.

Grammar

Sentences

What is a sentence?

A Sentence is a group of words that contain a complete thought, feeling or an idea. A sentence always has a subject and a verb. A sentence can be in the form of:

- A statement – This is a pencil.
- A question – Is this your pencil?
- An instruction – John, pass the pencil.

Types of Sentences

Declarative

A declarative sentence “declares” or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a full stop (.).

Examples:

1. I'll meet you at the train station.
2. The sun rises in the East.
3. He doesn't get up early.

Imperative

An imperative sentence gives instructions, commands or makes requests. The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a full stop (.) or an exclamation point (!).

Examples:

1. Open the door.
2. Finish your homework.
3. Pick up that mess.

Interrogative

An interrogative sentence asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ...?). The interrogative sentence ends with a question mark (?).

Examples:

1. How long have you lived in Rabaul?
2. When does the bus leave?
3. Do you enjoy listening to local PNG music?

Exclamatory

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples:

1. Hurry up!
2. That sounds fantastic!
3. I can't believe you said that!

Sentence Structures

Simple Sentences

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples:

1. Frank ate his dinner quickly.
2. Peter and Sue visited the museum last Saturday.
3. Are you coming to the party?

Compound Sentences

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples:

1. I wanted to come, but it was late.
2. The company had an excellent year, so they gave everyone a bonus.
3. I went shopping, and my wife went to her classes.

Complex Sentences

Complex sentences contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).

Examples:

1. My daughter, who was late for class, arrived shortly after the bell rang.
2. That's the man who bought our house.
3. Although it was difficult, the class passed the test with excellent marks.

Compound - Complex Sentences

Compound - complex sentences contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and sub-ordinators (i.e., who, because, although, etc.).

Examples:

1. John, who briefly visited last month, won the prize, and he took a short vacation.
2. Jack forgot his friend's birthday, so he sent him a card when he finally remembered.
3. The report which Tom compiled was presented to the board, but it was rejected because it was too complex

Parts of a Sentence

Basic English Sentence Patterns

When we make simple English sentences, we usually follow this pattern:

Subject-Verb-Object

Steps:

1. Put the subject and the adjectives (such as 'fat', 'thin' etc.), or any words describing the subject at the beginning of the sentence
2. Put the verb and some adverbs (such as 'often', 'usually' etc.) after the subject.
3. Put the object of the verb, the adjectives or other words describing the object and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

Parts of Sentences

A sentence is composed of two parts: the subject and the predicate. The **subject** is the part of the sentence that includes the noun and explains who or what the sentence is about. The **predicate** of a sentence is the part of the sentence that includes the verb and tells the audience the action the subject is taking (or the state of being the subject is in).

Subject

The subject of a sentence includes a word or group of words that describe what or whom the sentence is about. A subject can also be described as the noun or pronoun of the sentence.

- Joseph is crying. He is crying for milk.

Predicate

The predicate of a sentence includes a word or a group of words that describe what the subject of the sentence is or what it is doing. The predicate includes the verb of the sentence, as well as its objects and complements.

- The boy is going to school.

Simple Subject

The simple subject is usually one word, a noun or a pronoun, that receives the action or state of being of the predicate.

- The sunflower sways.
- The moon rises.

Simple Predicate

The simple predicate is one word in the complete predicate that qualifies as the verb of the sentence.

- The panda eats.
- The falcon soars.
- We sing.

Complete Subject

The complete subject is an entire group of words that are used to explain who or what the sentence is about. This includes the subject, or noun, itself and all the words that are used to describe it.

The beautiful, yellow sunflower sways in the wind.

The full moon rises in the night.

Complete Predicate

A complete predicate is an entire group of words that are used to describe the verb or action of the sentence, and who is receiving the action. This includes the verb, objects and complements.

The massively fluffy panda eats bamboo every day.

The extremely curious falcon soars as it searches for a friend.

Understood Subject

In sentences that give advice or orders, also known as imperative sentences, you is understood to be the subject of the sentence.

- [You] Get the pizza out of the oven.
- [You] Stop chasing the cat.

Parts of Speech

Words are classed into eight categories according to their uses in a sentence.

Part of Speech	Meaning	Examples	
Noun	Nouns are naming words. They name a person, animal, thing, place, idea, and activity.	John, cat, box, desert, liberty, golf	<u>John</u> owns a cat.
Pronoun	A pronoun is a word that is used instead of a noun.	he, she, it, you, I, we, they	John owns a cat. <u>He</u> takes good care of it.
Possessive adjective	A possessive adjective is a word used when something belongs to someone.	my, your, his, her, our, your, their	This is <u>my</u> book.
Adjective	An adjective is a describing word. It tells us more about a noun or pronoun	big, good, full	John lives in a <u>big</u> house.
Verb	A verb is a doing (action) being or having word.	went, poured, is, are has, have	John <u>went</u> to the store. I <u>am</u> Mary. I <u>have</u> big ears.
Adverb	An adverb tells us more about the verb, adjectives and other adverbs	Very, too, quickly, loudly, quietly, loudly, here	The cat ran <u>quickly</u> up the steps. We walked away <u>quietly</u> .
Conjunction	A conjunction connects words, phrases, or clauses.	and, or, but	John <u>and</u> the cat are playing. Do you like this pen or that pen?
Preposition	A preposition is a word that is followed by a noun object.	with, for, at	The cat played <u>with</u> the wool.
Interjection	Expresses emotion.	Gosh! Wow! Super! Ouch!	<u>Wow!</u> That cat is huge.

Nouns

A common noun names any one of a group of persons, places, things, or ideas.

A proper noun names a particular person, place, thing, or idea.

Nouns	Person	place	thing	idea
Common:	Teacher	Library	books	Number
Proper:	Albert	Public library	Activity book	Two

Conjunctions

Are words that join words, phrases and sentences. Examples of conjunctions:

For, and, nor, but, or, yet, so, because

Sentence that contains all the parts of speech:

The	young	boy	ran	quickly	down	the	street	and	he	yelled	Help!
article	adjective	noun	verb	adverb	preposition	article	noun	conjunction	pronoun	verb	interjection

Tenses

What is a Tense?

Tense means time. It is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action in relation to the time of speaking.

An action can happen in the present (now), in the past (yesterday) or future (yet to happen).

Tense	Aspect	Meaning	Examples
Present	Simple	Habitual action-past to present to future.	I play the guitar every day. She plays the guitar every day. They play the guitar every day.
	Continuous	Action began in the past and may continue into the future.	I am playing the guitar. She is playing the guitar. They are playing the guitar.
	Perfect	Past action with an indefinite time span.	I have played the guitar. She has played the guitar. They have played the guitar.
	Perfect Continuous	Action began in the past and continues until now.	I have been playing the guitar for an hour. She has been playing the guitar for an hour. They have been playing the guitar for an hour.
Past	Simple	Action completed in the past.	I played the guitar. She played the guitar. They played the guitar.
	Continuous	Action begun in the past, implies possible continuation after second past event.	I was playing the guitar when my friends arrived. She was playing the guitar when her friends arrived. They were playing the guitar when their friends arrived.
	Perfect	Past action completed before second past action.	I had played the guitar before my friends arrived. She had played the guitar before her friends arrived. They had played the guitar before their friends arrived.
	Perfect Continuous	Past continuous action occurring when second past action happened.	I had been playing the guitar for an hour when my friends arrived. She had been playing the guitar for hour when her friends arrived. They had been playing the guitar for an hour when their friends arrived.
Future	Simple	Action will take place in the future.	I will play the guitar. She will play the guitar. They will play the guitar.

Future	Continuous	Continuous future action will continue to happen when another future action occurs.	I will be playing the guitar when my friends arrive. She will be playing the guitar when her friends arrive. They will be playing the guitar when their friends arrive.
	Perfect	Future action will be completed by the time another future action occurs.	I will have played the guitar by the time my friends arrive. She will have played the guitar by the time her friends arrive. They will have played the guitar by the time their friends arrive.
	Perfect Continuous	Future continuous action will be happening when another future action occurs.	I will have been playing the guitar for an hour by the time my friends will arrive. She will have been playing the guitar for an hour by the time her friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive.

Punctuation Rules

Punctuation marks are signs like full stops, commas and talking/speech marks. They divide words into groups and help to make reading and writing easier to follow.

Punctuation type	Definition
Full stop (.)	A dot placed at the end of a statement or command. The cuscus in the tree. Cut the apple in half.
Question mark (?)	A special mark at the end of questions. What time is it?
Exclamation mark (!)	A special mark after an exclamation (stressing a point). I can't believe you lost your bag!
Capital letter	Marks a first word in a sentence. <u>T</u> hey are going to town. First letter in a proper noun. <u>M</u> adang, <u>J</u> oseph, <u>P</u> arliament <u>H</u> ouse
Comma (,)	Separates words in a list. He grew taro, corn, beans and peas in his garden. Separates spoken words from the rest of a sentence. The teacher asked, "Why are you late?"
Talking/Speech mark ("....")	Identifies the spoken words within a text. "My dad has a new car," said Joseph.

<p style="text-align: center;">Apostrophe</p>	<p>An apostrophe shows a contraction or where a letter has been left out.</p> <p style="text-align: center;">it's = It is, that's = that is</p> <p>An apostrophe also shows possession or ownership.</p> <p style="text-align: center;">The man's boots. The girl's bag.</p>
<p style="text-align: center;">Colon (:)</p>	<p>A colon is used after a word introducing a quotation, an explanation, an example or a series.</p> <p>For example, Tim was planning to study four subjects: Physics, Mathematics, Science and English.</p>
<p style="text-align: center;">Semi-colon (;)</p>	<p>Semi-colon is used to connect independent clauses. It shows a closer relationship between the clauses than a full stop would show.</p> <p>For example, John was hurt; he knew she only said it to upset him.</p>

Figurative Language

An expression or use of language in a non-literal sense in order to achieve a particular effect used mainly in poetry. Metaphors, similes, and hyperboles are all common figures of speech.

Metaphor

It is a more direct form of comparison than the simile. It does not use 'like' or 'as'. In metaphor one thing is said to be another with which it is being compared.

Examples:

She has a heart of stone.
He is a rough diamond.
She is a snake in the grass.

Simile

A figure of speech that draws a comparison between two different things, especially a phrase containing the word "like" or "as,"

Examples:

She is as white as a sheet.
Her hair was as soft as silk.
She was as stubborn as a mule.

Personification

A figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

Examples:

The sun strolled casually along the heavens.
The leaves danced happily in the storms.
Love bade me welcome, yet my soul held back.

Hyperbole

Is a figure of speech in which emphasis is achieved by deliberate exaggeration. Like other figures of speech, it is often used in everyday speech.

Examples:

In everyday speech:

He worshipped the ground she walked on.

The music was mind-blowing.

In poetry:

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

Imagery

Imagery in writing a descriptive language that usually appeals to the senses. The images may be formed by literal description or by figures of speech such as similes and metaphors. In writing it is an image made up of words.

Jingle

A piece of rhyming verse, simple and repetitious in style that makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

Alliteration

It is the repetition of consonant sounds in a sequence of words. It may occur anywhere in the words. The best known use of alliteration is in the tongue twister.

Examples:

Peter Piper picked a peck of pickled peppers.
She sells sea shells by the sea shore.

Assonance

Assonance is the deliberate repetition of identical or similar vowel sounds in a sequence of words. It can be used to reinforce the atmosphere that the words themselves convey.

Examples:

boom-doom, growl-crown, clean-dream, hall-wall, ride-side,
sour-hour

Idiom

A phrase or expression with a well-known meaning other than its literal meaning.

Examples:

over the moon	- delighted or excited
In bad shape	- in poor health
raining cats and dogs	- heavy downpour, raining heavily
sit on the fence	- avoid taking sides

Proverb

Are short sayings that usually present a lesson about human behaviour. Many come from Aesop's fables, the Bible and other early writings.

Examples:

Actions speak louder than words.

- People can say many things because talking is easy. However, what really matters is what one does.

Practice makes perfect.

- A skill can only be mastered through practice.

Look before you leap.

- Do not act without considering the consequences of the action.

Onomatopoeia

It is the use of words that are sound images: words in which the sound seems to strengthen or echo the sense. Onomatopoeia can be used to intensify atmosphere and sustain imagery.

Examples:

crack, bang, swish, plop, purr, hiss, tick, tock

Rhyme

It is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

Examples:

cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white

Rhythm

In poetry, the pattern formed by stressed and unstressed syllables.

Colloquial language

It is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal, polite or grammatically unchallengeable words but feels free to use appropriate words from the informal elements of the vocabulary.

Examples:

don't, fridge, TV, catch on muck up, hassled

Type of Poem [Poetic Form]

Narrative – tells a story in verse--elements similar to short story such as plot, characters.

Haiku – 3 line Japanese form--describes nature--1st & 3rd = 5 syllables--2nd line 7 syllables.

Free Verse – defined by lack of structure--no regular meter, rhyme, line length, stanzas.

Lyrical - expresses thoughts & feelings of a single speaker--often highly musical verse.

Ballads – songlike poems that tell stories--often deal with adventure or romance.

Concrete – poems are shaped to look like their subjects--lines arranged to create a picture.

Limericks – humorous, rhyming 5 line poems with a specific rhythm pattern & rhyme scheme.

Acrostic - Any poem in which the first letter of each line forms a word or words.

Cinquain - the cinquain is actually an American poem influenced by the Japanese haiku. Cinquains are usually light verse used to express the brief thoughts or moments. This form utilizes few adverbs and adjectives, working best with a profusion of nouns and verbs. Cinquains have a strict syllabic count that must be adhered to. The poem is five lines and 22 syllables long.

Form [structure]

Lines – groups of words (kind of like a sentence) may have breaks with the line.

Stanzas – lines in a stanza work together to express one key idea.

Stanza Break – blank line (signals the end of one stanza and the beginning of another).

Refrain – a line or group of lines that is repeated at regular intervals.

Variation – changing one or more words with each repetition.

Sound

Rhyme -- repetition of vowel and consonant sounds at the ends of words [sound devices].

Rhyme Scheme – (e.g., Abab pattern) the pattern to this rhyme is lines 1 & 3, lines 2 & 4.

Alliteration – repetition of consonant sounds in the beginnings of words [sound devices].

Repetition – use of any element of language—sound, word, phrase used more than once [sound devices].

Onomatopoeia – the use of words that imitate sounds (drip, drip) [sound devices].

Language

Denotation – the literal, dictionary definition (meaning) [word choice].

Connotation – the ideas or feelings that the word brings to mind [word choice].

Imagery – descriptions that appeal to the 5 senses- feel, see, hear, smell, taste.

Simile – uses like or as to compare 2 unlike things [figurative language].

Metaphor – describes one thing as if it were something else [figurative language].

Personification – gives human qualities to a nonhuman subject or object [figurative language].

Sample Poems *(Ref: Cohen, 2002)*

Acrostic Poem

Example 1	Example 2
<p>Teaching is a way to change lives.</p> <p>Each teacher has something special to bring to students.</p> <p>All students are important and unique.</p> <p>Caring is a necessity for teachers.</p> <p>Help is right there when a teacher is near.</p> <p>Education is the key to success.</p> <p>Respect is essential in the classroom.</p>	<p>Can you believe how cruel her stepmother was?</p> <p>I wish I had a fairy godmother!</p> <p>Now hurry back before midnight!</p> <p>Do you think they lived happily ever after?</p> <p>Even the mice loved Cinderella!</p> <p>Running down the steps made her lose her glass slipper!</p> <p>Everyone thought Cinderella was the most beautiful girl at the ball!</p> <p>Look at how lovely she was in her gorgeous gown.</p> <p>Living in an attic would be very dusty!</p> <p>All of the animals pitched in to make Cinderella's party dress.</p>



Haiku

Example 1	Example 2	Example 3	Example 4
<p>Fall</p> <p>Changes</p> <p>Leaves tumble</p> <p>Beds of orange</p> <p>Fall</p>	<p>Snow</p> <p>Cold, wet</p> <p>Snowflakes fall</p> <p>Winter white bed</p> <p>Snow</p>	<p>School</p> <p>Read, write</p> <p>Run to class</p> <p>Homework is hard</p> <p>School</p>	<p>Friends</p> <p>Laugh, play</p> <p>Text and talk</p> <p>Make room for more</p> <p>Friends</p>



Cinquain

Example 1	Example 2	Example 3	Example 4
<p>Swimming</p> <p>Wet, cool</p> <p>Diving, splashing, invigorating</p> <p>Hot days melt away</p> <p>Butterfly stroke</p>	<p>Dancing</p> <p>Birdlike, free</p> <p>Spinning, twirling, leaping</p> <p>Sadness fades from me</p> <p>Ballet</p>	<p>Football</p> <p>Tough, powerful</p> <p>Pushing, plowing, succumbing</p> <p>Hot knife through butter</p> <p>Touchdown</p>	<p>Mom</p> <p>Young, old</p> <p>Nagging, worrying, talking</p> <p>Looks out for me</p> <p>Best friend</p>

Limerick

Example 1	Example 2	Example 3	Example 4
There once was a girl named Sue, Who spoke only words that were true. Her motto “No lies!” Was bright as her eyes When she turned her attention on you.	There once was a boy named Tim, Who began working out at the gym. He exercised so long And became so strong, His classmates said, “Wow, look at him!”	We once had a dog named Cat. He liked to meow, how about that? When he climbed up a tree People gathered to see— How he’d escape from the branch where he sat.	There once was a family named Sun. The kids loved to go outside and have fun. In wind, rain, and snow, Out they would go— All weather is good when there’s Sun.



Five Senses Poem

A ‘Five Senses Poem’ is shaped like a triangle because of the patterning of words used. It uses sensory words to describe its subject. A Five Senses poem does not have to rhyme.

Puppy
Fresh, warm
Fuzzy, soft, cuddly
Brown, playful, fast, cute
Panting, licking, jumping, digging, barking

“I am Poem” – Personal Poetry

The writer expresses personal thoughts and feelings, following a ten-line format. This type of poetry is called “personal poetry.”

I am Charles
Silly, talkative, energetic
Child of Wendy and Tim
Who loves mystery books
Who needs understanding
Who feels curious
Who gives honesty
Who fears thunderstorms
Who would like to be a doctor
I am Charles

Fish-Shape Poem

Wanna be a Fish by Eighty Six

Wanna be a fish.
 Have a sleek fish head. Spread
 Fish jam on my fish bread. All's good 'round
 My bowl today. Don't like it? I'll swim away. Bubbles
 For my friends. Swim loops without end. Shiny treasure
 Chest. A castle of my own. Plastic kelp fully grown.
 If I was a fish, I'd be the best, not copper, not
 Bronze, not silver. I'd be a
 Gold Fish.

Parts of Speech Poems

Example 1	Example 2	Example 3	Example 4
A flower	A hammock	Summer	A fish
Beautiful and fragrant	Comfortable and cool	Sweet and sticky	Gold and small
Swaying and bending	Drifting and moving	Running and playing	Diving and swimming
Quietly	Softly	Happily	Quietly
Roses	Breeze	August	Goldie

Glossary

Word	Meaning
alphabetic principle	the concept that letters and letter combinations represent individual phonemes in written words.
base word	a unit of meaning that can stand alone as a whole word (e.g., friend, pig). it is also called a free morpheme.
consonant digraph	two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).
context clue	using words or sentences around an unfamiliar word to help clarify its meaning.
decodable text	text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.
decodable words	these words contain phonic elements that were previously taught.
digraphs	a group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).
expository text	a type of writing which reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.
fluency	ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.
high frequency irregular words	words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).
homonym	words that sound the same but are spelled differently (e.g., cents/sense, knight night, write/right).
informational text	a type of writing which reports factual information (also referred to as expository text). Non-fiction books are examples of information texts.
irregular words	words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).
letter combinations	a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring). also referred to as digraphs.
letter-sound correspondence	the matching of an oral sound to its corresponding letter or group of letters.
modeling	teacher clearly demonstrates a strategy, skill, or concept that students will be learning.

Reading Terms

Word	Meaning
blending	drawing individual sounds together to pronounce a word (e.g. <i>s-n-a-p</i>).
continuous sound	a sound that can be prolonged (stretched out) without distortion (e.g. r, s, a, m).
consonant blends	2 (or 3) letter consonant combinations in which both letters are pronounced separately (e.g. 'bl' in <i>blow</i> or 'gr' in <i>grow</i>).
diagraphs	two letters that represent one sound (e.g. 'sh' in <i>ship</i> and 'ea' in <i>seat</i>).
decoding	the process of using letter-sound correspondences to recognize words.
grapheme	the individual letter or sequence of written symbols (e.g. a, b, c) and the letter combinations (e.g. ch, th) that are used to represent a single sound (phoneme).
irregular word	a word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (e.g. <i>was</i>).
letter combination	a group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. 'ou' in <i>sound</i> , <i>found</i> , <i>round</i>).
letter-sound correspondence	a phoneme (sound) associated with a letter.
long vowel	says the name of the letter (e.g. /ay/ in 'day'; /ee/ in 'feet').
most common sound	the sound a letter most frequently makes in a short, one syllable word.
phoneme	a sound in a word.
phonemic awareness	the ability to hear and say sounds in words.
phonics	knowledge of the skills of blending and segmenting.
regular word	a word in which all the letters represent their most common sound (e.g. <i>hat</i>).
segmenting	breaking words up into their component phonemes to spell.
sight word reading	the process of reading words at a regular rate without vocalizing the individual sounds in a word (i.e. automatically reading words the fast way).

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Appendices

Appendix 1 - Lesson Plan Template

Subject: _____ Strand: _____

Lesson Topic: _____ Content Standard: _____

Benchmarks: _____

Objective: _____

Content Knowledge: _____

Skills: _____

Attitudes: _____

Materials: _____

Introduction: _____

Body: _____

Conclusion: _____

Assessment Method	Assessment Task	Assessment Criteria	Recording Methods

Appendix 2 - Prescribed Time Allocation for Senior Primary

Revised SBC (2018)	Total min/ week	%	(40/60) Slots/ week
English	280	16.9	7x40
Maths	240	14.5	6x40
Science	200	12.1	5x40
Social Science	160	9.7	4x40
Arts	140	8.5	2x40 and 1x60
PE/Health	180	8.5	3x40 and 1x60
Making a Living	160	9.7	4x40
Citizenship & Christian Values Education	120	6	3x40
Assembly	75	4.5	5x15
Access (Movement)	35	-	-
Sports	60	3.6	1x60
Total time allocation	1650	100	36 lesson/week - 36x35=1260 annually

Appendix 3 - Sample Grade 6 English Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 - 8:30	Listening	Spelling	Spelling	Religious Education	Oral Expression
8:30 - 8:45	Spelling	Oral Express	Listening		Health
8:45 - 9:00	Talking	Talking	Talking		
9:00 - 9:15	Wr. Sentences	Wr. Sentences	Wr. Sentences	Handwriting	Listening
9:15 - 9:30				Talking	Talking
9:30 - 10:00	Mathematics	S/science	Mathematics	Wr. Sentences	Wr. Sentences
10:00 - 10:30	Recess				
10:30 - 11:00	Reading	Reading	Reading	Reading	Reading
11:00 - 11:30	Science	Mathematics	Science	Science	Mathematics
11:30 - 12:00	S/Science		S/Science	S/Science	S/Science
12:00 - 12:30	Lunch				
12:30 - 1:00	Mathematics	Science	Wr. Expression	Mathematics	Science
1:00 - 1:30	Health		Health		Block/Time
1:30 - 2:00	Arts	Handwriting	Arts	Arts	Sports
		Arts			
2:00 - 2:30	PE	Arts	PE	PE	

Prescribed Time Analysis for Grade 6

Subjects	Time Analysis		Time Variation	
	Minutes Per Lesson	Recommended Time	+	-
Listening	3x 15	45		
Talking	4x 15	60	15	
Oral expression	2x 15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Handwriting	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	4x30+1x45	165	15	
S/Science	5x30	150		
Health	4x30	120		30
Arts	3x45	135		
Physical Education	2x30	60		
Sports	1x 60	60		
R/Education	1x 60	60		
Assembly	5x 15	75		
Block Time		75		30
		1650		

Appendix 4 - The Bloom's Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making

Can you generate new products, ideas, or ways of viewing things?

Bloom's Revised Taxonomy

Creating

- Generating new ideas, products, or ways of viewing things
- Designing, constructing, planning, producing, inventing.

Evaluating

- Justifying a decision or course of action
- Checking, hypothesising, critiquing, experimenting, judging

Analysing

- Breaking information into parts to explore understandings and relationships
- Comparing, organising, deconstructing, interrogating, finding

Applying

- Using information in another familiar situation
- Implementing, carrying out, using, executing

Understanding

- Explaining ideas or concepts
- Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering

- Recalling information
- Recognising, listing, describing, retrieving, naming, finding

Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect 'transport' pictures from magazines - make a poster with information.
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about 'The Little Red Engine' and make up a play about it. Survey 10 other children to see what bikes they ride. Display the information collected on a chart or graph.
Analysing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses - write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast et cetera.
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years time? Discuss, write about it and report to the class. Write a song about traveling in different forms of transport.

'FREE ISSUE - NOT FOR SALE'