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# **Language**

## **Lower Primary**

### **Teacher Guide**



Department of Education

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Issued free to schools by the Department of Education

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

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## **In-service units**

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Language Syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:

- self-instructional, so you can access them according to your needs
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult principles of learning, doing, sharing and reflecting
- practical and related to your daily work as a teacher or supervisor
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with Papua New Guinea Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across both Lower and Upper Primary syllabuses.

These units integrate principles contained in the National Curriculum Statement (2002) and the National Assessment and Reporting Policy (2003).

## Secretary's Message

The Language Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural and family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The students' first language used in Elementary will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening, reading and writing in the language they speak, while also learning in English.

Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at Lower Primary. Every activity and experience is an opportunity for developing language and thinking skills. It is important to include the language skills of speaking and listening, reading and writing in all learning activities.

We learn our language by using the language. Children learn their first language by hearing it being used over and over again. Later they learn to speak it and then they learn to read and write it. Learning English in Grade 3 can be as natural as when children learn their first language. Students need to increase their understanding of how the English language works by participating in activities that are meaningful and challenging. When students take part in activities that are interesting, social, and have meaning and purpose, they move naturally from the comprehension stage to the speaking, reading and writing stages.

Teachers are encouraged to read this guide carefully and then become familiar with the content of each of the other Lower Primary teacher guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with the members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary syllabuses.



**PETER M. BAKI, CBE**  
Secretary for Education



# Introduction

## Purpose

This Teacher Guide must be used in conjunction with the Lower Primary Language Syllabus. Its main purpose is to help you to implement the syllabus in your classroom.

The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of the learning outcomes. It also provides you with information and processes to:

- use the elaborations to identify relevant content (knowledge, skills and attitudes) and contexts
- develop units of work based on clusters of learning outcomes relevant to your students' needs and interests
- select appropriate teaching and learning strategies
- plan a program suitable to your school
- plan and conduct assessment to monitor students' learning and achievement of learning outcomes.

## Using this teacher guide

When you receive your Lower Primary syllabuses and teacher guides, you need to do the following:

- read each teacher guide carefully
- become familiar with each syllabus, their strands and substrands
- select one subject, then read the outcomes and indicators for that subject
- read each section of that subject teacher guide again and take note of the ideas, strategies and processes that you think will be useful to you
- repeat these steps for the other subjects
- meet with other teachers, share your ideas and plan how you will work together to write programs and units of work
- be ready to try out some of the units of work in the teacher guides
- be confident to write your own programs and units of work using the information in one or more of the teacher guides and subject syllabuses.

## Bilingual education

Bilingual education is the regular use of two languages for instruction. With over 800 different languages spoken across Papua New Guinea, most students do not speak English as their first language. In Lower Primary Language, teachers will use a bilingual approach to teaching and learning, using both vernacular and English to develop students' understanding of the learning outcomes.

Lower Primary uses a bilingual approach as there are academic benefits for students being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development.

As students become confident in thinking, reasoning, problem-solving and decision-making in their vernacular, they are more able to learn another language such as English. It is important to continue to develop, expand and enhance vernacular language to that used by adults inside and outside of the classroom.

### **Bridging to English**

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

Bridging to English approaches are explained in the section titled Teaching and Learning Strategies. Examples of how to apply these approaches appear in the section titled, Units of Work.

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

### **Integration**

When teachers use integrated and bilingual education approaches in their classrooms they are encouraged to create a relaxed, enjoyable environment in which they use a variety of teaching and learning strategies to help students acquire relevant skills, knowledge and understanding.

Integrated learning of subjects and learning outcomes is more likely to provide a meaningful and natural learning environment for students, and subsequently improve the quality of their learning.

Some learning outcomes from different subjects naturally collect or cluster together, allowing a thematic approach to programming to be adopted by teachers. The integration is not artificial and is often determined by the annual calendar of events and community activities to make the learning more meaningful to students. Some learning outcomes, that do not integrate easily, will of course need to be programmed separately.

### **Nature of Language**

At Lower Primary, Language is all about teaching students communication skills. To communicate effectively and fluently, students need to develop a good understanding of a broad range of skills and processes involved.

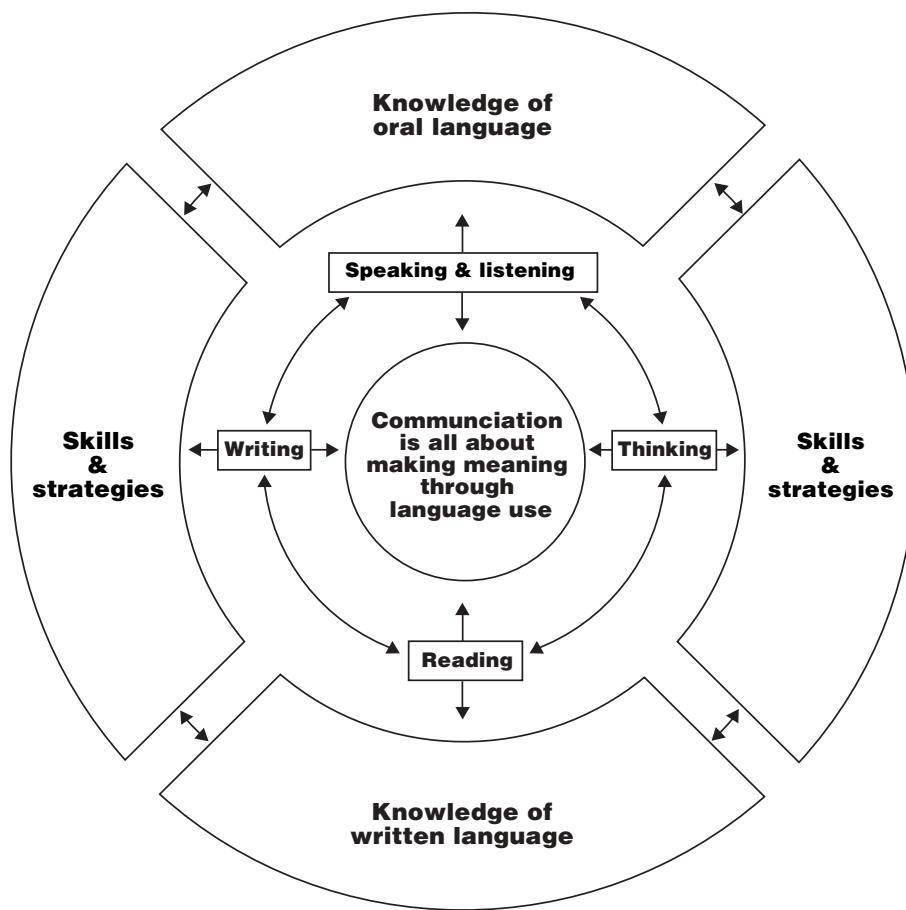
The Language learning focuses on the development of the following language content; knowledge, skills, processes, and attitudes. These are essential for effective and meaningful communication.

## Language learning

Language Content	Explanation
<b>Knowledge</b>	<p>To develop students' knowledge and understanding of texts and how texts are structured in:</p> <ul style="list-style-type: none"> <li>• narrative</li> <li>• recount</li> <li>• report</li> <li>• procedure</li> <li>• explanation</li> <li>• exposition</li> </ul>
<b>Skills</b>	<p>To develop students' competence in learning and using language in a broad range of contexts:</p> <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>• interactive skills</li> <li>• oral presentation skills</li> <li>• understanding main points of a talk</li> <li>• identifying and comparing particular details</li> <li>• evaluating what is being said</li> <li>• use of non-verbal communication – gestures, facial expressions and body movements</li> </ul> <p><i>Reading and Writing</i></p> <ul style="list-style-type: none"> <li>• generic structures in texts</li> <li>• cohesion in sentences and paragraphs</li> <li>• vocabulary</li> <li>• grammar</li> <li>• punctuation</li> </ul>
<b>Thinking processes</b>	<p>To develop students' thinking abilities, through which their inner ideas, feelings and thoughts can be expressed. Students will be involved in the following processes:</p> <ul style="list-style-type: none"> <li>• decision-making</li> <li>• problem-solving</li> <li>• critical literacy</li> <li>• planning</li> </ul>
<b>Attitudes</b>	<p>To develop students' enjoyment, confidence, and interdependence as language users and learners. Students should:</p> <ul style="list-style-type: none"> <li>• appreciate language</li> <li>• be willing to interact with others</li> <li>• demonstrate sensitivity and empathy for others</li> </ul>

## Language principles

In Lower Primary Language, both English and Vernacular will be taught in meaningful contexts to help students develop a range of language and thinking skills. These skills assist students in problem solving, decision making, social and personal development. Creativity and imagination should be encouraged when students participate in vernacular and English activities.



## Language strands and substrands

Lower Primary Language has three strands and four substrands as shown in the table below. The definitions for each strand are given in the Lower Primary Language Syllabus.

Speaking and listening	Reading	Writing
<ul style="list-style-type: none"> <li>• Production</li> <li>• Skills and strategies</li> <li>• Context and text</li> <li>• Critical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Production</li> <li>• Skills and strategies</li> <li>• Context and text</li> <li>• Critical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Production</li> <li>• Skills and strategies</li> <li>• Context and text</li> <li>• Critical literacy</li> </ul>

The table on the next page shows the numbers of all the learning outcomes for Language strands and substrands under each grade. This should help teachers understand which learning outcomes are for production, skills and strategies, context and text and critical literacy respectively when planning units of work.

Grades	Grade 3			Grade 4			Grade 5		
Substrand	Speaking and listening	Reading	Writing	Speaking and listening	Reading	Writing	Speaking and listening	Reading	Writing
<b>Production</b>	3.1.1V	3.2.1V	3.3.1V	4.1.1V	4.2.1V	4.3.1V	5.1.1V/E	5.2.1V/E	5.3.1V/E
	3.1.1E	3.2.1E	3.3.1E	4.1.1E	4.2.1E	4.3.1E			
<b>Skills and strategies</b>	3.1.2V	3.2.2V	3.3.2V	4.1.2V	4.2.2V	4.3.2V	5.1.2V/E	5.2.2V/E	5.3.2V/E
	3.1.2E	3.2.2E	3.3.2E	4.1.2E	4.2.2E	4.3.2E			
<b>Context and text</b>	3.1.3V	3.2.3V	3.3.3V	4.1.3V	4.2.3V	4.3.3V	5.1.3V/E	5.2.3V/E	5.3.3V/E
	3.1.3E	3.2.3E	3.3.3E	4.1.3E	4.2.3E	4.3.3E			
<b>Critical literacy</b>	3.1.4V	3.2.4V	3.3.4V	4.1.4V	4.2.4V	4.3.4V	5.1.4V/E	5.2.4V/E	5.3.4V/E
	3.1.4E	3.2.4E	3.3.4E	4.1.4E	4.2.4E	4.3.4E			

### Links with other levels

The following table shows the learning areas and subjects associated with language learning from Elementary to Upper Primary. The National Curriculum is organised into five learning areas: Culture and Community, Language, Mathematics, Personal Development, and Science. The learning areas are a group of subjects with similar knowledge, skills and attitudes. The table below shows the links between the Language learning area, Language, the subject, and which languages are used at the different levels of schooling.

	Elementary	Lower Primary	Upper Primary
Learning area	Language	Language	Language
Subject	Language	Language	Language
Languages used	Vernacular	Vernacular English	English Vernacular

### Links to other subjects

When developing integrated units of work, teachers should link learning outcomes from different subjects by choosing common aspects that naturally link together. This is done through clustering or grouping the learning outcomes from the different syllabuses. Teachers should avoid clustering learning outcomes using themes to decide units of work but rather start with the learning outcomes, and then identify the themes.

The National Curriculum Statement has recommended how students with special needs are to be accommodated and cared for in terms of *Education for All*. Inclusive curriculum, meaning curriculum that addresses all gender issues as well as equal opportunities, is addressed in the National Curriculum Statement.

## Key features

This section highlights important things about Language.

### Interactive learning

Interaction of knowledge, skills, processes and attitudes are important to all human beings. Students need to discuss ideas, build on each other's expertise, use each other as sounding boards and work creatively from each other. It is through talking that ideas are generated, refined and resolved.

### Student-centred learning

Student-centred learning recognises that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will try to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher can focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centred classroom will usually involve students working together in small groups, using activity stations or learning centres set up in the classroom, while the teacher works closely with one or two students.

### A student-centred approach

The purpose and use of student-centred approaches is to assist students to develop critical and creative thinking, problem-solving and decision-making skills. These approaches see knowledge as being built on prior experiences. Activities should focus on strategies that support students to acquire enquiry and thinking skills. The teacher will need to create language learning situations that are meaningful and relevant so students can use and practise language skills in challenging contexts.

### The role of students

Through language learning, students:

- develop a sense of who they are in relation to others, their cultural identity and their place in society
- develop language awareness
- develop an understanding and sensitivity to the traditional and non-traditional role of language in effective communication
- develop and apply language knowledge, skills and attitudes
- develop self-confidence, positive attitudes and enjoy meaningful communication
- identify and develop their talents and interests
- express their feelings and emotions in everyday situations
- recognise individual strengths and weaknesses, cultural differences, attitudes, beliefs and how these are affected by language
- develop skills and understanding through interactions in real life situations.

## The role of teachers

Teachers are responsible for providing a range of authentic or real life activities that will enable effective language learning. It is the teacher who provides a balance between factual or information texts and fiction in writing and reading. Teaching plans can be made for the whole class, small groups and individuals. As well as planning experiences, you need to be flexible enough to take advantage of teachable moments as they present themselves. The teacher's role is to observe and support students as their language skills and knowledge develop. The teacher should intervene appropriately so that each student achieves success to the best of his or her potential.

## Three cueing systems of language

Language is very social. We interact with people by using language. We communicate our needs and desires through language. Language is meaning-based. Young children use a range of spoken language forms to communicate their needs. The language that children use at this early stage has meaning to them. Things that children have done and experienced help them to gain meaning from the language that they encounter in their daily lives.

Language has three systems that give us cues. These cues are like hints or clues that help us to make sense of the language that we hear other people use, written and visual language that we see and read, and the language that we ourselves write. In order to use language effectively we use the cues of:

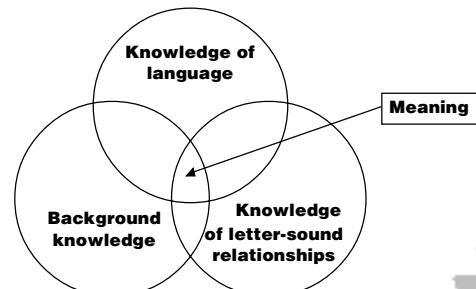
- background knowledge
- knowledge of the language
- knowledge of letter-sound relationships

Language is meaningless when these three cues are not present.

Language is meaning-based and therefore:

- to understand other people and to be able to communicate with other people we rely on our background knowledge or past experiences to help us make meaning of what we hear, speak, read and write
- when we know a language we know how to say words and form phrases and sentences. It helps us to communicate clearly to other people our needs and desires
- to speak, read and write we must know which sounds are represented by which letters. If we do not say, read or write the sounds of letters correctly, our communication will not be understood by other people.

Students need to use language in many different ways to increase their knowledge and skills. The diagram below shows the three cueing systems of language.



## Four roles of the literacy learner

These are roles in which students can be engaged in when they are developing their language skills in speaking, listening, reading and writing. The roles can be used in an integrated way when students are engaged in learning experiences that are meaningful and relevant. The emphasis is on the learner to make sense and interpret a variety of texts. The summary of the roles are shown below.

### Code breaker

#### *How do I crack this code?*

*Emphasis is on understanding the rules, the vocabulary, the links between sounds and letters*

The role of code breaker includes knowing about and using:

- the alphabet
- sounds in words
- spelling
- grammar of spoken, written and visual texts
- structural conventions of spoken, written and visual texts.

### Text participant

#### *What does this mean to me?*

*Emphasis is on understanding and creating meaningful texts*

The role of text participant includes:

- drawing on own experiences and background knowledge to construct meaning
- comparing own experiences with those of the texts
- relating and comparing previous experiences with similar texts.

### Text user

#### *What do I do with this text?*

*Emphasis is on understanding the purposes of different texts*

The role of the text user includes:

- knowing about and using appropriate text types for particular purposes both inside and outside the school
- understanding the purposes that shape the way texts are structured, their tone and if the text is formal or informal.

### Text analyst

#### *What does this text do to me?*

*Emphasis is on understanding that it is possible to have many different interpretations of one text*

The role of text analyst includes:

- understanding how texts are created according to the views and interests of the writer and speaker
- recognising that texts are deliberately created in a certain way to represent particular views, voices and interests and to silence others
- identifying ways in which information or ideas are expressed to influence the reader, listener or viewer's perception.

Source: Freebody, P. and Luke A. (1990)

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## Critical analysis of texts

Questions like the ones below can be used to guide students to understand the purpose of different spoken, written and visual texts that they come across.

- Where have I seen this text before?
- What is this text about?
- What people are in the text? Why?
- Who is left out of the text? Why?
- What other gaps and silences are in the text?
- How does the text want me to feel, think or act?
- Who has produced the text?
- To whom is the text written, shaped and spoken?
- Why has the text been written, shaped and spoken?
- Who could read, view or listen to the text?
- What view of the world is being constructed or shown in the text?
- What other versions of the topic could be constructed or shown?
- Who stands to benefit from the way this text is presented?
- Who is disadvantaged from the way this text is presented?

## Critical literacy approaches in the classroom

Critical literacy is about:

- engaging students in activities which require them to interpret and interact with a variety of written, visual and spoken texts
- helping students to develop skills in the classroom that go well beyond the skills of reading and writing
- involving students in activities that will help them to develop independent thinking and critical skills
- allowing students to share ideas, reflect on past experiences and reactions with peers, teachers and others
- helping students to construct and reconstruct meaning, critically examining views, opinions and quality of information from a wide range of spoken, visual and written text types
- providing opportunities for students to have a real influence on their community through a wide range of visual and written texts.

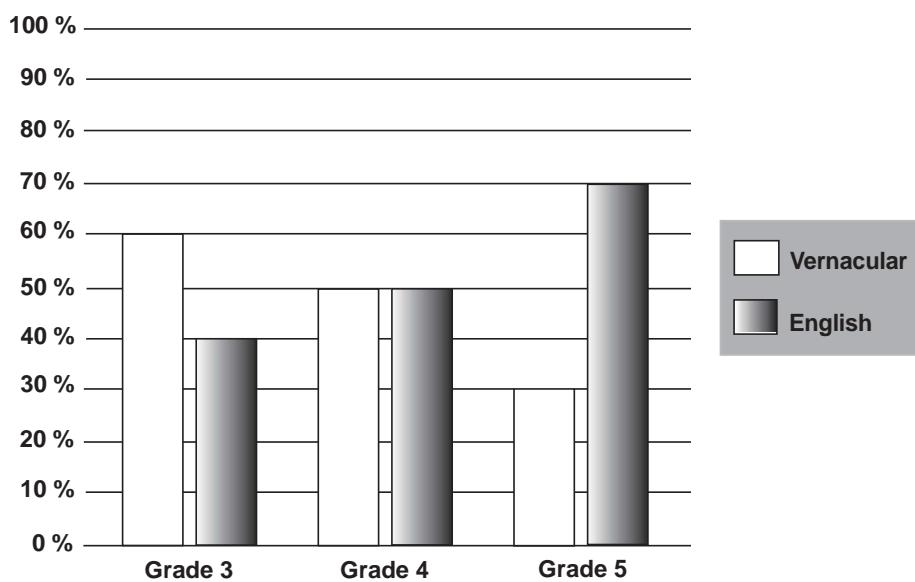
# Teaching and learning strategies

## Bilingual education and bridging to English

Bilingual education is the regular use of two languages for instruction. Bridging to English is the approach taken to bilingual education in Papua New Guinea. Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. This means students learn in their vernacular language in Elementary and then continue to develop their vernacular language skills throughout Lower Primary. This will enable them to transfer their vernacular comprehension and communication skills to English. This bridging process will help students to participate and learn English in all subjects at Lower Primary. The aim is for students to become bilingual, using two languages to think, speak, read and write.

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) (See Appendix 1, Lower Primary syllabuses) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time should be spent on teaching in vernacular and English at Grades 3, 4 and 5.

### Percentage of teaching, learning and assessment in Vernacular and English



In the classroom this means that in Lower Primary Language, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support students' learning, and when it is appropriate to introduce English terms and language features. Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject.

Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular to enhance students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

Teaching and learning strategies in this section refer to different methods and approaches used in the units of work.

The learning outcomes provide the framework for teachers to use in their planning of daily, weekly, term and year plans.

Teachers in Lower Primary schools will use the learning outcomes from the syllabuses in their planning, and use the elaborations in this Teacher Guide to identify specific knowledge, skills and attitudes that can be developed in each grade.

Continuous assessment of student performance of learning against these outcomes will ensure a supportive classroom environment that will meet individual student learning needs.

Here is a discovery-learning motto to keep in mind when planning activities for students who are learning in two languages.

Discovery learning  
We remember:  
20% of what we hear  
40% of what we see  
80% of what we discover for ourselves.

## **Language functions and academic language**

Language is used in a range of ways. It is important for teachers to understand the different ways language is used outside of the classroom and in the classroom.

### **Social language:**

- mainly deals with topics that are familiar to the speakers
- is used for social purposes in social settings such as having conversations with friends and peers about week-end sports, singing festivals and other social activities in the community.

### **Academic language:**

- is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills
- is best acquired in the classroom using relevant and meaningful situations
- has specific purposes such as imparting new information, describing, comparing and explaining abstract ideas
- requires high-order thinking skills
- differs in many ways from social language
- is more difficult and takes longer to learn than social language.

It is important that teachers plan for these different language uses when developing units of work. The use of lower and higher order thinking skills are needed to help students successfully accomplish the academic language functions that are shown in the table below. These are explained on pages 30 and 31.

**Academic language functions**

<b>Language function</b>	<b>Language skills</b>	<b>Examples</b>
1. Seek information	Observe and explore the environment, acquire information, inquire	Use who, what, when, where, why and how to gather information
2. Inform	Identify, report or describe information	Recount information presented by peers or texts, retell a story or personal experience, report on events, and describe how something works
3. Compare	Describe similarities and differences in objects and ideas	Look at similarities and differences
4. Order	Sequence objects, ideas or events	Describe, make timelines or sequence events
5. Classify	Group objects or ideas according to their characteristics	Explain why A does not belong to that group of ideas
6. Analyse	Separate whole into parts	Discuss main idea of information presented
7. Infer	Make inferences, predict implications	Suggest causes or outcomes
8. Justify and persuade	Give reasons for an action, point of view or decision	Tell why A is important and give evidence in support
9. Solve problems	Determine solutions	Describe problem-solving procedures
10. Synthesise	Combine or integrate ideas to form a new whole	Summarise information, incorporate new information into prior knowledge
11. Evaluate	Assess and confirm the worth of an idea or decision	Identify criteria, explain priorities, indicate reasons, for judgments

## Bridging to English approaches

Children begin school using their first language for learning and development while their English language is being developed. As students move into the Lower Primary, a bridging process to learning in English is developed.

Curriculum Development Division has recommended five approaches to bridging to English for teaching in bilingual classes in Papua New Guinea. Each of these five approaches has been modelled in the units of work included in this Teacher Guide. They are approaches that you must use when programming units of work. The five approaches to bridging are explained on the next page.

### **1. Integrated programming and thematic approach**

Teachers are encouraged to use an integrated programming and thematic approach at Lower Primary.

First, identify clusters of outcomes from within a subject or across several subjects that link naturally together. Then, identify a theme that links the outcomes. This helps to make learning activities interesting, relevant and appropriate for the students. Themes may be used for programming a unit of work to be taught for one to two weeks or longer.

### **2. Whole language approach**

Within the integrated, thematic approach, the whole language approach will guide planning and teaching of the vernacular and English programs.

Teachers must create a rich environment with models of a variety of oral and written text types in the classroom. This helps students learn how whole texts are constructed. Many student-centred activities can also be created from whole texts for students to learn about the parts of language such as letter-sound relationships, pronunciation, spelling, grammar and vocabulary.

### **3. Program separately for vernacular and English**

Language development in vernacular and English needs to be planned separately for each subject. Students use vernacular for example, when they are learning difficult new content and content that is related to their own community lives or for small group discussions. Students are introduced to English words and language features while they are learning the concepts in vernacular. Gradually, as students' vocabulary and understanding of English grows, they will learn more and more in English. In Grade 5, seventy percent of teaching, learning and assessment will be in English.

#### 4. Use big books for both languages

Big books should be used as a main resource for both vernacular and English language development. Big books are usually used to introduce a new topic, new ideas, a new text type, new grammar and new vocabulary.

Big books can be either fiction or information texts. You can make bilingual big books showing the same information or telling the same story in both vernacular and English.

#### 5. Variety of genres

There will be a focus on different text types or genres associated with different language functions or purposes. These genres help students to understand how language can be used in powerful and interesting ways for different purposes. For example, we tell, read and write narratives to share experiences for enjoyment. We use procedures to explain how to make something or do something. We use reports to present factual information and explanations to explain why certain things happen. Arguments are used to present different points of view in powerful, persuasive ways. The following genres will be taught and practised in different subjects at Lower Primary:

- narrative
- recount
- procedure
- report
- explanation
- exposition.

Again you will be planning for the students to learn these different genres when you plan your units of work.

The *Papua New Guinea School Junior Journals*, published by the Department of Education, have many good examples of a range of text types in all genre categories. You must provide many opportunities for the students to read and interact with the different texts found in the journals. Students must listen to these texts read to them by you or their peers. Discuss the text structures and the language features of texts from the journals with the students. This will help the students to become familiar with the structures and language features of the different text types and learn to use them in their written work.

## Samples of genres

The explanations and samples of genres on the next few pages apply mostly to English. The information about the structures and language features for each genre has been developed from research of the written English language.

The vernacular languages have different genres. Do not try to force vernacular language into these English genres. When you plan to use the idea of genres in vernacular language teaching, try to consider the purposes for using genres in the community. The purposes for using genres in the community will determine the type of vernacular texts that students should learn to construct.

The following pages show sample texts based on the recommended genres to be taught at Lower Primary. Use the sample texts to help you become familiar with the different text structures and the language features that are associated with the different texts. You can plan for the students to learn these genres in your units of work. Read the sample text first and then look at the contextual and language features.

## Narratives

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>• to tell a story, to entertain, guide, teach, instruct, create and move emotionally</li> <li>• may also include informing, persuading and socialising</li> <li>• may vary depending on the occasion, the audience and the purpose of the speaker</li> </ul> <p><b>Cultural context</b></p> <ul style="list-style-type: none"> <li>• all cultures have their story-tellers and storytelling has its roots in the oral transmissions of culture – it is a way for people to make sense of the world and the experiences we share in that world – storytelling also helps us to learn about our culture and how we identify with the cultural practices within that group</li> <li>• readers may have different reading of the text because every one of us has different experiences, values and beliefs – we bring these prior experiences to our readings of new texts</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>• the roles are those of the author or speaker as the creator of the narrative and the reader or listener as entertainment-seeker</li> <li>• this depends on the way the writer constructs the text – the writer can distance himself or herself from the reader or use the kind of language which creates bonds between the writer and the reader</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>• mode in this case is written – mode can be spoken, written or visual – the time and place often influence the decision of both medium and mode</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• medium includes published and unpublished short stories, novels, plays and poems that are found in books, magazines and newspapers – it may also include radio and TV</li> </ul>	<p><b>The Good Brothers</b></p> <p>A long time ago Sun and Moon lived together. They were good brothers. They lived over the mountains far from the sea.</p> <p>One fine day, Sun went fishing in the river. He caught two small fish. Moon saw the fish. 'You have two small fish. Please give me one of them', said Moon. 'Oh no! I will not give you any. I will eat one for breakfast and the other for lunch,' Sun replied.</p> <p>Moon was very sad. He ate banana and kaukau that day.</p> <p>In the afternoon it was Moon's turn to go fishing. He caught two big fish. 'You have two big fish. Please give me one,' Sun pleaded.</p> <p>'Oh no! We both have fish to eat. I need my fish for dinner,' Moon answered.</p> <p>Sun was very angry. He got a stick. Moon saw Sun and he ran away. Sun ran fast after Moon.</p> <p>They ran over the mountains. They ran across the sky. They ran into the sea. 'I am very fast. You will never catch me,' Moon said.</p> <p>Today, Sun is still chasing Moon over the mountains, up the sky, and into the sea. Day after day, night after night Sun and Moon run without stopping.</p> <p>Go outside at noon on a bright sunny day. You can feel how angry Sun is.</p>	<p><b>Structure</b></p> <p>Narratives are usually organised to include:</p> <ul style="list-style-type: none"> <li>• orientation</li> <li>• complication (the problem)</li> <li>• climax</li> <li>• resolution</li> <li>• coda (optional)</li> </ul> <p><b>In narrative texts:</b></p> <ul style="list-style-type: none"> <li>• the characters, settings and time of story are established in the orientation, the answers to who, when and where are provided in this part of the story</li> <li>• the complications and sequence of events are the situations, activities and events that involve the main characters – they are expanded upon in this part of the text – this section also includes the conflict or problem that has to be solved</li> <li>• an evaluation may be included where the writer comments on the significance of what has happened</li> <li>• the resolution is the stage where the problem or the conflict is solved</li> <li>• there may be a re-orientation that sets the scene again and locates the characters in it or there may be a coda</li> <li>• there are often paragraphs in written narratives and these do not have to be of equal lengths – sometimes one sentence will be a paragraph</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• verbs are doing verbs in the complication or resolution phase of the narrative – in the orientation and evaluation they are mostly being and thinking verbs</li> <li>• the vocabulary is related to what the story is about and reflects the writer's style which may be emotive, neutral or poetic – the language needs to be appropriate to the world of the narrative and will include dialogue in many cases</li> <li>• cohesion is achieved through time words and phrases such as <i>then</i>, <i>that night</i> and <i>next day</i></li> </ul>

## Teaching and learning stages for narrative texts

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write narrative texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads many narrative texts to the students</li> <li>• discusses the different stages with the students</li> <li>• models how to develop the different stages of narrative texts</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a range of narrative texts about familiar topics</li> <li>• read narrative texts about familiar topics</li> <li>• talk about and retell parts of narratives they have heard</li> <li>• role play familiar narrative texts</li> <li>• talk about the stages of narrative text development</li> <li>• write simple narrative texts in groups and individually</li> <li>• watch the teacher model writing of narrative texts</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads many narrative texts to the students</li> <li>• discusses the different stages with the students</li> <li>• models how to develop the different stages of narrative texts</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a wide range of narrative texts written by different authors</li> <li>• read a wide range of narrative texts</li> <li>• talk about and retell parts of narratives they have heard</li> <li>• role play familiar narratives</li> <li>• write narrative texts individually and in groups</li> <li>• talk about the stages of narrative text development</li> <li>• watch the teacher model writing of narrative texts</li> </ul>

## Recounts

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>• to tell events in sequence</li> <li>• can also be used to inform and to entertain</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>• the subject matter is the personal experience of the writer or teller</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>• the roles are of speaker or writer as narrator and listener or reader as information seeker</li> <li>• the relationships depend on how emotionally close the speaker is to the listener or writer to the reader – the level of formality and informality depends on whether the recount is to a friend, teacher or a work record</li> </ul> <p><b>Mode and medium</b></p> <ul style="list-style-type: none"> <li>• mode is spoken or written</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• the medium of the text is spoken face to face, individual to individual or individual to group – if the text is written, the medium is a school task, diary, letter, text book or journal</li> </ul> <p>Telling people about our experience is a basic way of maintaining relationships between us. In communities, recounts such as oral histories, represent valuable sources of social information.</p>	<p><b>A wish for a pet</b></p> <p>My name is Felix Reuben. A long time ago, I told my mother about my wish. She just laughed at me. I told my dad about my wish. He just looked at me as if he'd never heard me. But I still kept wishing.</p> <p>One Friday afternoon I came home from school. I went outside to collect passionfruit.</p> <p>'Felix! Come here!' Mum called. My little sister ran over and put her hand over my eyes. She dragged me to the veranda. All my family was there.</p> <p>Then everyone shouted, 'Surprise, Felix! Surprise!' At the same time, my sister took her hands off my eyes. It wasn't my birthday, but it felt like it was.</p> <p>When I opened my eyes, I could not believe what I saw. 'Oh! It's a cuscus!' I exclaimed.</p> <p>'It's yours,' said Mum. 'I bought it for you at the market.'</p> <p>'Thank you, Mum. My wish has come true!'</p> <p>I took the cuscus in my arms. Its fur felt soft and warm. I looked into its beautiful clear round eyes. 'We'll be friends forever,' I whispered.</p> <p>Dad built a good cage, and we put my cuscus inside. Everyday when I get home from school, I feed my cuscus. Its favourite food is young mango leaves. It also eats boiled rice, raw kaukau, sugarcane, and most fruits.</p> <p>I love playing with my cuscus. It likes to sit on my shoulder and I carry it round like a baby. Often I take it out of its cage and let it walk around. My cuscus loves climbing trees but I don't let it climb too far.</p> <p>Every day my cuscus cleans itself. It is very healthy. I love feeling its beautiful soft fur, especially against my cheek. It makes me feel as if I'm lying beside my cuscus on a tree somewhere deep in the forest.</p> <p>The main difference between recount as narrative and story as narrative is that recounts do not have a conflict or issue to be resolved. So there is no resolution.</p>	<p><b>Structure</b></p> <p>Recounts are usually organised to include:</p> <ul style="list-style-type: none"> <li>• orientation</li> <li>• records of events</li> <li>• personal comments or evaluative remarks</li> <li>• reorientation that rounds off the sequence of events</li> </ul> <p><b>In recount texts:</b></p> <ul style="list-style-type: none"> <li>• the orientation gives information about who is involved, where and when the events happened</li> <li>• the events describe what happened in sequence</li> <li>• the writer makes personal comments and gives opinions about, or interpretations of the events or the experience</li> <li>• there may be a re-orientation that sets the scene again and locates the characters in it – there may also be a coda, or personal comment from the writer</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• verbs are mostly doing verbs, past tense is used except in conversations</li> <li>• the participants are specific, as in <i>I</i> or <i>we</i></li> <li>• the vocabulary is everyday language, depending on the subject matter</li> <li>• cohesion in spoken recounts uses short clauses with <i>and</i> or <i>but</i> used to sequence events</li> <li>• in written texts there are longer clauses and various ways of expressing sequence, such as <i>meanwhile</i>, <i>just</i>, <i>then</i> and <i>finally</i></li> </ul>

## Teaching and learning stages for recount texts

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write recount texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads many recount texts to the students</li> <li>• models and talks about the stages of the text development with the students</li> <li>• assists students to focus on time signal words such as on, as, when, immediately, during, first, second, third and last</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a range of recounts by different authors</li> <li>• read recount texts</li> <li>• role play familiar recount texts</li> <li>• write recounts in groups and individually</li> <li>• watch teacher model writing of recount texts</li> <li>• identify the stages of recount texts</li> <li>• share their experiences with others</li> <li>• give simple recounts of their own experiences</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads many recount texts to the students</li> <li>• models and talks about the stages of the text development with the students</li> <li>• assists students to focus on time signal words such as on, as, when, immediately, during, first, second, third and last</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a wide range of recounts by different authors</li> <li>• read a wide range of recount texts</li> <li>• role play familiar recount texts</li> <li>• write recounts in groups and individually</li> <li>• watch teacher model writing of recount texts</li> <li>• identify the stages of recount texts</li> <li>• listen to one another and give recounts of their own experiences</li> </ul>

## Procedures

Contextual features	Make your own coconut oil	Textual features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>to instruct someone or describe how to do something, through following a sequence of steps</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>the subject matter or field is what the text is about</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>are those of a knower to someone who wants to know how to do or make something – expert to apprentice, and they are informal</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>the mode is writing or print</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>the medium includes such things as recipes, manuals, instructions found in magazines, newspapers, cookbooks and pamphlets</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>keep the instructions as simple as possible</li> <li>use as few words as possible but give enough detail so the reader clearly understands what he or she has to do</li> <li>have just one idea in each sentence</li> </ul>	<p><b>Make your own coconut oil</b></p> <p>You don't need to pay lots of money to have soft skin and hair. You can make your own coconut oil. Here's how you do it.</p> <p><i>Things you need</i></p> <ul style="list-style-type: none"> <li>coconuts (about 5 without young shoots)</li> <li>coconut husker</li> <li>strainer</li> <li>a large bowl or a medium-sized pot</li> <li>a cup</li> </ul> <p><i>What you do</i></p> <ol style="list-style-type: none"> <li>Break the nuts into halves. Throw away the liquid.</li> <li>Scrape the coconut into the bowl.</li> <li>Add four cups of water to the scraped coconut.</li> <li>Mix the coconut and the water in the bowl.</li> <li>Put the strainer over the pot then squeeze the cream into the pot.</li> <li>Put the pot on the fire. Be sure that the fire underneath the pot is strong.</li> <li>Keep a close watch to be sure that you do not burn the oil. After a while oil will form.</li> <li>Remove the pot from the fire when you see clear oil.</li> <li>Tilt the pot so that the oil settles on one side of the pot. Allow the oil to cool off.</li> <li>When the oil has cooled down, strain it into a container with a lid. Store in a cool place.</li> </ol>	<p><b>Structure</b></p> <p>The text has a clearly defined structure:</p> <ul style="list-style-type: none"> <li>the title usually defines the procedure, or goal</li> <li>there may be an introductory sentence or paragraph</li> <li>the way the text is set out, using bullets and numbers, helps keep the meaning clear</li> <li>the requirements or <i>things you need</i>, are listed, followed by the steps in the procedure or <i>what you do</i></li> <li>there may be a rounding-off paragraph telling the reader how to use what they have made or done</li> </ul> <p><b>Grammar</b></p> <p>Common grammatical patterns of a procedure include:</p> <ul style="list-style-type: none"> <li>the use of commands such as <i>put, mix, add</i></li> <li>the action verbs are written as if the writer is speaking directly to the reader such as <i>squeeze the cream into the pot, tilt the pot</i></li> <li>the use of connecting words to sequence the actions in time such as <i>then, when</i></li> <li>nouns that are selected according to the subject matter</li> <li>pronouns that are written in second person singular or plural</li> <li>cohesion that is achieved through the sequencing of steps to be taken</li> </ul>

## Teaching and learning stages for procedural texts

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write procedural texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads procedural texts to the students and discusses the procedures and instructions</li> <li>• models and analyses stages in spoken procedures</li> <li>• focuses on teaching labelling stages, numbering steps, identifying and using an active voice through action words</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• write procedural texts on familiar class and home activities</li> <li>• listen to more texts and discuss procedures and instructions.</li> <li>• illustrate sequence of steps in an activity</li> <li>• listen to one another retell familiar activities and instructions</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads more complex procedural texts to the students and discusses the procedures and instructions</li> <li>• models and analyses stages in spoken procedures</li> <li>• focuses on teaching labelling stages, numbering steps, identifying and using an active voice through action words</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• construct spoken and written texts on familiar topics or usual home activities</li> <li>• listen to one another retell familiar activities and instructions</li> </ul>

## Information reports

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>• to present information about something</li> <li>• to report on events, phenomena or things, and issues</li> <li>• may also be used to inform, describe, explain and persuade</li> <li>• to tell us about what is, or what has happened in the world</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>• the subject matter is about natural phenomena either living or non-living</li> <li>• may also be about cultural phenomena which may be social, political, historical or technological</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>• the roles and relationships reflect the writer as expert information-giver, giving information to someone who could be a learner or an expert – the relationships are usually formal and distant</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>• the mode is written and visual</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• the medium includes reference books, textbooks, factual reading, community information pamphlets, media articles</li> </ul> <p>Reports are sometimes referred to as factual objective descriptions.</p> <p>Information reports can contain information of different kinds such as the following:</p> <p><b>Classification into different types, or subclasses:</b></p> <ul style="list-style-type: none"> <li>• What are the different kinds of clouds?</li> <li>• What is the difference between frogs and toads?</li> </ul> <p><b>An examination of components:</b></p> <ul style="list-style-type: none"> <li>• What is the earth made of?</li> <li>• What are the parts of a radio?</li> </ul> <p><b>A look at various aspects:</b></p> <ul style="list-style-type: none"> <li>• How is parliament organised? (system)</li> <li>• How big is the universe? (size)</li> <li>• What is a thermometer used for? (function)</li> <li>• What do sago worms do? (behaviour)</li> </ul>	<p><b>Snakes Alive!</b></p> <p>Snakes are reptiles or cold-blooded creatures. They belong to the same group as lizards, but form a sub-group of their own.</p> <p><i>Appearance</i></p> <p>Snakes have no legs, but a long time ago they had claws that helped them slither along. Snakes are not slimy. They are covered in scales. Their skin is hard and glossy to reduce friction as they slither along the ground.</p> <p><i>Behaviour</i></p> <p>Snakes often sunbake on rocks in the warm weather.</p> <p>This is because snakes are cold-blooded and they need the sun's warmth to heat up their bodies.</p> <p>Some types of snakes live in trees, some live in water, but most live on the ground in holes, in the roots of trees, in thick, long grass and in old logs.</p> <p>A snake's diet usually consists of frogs, lizards, mice and other snakes. Anacondas eat small crocodiles and even wild boars.</p> <p>Many snakes protect themselves with their fangs. Some snakes protect themselves by scaring their enemies away like the rattle snake.</p>	<p><b>Structure</b></p> <p>Information reports are usually organised to include:</p> <ul style="list-style-type: none"> <li>• a general statement that identifies and classifies the subject of the information report</li> <li>• the descriptions of features such as appearance, habitat and behaviour</li> </ul> <p><b>In information texts:</b></p> <ul style="list-style-type: none"> <li>• the title gives an idea of the content or topic to be reported on</li> <li>• there may be headings and sub-headings that signal a description is coming – with younger readers, the headings may be in the form of a question, such as 'What do they look like?'</li> <li>• the description can include qualities or properties such as appearance, size and shape, habits or behaviours of living things</li> <li>• when non-living things are being described the description generally goes from talking about the whole, to description of parts and functions</li> <li>• there is not usually an ending, but sometimes a general statement about the topic may be used to conclude</li> <li>• each sub-heading has its own paragraph</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• verbs are mostly having verbs used for describing, and doing verbs for behaviour</li> <li>• there are some action verbs, tense is mostly the timeless present</li> <li>• pronouns are mostly third person</li> <li>• because the language is formal and objective style, the use of first persons pronouns is not usually appropriate in this kind of writing</li> <li>• the writer's opinions are not appropriate for this kind of text</li> <li>• descriptive language is used, but factual rather than imaginative – the language conveys what the objects look like (colour, shape, size); what they have (body parts, components) and what they do (habits, behaviour, functions)</li> <li>• language for defining, classifying, comparing and contrasting is also used</li> <li>• a whole class of things such as snakes or volcanoes are described, rather than specific things such as my pet snake or Vulcan the volcano.</li> </ul>

## Teaching and learning stages for reports

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write reports or information texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a variety of reports to the class, pointing out the developmental stages</li> <li>• uses many appropriate descriptive words or phrases</li> <li>• models and analyses the key stages</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen, read, and construct many spoken and written texts in groups, pairs and individually</li> <li>• research information from the community and school library to share with others</li> <li>• construct simple spoken descriptions of familiar things</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a variety of reports to the class, pointing out the developmental stages</li> <li>• models and analyses the writing stages</li> <li>• focuses on teaching development of classification and description skills</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen, read, and write in groups, pairs, and individually</li> <li>• construct brief spoken texts</li> <li>• listen to familiar and unfamiliar topics to broaden understanding</li> <li>• research information from the community and in the school library</li> <li>• label illustrations in own written texts</li> </ul>

## Explanations

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>• tell how and why things occur in scientific and technical fields</li> <li>• give an account of how something works</li> <li>• give reasons for some phenomenon or issue</li> <li>• explain how and why about certain things</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>• involves the thing being explained and the processes involved</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>• the writer as expert to the reader, who could be a learner or another expert</li> <li>• the relationship is distant, because the explanation is written, and there is no personal interaction between reader and writer – it is also formal, although with younger readers, writers often adopt a friendly tone</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>• is written but sometimes pictures, diagrams and flow charts are included</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• includes things such as encyclopaedias, textbooks, magazines, newspapers and pamphlets</li> </ul>	<p><b>How cyclones are formed</b></p> <p>Cyclones are severe tropical storms. They sometimes strike tropical countries. When they do, they cause a lot of damage to the people, plants, and animals.</p> <p>Cyclones develop in the wet season, and form over the sea. They start when cool air comes and sits over the warm sea. The sea warms the air, and when the cool air and the warm air meet, the wind starts.</p> <p>Then the warm air starts moving around in a big circle and then, as it rises up the circle gets smaller. This causes the wind to get faster. The wind storm starts developing as more and more cool and warm air meet. If the amount of cool air is great enough, and the weather conditions are right, the cyclone will be formed.</p> <p>Usually, cyclones keep getting stronger as they move around out at sea. When they hit the land they do most damage near the coast on the land. As they move inland they gradually lose their strength and become a wind storm.</p>	<p><b>Structure</b></p> <p>Explanations are usually organised to include:</p> <ul style="list-style-type: none"> <li>• the title that signals an explanation is coming – for younger children, the title may be in the form of a question beginning with how or why, such as 'How do volcanoes happen?'</li> <li>• an opening statement about what is to be explained – the first sentence usually gives a general statement to position the reader – it can sometimes be a definition</li> <li>• a sequence of paragraphs or statements that describe how or why something happens (cause and effect)</li> <li>• a concluding statement or paragraph that draws all the information together and draws a further factor to the explanation</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• verbs express some action going on, some event, or something happening</li> <li>• the tense is the timeless (simple) present tense, unless a historical explanation is being given, and the past tense is used</li> <li>• passive voice frequently occurs</li> <li>• the vocabulary is usually factual and technical terms are used when the subject matter is scientific</li> <li>• pronouns are usually third person singular or plural</li> </ul> <p><b>Cohesion</b></p> <ul style="list-style-type: none"> <li>• is created through time sequence – conjunctions such as first, second, then and casual conjunctions such as, <i>as a result of, therefore</i> and <i>because of</i> are used</li> <li>• participants are generally non-human and may be generalised as in Cyclones are ... Cyclones keep getting stronger ..</li> </ul>

## Teaching and learning stages for explanations

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write explanation texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of explanation texts to the students</li> <li>• models and analyses the stages and development of texts for the students</li> <li>• focuses on teaching the common connecting words such as and, as, then, because</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• construct spoken and written texts on familiar topics in the form of a labelled flow chart</li> <li>• read more texts with pictures</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of explanation texts to the students</li> <li>• models and analyses stages and the development of texts</li> <li>• focuses on teaching the use of objective language and technical terms</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• construct written texts together on familiar topics and read a variety of texts</li> <li>• listen in order to give simple explanations on familiar topics</li> </ul>

## Analytical expositions

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>• to persuade someone that something is the case, by explaining, analysing and interpreting events, issues and phenomena</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>• relates to a current issue, event or phenomenon and the research connected to it</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>• the writer as expert, writing for another expert or a learner – the relationships are usually formal</li> <li>• expositions in school text books are more user friendly than academic journals</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>• is written</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• is academic and includes technical journals, school textbooks, magazines, newspapers, school assignments</li> </ul> <p>Analytical and persuasive expositions are often referred to as the argument genre. They are alike in some ways, but different in some respects too.</p> <p>The purpose of an analytical exposition is to analyse a set topic and to persuade the reader that the writer's point of view is correct, by developing an argument to support it.</p>	<p><b>Mangroves Matter!</b></p> <p>Mangroves matter! The mangrove swamp is the home and breeding ground for mud crabs, shell fish, several birds, insects, saltwater crocodiles, lizards, fish and many other creatures. If we kill mangroves, we kill all these creatures. It is easy to kill our mangroves. These are some of the ways.</p> <ul style="list-style-type: none"> <li>• If we use mangrove swamps as a rubbish dump, we fill up and pollute the swamp.</li> <li>• If we cut down too many mangrove trees for building, for yam sticks or firewood, the swamp will dry up and the trees will not grow again.</li> <li>• If we reclaim the mangrove land for housing and settlements, we lose the coastal swamps.</li> <li>• If we dump oil or waste from factories into the mangrove swamps, we pollute and kill the mangroves and marine life.</li> <li>• If we pour our sewage waste into the swamps, we choke the mangrove roots.</li> </ul> <p>If we kill the mangroves in any of these ways there will be no home for all the small sea creatures that live there. If those creatures are killed, there will be no food for the fish that feed on them. And if those fish die, there will be fewer big fish for us to eat.</p> <p>The mangroves are breeding grounds for marine life. They are part of the chain of life. We, too, are part of that chain. That is why mangroves matter.</p>	<p><b>Structure</b></p> <p>Expositions are usually organised to include:</p> <ul style="list-style-type: none"> <li>• the title that introduces the topic and often reflects the position of the writer</li> <li>• the opening statement that contains the writer's thesis or point of view and also gives a preview or outline of the arguments to follow</li> <li>• the arguments that support the point of view the writer is making – there is an elaboration of the points with explanations, more detail, evidence and examples – this is followed by a restatement of the writer's position and may contain a summary of the main arguments</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• verbs are mostly action words – sometimes the verbs are being and having verbs and sometimes thinking verbs, especially when the writer is giving a personal opinion</li> <li>• the tense is the timeless present</li> <li>• nouns reflect the topic and may be technical terms</li> <li>• the writer positions himself or herself with the reader in order to be less authoritative, and to convince the reader that the arguments are very reasonable, and that we all are responsible</li> </ul> <p>There are two main groups of participants in this text; writers and readers. So we have both human and non-human participants.</p> <p>Cohesion is created through repetition of, <i>if we</i>, connected to <i>then</i> (understood) as shown in the example below: '<i>if we</i> pour our sewage waste into the swamps, (<i>then</i>) we choke the mangrove roots'. This sets up a cause-effect relationship in the text.</p>

## Teaching and learning stages for analytical expositions

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write analytical exposition texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of analytical exposition texts to the students</li> <li>• models and talks about the different stages of the texts using familiar issues or topics</li> <li>• reads a range of texts to the students</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to analytical exposition texts</li> <li>• read texts on familiar issues</li> <li>• construct spoken and written texts on familiar issues or topics individually and in groups</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of analytical exposition texts to the students</li> <li>• models and talks about the different stages of the texts using familiar issues or topics</li> <li>• focuses on teaching the language of stating a position</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a wide range of analytical exposition texts</li> <li>• read a variety of texts</li> <li>• plan and write a variety of texts individually and in groups</li> </ul>

## Persuasive expositions

Contextual features	Sample text	Language features
<p><b>Social purpose</b></p> <ul style="list-style-type: none"> <li>to persuade readers or listeners to a point of view and to influence their thoughts and feelings about a topic</li> </ul> <p><b>Subject matter</b></p> <ul style="list-style-type: none"> <li>the subject matter, or field, is often a controversial topic</li> </ul> <p><b>Roles and relationships</b></p> <ul style="list-style-type: none"> <li>the writer of the text as an advocate for change</li> <li>the writer wants the reader to feel the same way about the issue and to support the call to action</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>the mode is written</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>the medium is newspapers, especially letters to the editor and sometimes the editorial, magazines and essays</li> </ul> <p>Persuasive exposition</p> <ul style="list-style-type: none"> <li>is a highly persuasive genre</li> <li>is used when a writer wants to put a strong point of view to a wide audience</li> <li>is written in a way where a writer supports his or her point of view, using influential language</li> <li>is a kind of text where the reader or listener is persuaded to agree with the writer's or speaker's point of view through the arguments he or she uses in the text</li> </ul>	<p><b>People should not chew betel nut</b></p> <p>Betel nut is chewed by many people in Papua New Guinea, and there is a lot of debate about its use in public places. In some places there is a ban on its use, while in other places, the spitting of betel nut juice is banned.</p> <p>I think people should not chew betel nut, either in public or in their homes.</p> <p>Firstly, betel nut is a drug, and so chewers are constantly putting a drug they don't need into their body. People should use drugs for medical purposes, and not take drugs unless they need them. Using drugs regularly makes people become addicts, and their lives become controlled by the drug.</p> <p>Secondly, betel nut chewing ruins your teeth. Chewers constantly have red teeth from mixing betel nut, lime and mustard in their mouths. Eventually the strong chemicals from these three ingredients wear away the chewer's teeth. Bad teeth can cause other health problems as well.</p> <p>Finally, betel nut chewers make public places ugly and dirty with their spitting. Chewers spit their betel nut juice all over the paths that others want to use. Germs are carried in the spittle, so spitting in public places spreads harmful germs. Betel nut has a strong smell, so chewers make public places smell.</p> <p>So, as you can see from my arguments, betel nut has many bad effects, and people should not use it.</p>	<p><b>Structure</b></p> <p>Expositions are organised to include:</p> <ul style="list-style-type: none"> <li>title</li> <li>statement of position</li> <li>arguments and reinforcement of position statement</li> </ul> <ul style="list-style-type: none"> <li>the title signals the writer's position on the issue and invites the readers to agree with that position – it signals the point the writer is making</li> <li>the writer's point of view is followed by relevant supporting evidence</li> <li>there is a final recommendation for the action that the writer thinks ought to be taken</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>verbs are action verbs and usually the timeless present tense – there are usually being and having verbs and some thinking and feeling verbs</li> <li>modality is expressed through words like <i>should</i>, <i>ought</i> and <i>must</i> – this adds an air of authority to the writer's words</li> <li>the passive voice can also be used to sound authoritative particularly if recommending a course of action such as, <i>it is recommended that ...</i></li> <li>the participants are general as in people or chewers</li> <li>pronouns represent the participants and could be I, we, you</li> <li>cohesion is often through sequencing words such as firstly, secondly, finally and sometimes through conjunctions such as because</li> </ul>

## Teaching and learning stages for persuasive expositions

Below are sample teaching and learning activities that students can be engaged in when they are learning how to write persuasive exposition texts. Select the activities according to the needs of the students.

Beginners	Independent readers and writers
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of persuasive exposition texts to the students</li> <li>• models and talks about the different stages of the texts using familiar issues or topics</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to persuasive exposition texts</li> <li>• read persuasive exposition texts on familiar issues</li> <li>• construct spoken and written texts on familiar issues or topics individually and in groups</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• reads a range of persuasive exposition texts to the students</li> <li>• models and talks about the different stages of the texts using familiar issues or topics</li> <li>• focuses on teaching the language for stating a position</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• listen to a wide range of persuasive exposition texts</li> <li>• read a variety of texts on a range of issues</li> <li>• construct spoken and written texts on familiar issues or topics</li> </ul>

## Developing learning strategies

Developing learning strategies through Language is essential for studying other subjects. Learning strategies are defined as the specific techniques, schemes or strategies used to learn new information or a new language. Knowledge and application of these techniques ensure successful learning throughout the whole education of the student.

The table below describes learning strategies and situations. Learning strategies are ways that help students learn new ideas and information.

### Learning strategies and situations

Strategies can be learned	Learning strategies transfer to new learning areas	Students who use learning strategies are better learners	Learning strategies are necessary in learning new information
Students must be taught to apply learning strategies in any learning situation.	Students must be assisted to see how they can apply learning strategies in any new learning situations.	Students learn best when they organise and link new knowledge to known experiences. Learning theory describes this as going from the known to the unknown.	Students who use and apply appropriate learning strategies learn more effectively than those who have no experience with learning strategies.

## Thinking skills

When using integrated themes, teachers should plan activities that develop students' thinking skills. Bloom's Taxonomy is a way of understanding thinking.

Bloom described thinking at six levels. The three skills at the top of the list are low-order thinking skills and the three skills at the bottom of the list are high-order thinking skills.

### Low-order thinking

knowledge  
comprehension  
application

### High-order thinking

analysis  
synthesis  
evaluation

When teachers use an inquiry approach, the students start their learning at the known. The new learning is introduced in context so students understand how it connects with things they know already. The students are usually given activities that require low-order thinking skills. As the students start to move towards the unknown, the activities require high-order thinking skills.

Students need to develop their high-order thinking skills to become independent learners. Good teacher questioning skills and well-planned teaching and learning activities and tasks are needed to develop high-order thinking skills.

The six levels of Bloom's Taxonomy are described and examples of questions and teaching and learning activities are shown on the next page.

**Bloom's taxonomy**

Knowledge	Questions	Activities
<ul style="list-style-type: none"> <li>• factual information</li> <li>• recall</li> <li>• recognition</li> <li>• list, name, describe, recount and state</li> </ul>	<ul style="list-style-type: none"> <li>• tell how many ....</li> <li>• tell about ....</li> <li>• tell what happened ...</li> <li>• list the events as they happened</li> <li>• what evidence is there for ...</li> </ul>	<ul style="list-style-type: none"> <li>• complete a timeline</li> <li>• retell the story</li> <li>• develop a fact chart</li> <li>• do a character profile</li> </ul>
<b>Comprehension</b>	<b>Questions</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>• interpreting</li> <li>• translating</li> <li>• showing understanding</li> <li>• translate, outline</li> <li>• restate</li> <li>• interpret</li> <li>• summarise</li> </ul>	<ul style="list-style-type: none"> <li>• in your own words ...</li> <li>• tell the main idea ...</li> <li>• what is meant by ...</li> </ul>	<ul style="list-style-type: none"> <li>• summarise what happened when ....</li> <li>• sequence the events</li> <li>• retell a story</li> <li>• produce cartoon strips, illustrations, collage, story maps and flow charts</li> </ul>
<b>Application</b>	<b>Questions</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Apply information gathered in familiar situations</li> <li>• show how</li> <li>• illustrate</li> <li>• construct</li> <li>• use</li> <li>• complete</li> </ul>	<ul style="list-style-type: none"> <li>• tell about another time when ..</li> <li>• what could you ask about ....</li> <li>• what instructions could you give to ...</li> </ul>	<ul style="list-style-type: none"> <li>• construct a model of ....</li> <li>• make a mural of ....</li> <li>• write a set of instructions for a basketball manual</li> <li>• draw a map showing ....</li> </ul>
<b>Analysis</b>	<b>Questions</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Break into parts to examine more closely</li> <li>• compare</li> <li>• contrast</li> <li>• separate</li> <li>• distinguish</li> </ul>	<ul style="list-style-type: none"> <li>• explain the similarities between ..</li> <li>• what were the motives underlying ...</li> <li>• separate the facts from the opinions in ...</li> </ul>	<ul style="list-style-type: none"> <li>• show in graph form ...</li> <li>• compare and contrast the two charts</li> <li>• produce charts and graphs to show ...</li> </ul>
<b>Synthesis</b>	<b>Questions</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Combine information to new situations to create new products and ideas</li> <li>• create</li> <li>• invent</li> <li>• design</li> <li>• improve</li> </ul>	<ul style="list-style-type: none"> <li>• create a new idea from this ...</li> <li>• create a new character for the story</li> <li>• invent different ways to ...</li> </ul>	<ul style="list-style-type: none"> <li>• create an advertisement for ...</li> <li>• find other ways to use ...</li> <li>• design a better way to ...</li> <li>• improve the process used by ...</li> </ul>
<b>Evaluation</b>	<b>Questions</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Judge using criteria</li> <li>• rank</li> <li>• order</li> <li>• substantiate</li> <li>• argue</li> <li>• validate</li> <li>• assess</li> </ul>	<ul style="list-style-type: none"> <li>• suggest a better reason for ...</li> <li>• recommend some changes to ...</li> <li>• what is your opinion of ...</li> <li>• how effective is ...</li> </ul>	<ul style="list-style-type: none"> <li>• discussion of ideas or letters to editor</li> <li>• formulating arguments for debates</li> <li>• formulating criteria for certain tasks</li> </ul>

## Using questions

Plan and use a variety of questions in every lesson. The use of questions will help and encourage students to:

- develop attentive speaking and listening skills
- use familiar experiences to understand ideas in texts
- explore how language is used and created
- understand why people create a variety of texts
- develop critical skills
- understand the world around them
- increase their vocabulary knowledge.

***Here are examples of three types of questions***

### *1. Literal questions*

This type of question asks students to:

- think exactly about what the text says. The ‘wh’ questions such as *what*, *who*, *when* and *where* are often used with literal questions
- recall information – there is one correct answer
- describe – recall and organise information to make sense
- observe – using details in the pictures to provide information.

### *2. Inferential questions*

This type of question asks students to:

- think about what the speaker or writer is trying to say
- think about the things that are not said or written but may be implied
- classify or group information to develop ideas and concepts
- infer or look for cause and effect from facts and reasoning
- use reasoning skills to interpret information to reach a solution.

### *3. Critical questions*

This type of question asks students to:

- make judgements and form opinions about something
- develop values and choose between alternatives
- generalise and think beyond the text and express new views and ideas
- explore related concepts
- consider different ways in which the ideas and issues from the text could relate to their lives.

## Modelling

Modelling allows students to see language skills, processes, and how language is being used in relevant and meaningful activities. Modelling is a ‘think aloud’ demonstration by the teacher involving learning processes. Teachers may model many aspects of language to students.

Below are examples of tasks the teacher can model for students:

- steps for completing a homework task
- how to solve a problem
- how to construct a paragraph

- how to ask for clarification
- how to listen effectively
- how to work together as a team
- how to edit written texts
- how to write effective topics or paragraphs
- how to punctuate
- how to use *Papua New Guinea Journals* for different purposes
- how to complete a concept map
- how to generate sub-headings in written work such as charts and posters
- how to read round a word using contextual clues
- how to use a table of contents or an index
- how to select an appropriate genre for the unit work
- how to skim a chapter
- how to generate ideas for writing
- how to write a particular genre.

### **Shared reading**

Shared reading is fun. It is a time for the teacher and students to read together from big books or texts written on charts. Shared reading helps students to:

- be an important part of learning and reading experiences
- hear models of fluent reading with good expression
- hear vernacular and English in many different ways
- improve their listening skills
- learn to read
- make connections with speaking, reading and writing in meaningful ways
- learn in a cooperative way
- learn word patterns and the structures and rhythm of vernacular and English language
- learn vernacular and English vocabulary and meanings.

### **Suggested steps for shared reading**

#### *Talk / Read / Talk / Read / Do-talk steps*

Choose a big book or a text written on a chart that relates to the theme. Gather the students around you so that they all can see the book or the chart.

##### 1. Talk

Introduce the topic of the book to stimulate the students' interest and get them to recall their experience and knowledge about the topic.

##### 2. Read

Read the story to the students using the right speed and make your voice interesting and natural.

Point to the words as you read. This will help students to see and hear how the words are pronounced.

Invite the students to join in the reading as they can.

3. Talk

Talk about the text together with the students. Use who, what, why, where and how questions.

Discuss the pictures.

Do activities that will allow students to interact with the content of the text.

4. Read

Read the text again and invite the students to read with you. Do not read line by line but give volunteers a chance to read some parts of the text.

5. Do-talk

Choose an activity related to the text for the students to do individually, in pairs or in groups.

Put the book in a place where the students will see it and read it again and again.

### **Modelled writing for students**

Modelled writing is for the teacher to demonstrate to the students the writing of different genres. The students and teacher write one genre together and then students attempt the genre in pairs and then on their own. As the teacher is writing, he or she thinks aloud, explaining why they have used particular words, phrases or language features.

Modelled writing will teach students:

- rules of print such as when to use punctuation, what word and phrase is suitable to use
- to use a dictionary to look up spelling and word definitions
- the different phases of writing such as brainstorming, first draft, editing, correcting, rewriting and publishing
- different structures and language features that are associated with different genres.

#### **Steps to follow for modelled writing**

You are to write a text on the board or on a chart in front of the students.

When you write, you are to continually explain what you are thinking or doing and why you are doing it.

##### *Before writing*

1. Decide the purpose and the audience for the text
2. Decide what type of genre to use
3. Talk and brainstorm ideas aloud with the class
4. Talk about such things as where you can get ideas or information from to write the text

##### *During writing*

1. Write on the board or the chart so that everyone can see what you are writing
2. Explain briefly, why and what you are doing as you do it

3. Don't be afraid to make mistakes. Making mistakes is all part of drafting and editing. Invite the students to help you, ask them how to start a sentence, how to spell a certain word or what is a suitable word to use in the sentence
4. Stop writing and model how to use the dictionary to look up spelling and definitions of words
5. Talk with the students about the different stages in the particular genre that is being modelled

*After writing*

1. Read the piece of writing to the students
2. Revise and make ideas clear
3. Correct any mistakes
4. Proofread for correct language structure and editing

### **Conference writing and editing**

A conference is a conversation between teacher and student or between two students about their writing in progress.

It is a time to work together to improve and edit the text.

#### **Suggested steps for conference writing**

1. Talk before writing  
Students talk and discuss the topic to help them get started with their writing.
2. Write first draft  
Students do their first writing without thinking too much about such things as the spelling, sentence structure and punctuation.
3. Read and talk – first conference and edit  
Students read own writing aloud and talk about it to the teacher or a peer.  
Teacher or peer retells the writing to the author. Tell the author what is correct and well done in the writing.  
The teacher or peer encourages the author to think of other ideas and ways to improve the writing.
4. Re-write the first draft  
The author makes changes to the writing from the discussion and illustrates the text for others to read.
5. Publish  
Allow time for the author to share the completed writing with the class or small groups.  
Teachers can create a bulletin board somewhere in the classroom and use this board to display published work.

# Assessment and reporting

## Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of learning outcomes. At Lower Primary, assessment also needs to take account of the bilingual nature of teaching and learning. All assessment must link back to the learning outcomes.

Teachers need to apply processes for assessment, recording and reporting that enable them to determine which learning outcomes students have achieved and to report these achievements to parents in ways that make sense to them. The processes teachers use to assess, record and report students' achievements need to be manageable. Schools may decide to plan together on a whole-school basis to share good assessment practice and to develop manageable assessment and reporting systems.

Students need to receive meaningful feedback about their achievement of learning outcomes. This can best be done using continuous assessment. The students' knowledge and skills are continually developing in a healthy classroom environment. It is important for teachers to be aware of, and record what the students know, can do and understand. When this information is known about the students in the class, programming can be made more purposeful, directed at learning weaknesses and match the students' needs.

## Criterion-referenced assessment

The approach to assessment that best aligns with an outcomes-based approach is criterion-referenced assessment. Criterion-referenced assessment uses specific assessment criteria derived from the learning outcomes to judge a student's individual performance. It does not compare the performance of one student to another. This means that all students can demonstrate learning against individual criteria and all can find success against one or more criteria.

Unlike norm-referenced assessment, it is not used to rank students. It is used to determine what each student has learnt in terms of knowledge, skills and attitudes from the learning outcomes. All of the assessment methods described below use this approach.

Teachers will need to be able to:

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe exactly what a student must do to be successful in the assessment task
- make sure the students are aware of and understand the assessment criteria
- give students feedback on their performance in each assessment task against the assessment criteria.

In this way students are very clear about what they must know, do and understand. They are given constructive feedback from the teacher on what they are doing well and what they need to do to improve. Teachers are very clear about what they are assessing and are able to apply fair and consistent assessment to all students' work.

## **Assessment and recording methods**

The syllabuses outline the main assessment methods. This section will expand on these methods by providing:

- examples of the kinds of activities where that assessment method may be appropriate
- examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes.

### ***Observation***

Teachers can gather much information about students' learning by observing them in both formal and informal situations inside and outside the classroom. Observation is used largely for assessing skills and so is best suited to assessing skills-based activities. It can also be used to assess students' knowledge and attitudes when they are expressed orally.

#### *Examples of when to use observation to assess students' learning*

Formal assessment tasks that use observation as the assessment method might include:

- oral presentations
- role plays, dramatisations, dance or musical performances
- group work
- practical activities.

Informal observations can occur while students are working on normal learning activities both inside and outside the classroom. It is useful to inform students that you are assessing them and to make sure they know the assessment criteria that you want them to demonstrate. In this way more students are likely to be successful.

Students can also observe and give constructive feedback on each other's performances using the same assessment criteria. This is called peer assessment.

#### *Ways of recording observations*

There are a number of ways to record observations of students' achievements in manageable ways. These include:

- checklist with comments
- class grids that allow the teacher to date their observations and focus on a few students at a time in each lesson until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a fuller picture of each student's learning

- having a page for each student in an exercise book to keep dated, anecdotal records of significant learning
- having students complete peer assessments that show the performance of other students, either as individuals or in groups, against the assessment criteria.

Sometimes it may be necessary for the teacher to talk to the students about what they are observing as it is possible to misinterpret information. For example, a student staring out the window during a writing activity may be seen to be wasting time. When questioned, the student may well respond with a comment like, 'I was thinking about what to write next,' or 'I was translating my sentence from vernacular to English in my head first'.

### ***Conferencing or talking to students***

In similar ways, teachers can gather information about students' understanding of what they are learning by sitting and talking with students while they are working.

#### *Examples of when to use conferencing to assess students' learning*

This is most useful in:

- practical lessons where students are applying skills
- language activities like shared or individual reading or when assessing students' writing
- small group work
- learning activities that are happening out in the community.

Teachers can ask relevant questions like:

- What do you think is happening here?
- Why did you do it that way?
- Is there another way you could do this?

The purpose of conferencing is to gather information about students' knowledge and understanding of what they are learning. It can also give a good insight into students' attitudes to learning.

#### *Ways of recording conference notes*

Again, this sort of information gathered in conferences can be recorded on class grids or in exercise books with a page for each student.

### ***Analysing students' products***

This is probably one of the most common forms of assessment where a teacher sets an assessment task for students, explains the assessment criteria to them and then collects the students' products to see how well they have met the criteria.

#### *Examples of when to analyse products to assess students' learning*

Examples of products students produce might include:

- essays or written work such as big book texts, posters, charts and graphs
- models

- drawings, maps and diagrams
- art and craft samples
- community surveys and projects.

Teachers will need to make sure that the assessment criteria match the knowledge, skills and attitudes outlined in the learning outcomes being assessed. They will then have to decide how well the students have met these criteria. Teachers can use different scales to show various levels of achievement. For example, you could use scales like the ones below.

**Examples of scales to show how well students performed on assessment tasks**

<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
F. Student fully demonstrated the criteria	1. Student met the criteria most of the time	3. Student met the criteria independently
P. Student partly demonstrated the criteria	2. Student met the criteria some of the time	2. Student met the criteria with some assistance
NMP. Student needs more practice	1. Student did not meet the criteria	1. Student needs more practice

In Example 1, teachers would record an F for those students who fully demonstrated the criteria, a P for those who partly demonstrated the criteria and NMP for those students who need more practice.

Examples 2 and 3 use numbers as codes to show how well the students met the assessment criteria. Teachers can choose which codes are the easiest for them to understand and use. Examples of how these codes can be used for recording appear in the section on Units of Work.

*Ways of recording information gained from analysing students products*

Teachers may keep written products or records of students' achievements on particular assessment tasks in student portfolios.

**Tests**

*Examples of when to use tests to assess students' learning*

Tests are used mainly to assess students' knowledge and understanding of subject content. Tests should be used for both formative and summative assessment so that results can be used to help students improve on areas where they are having difficulty. At Lower Primary, tests are just one form of assessment and should be used in conjunction with the other assessment methods. This balanced approach to assessment gives students a greater chance of being successful as they are able to demonstrate their learning in different ways.

*Ways of recording test results*

Teachers normally record results of tests in record books. That can be done if the marks mean something and relate back to the outcomes. For example, if a test were out of 10, then those students who received marks:

- between 8 and 10 have demonstrated a good understanding of the outcome being assessed
- between 5 and 7 have demonstrated partial understanding of the outcome being assessed
- of 4 or less, need more practice or further instruction.

Teachers can also store students' tests with teacher's comments in students' portfolios.

**What to do with assessment information**

Once teachers have gathered information from a number of assessment tasks they should be in a position to make decisions about which outcomes students have achieved.

Teachers need to look at all the evidence they have gathered about each student and decide if they have enough evidence to say that the student has achieved the outcome. Normally to make this decision, teachers must be sure that the student has demonstrated the outcome independently on a number of occasions. Teachers should have formal and informal proof of assessment tasks. Teachers could then record which students have achieved which outcomes.

One way of recording this would be to have a chart showing all of the outcomes by subject for the relevant grade. A sample of what this might look like appears on the next page.

Teachers could have one copy of the table for each student and colour the grid as each outcome is achieved. Teachers could lightly or partly colour the outcome box for students who are still working towards achieving the outcome. Whilst this is mainly for teacher records, a chart such as this could be incorporated into a formal report. However, it would need further explanation for parents and guardians to make sense of it, and to understand what learning has taken place.

**Achievement of the learning outcomes****School:****Year:****Term:****Student:****Grade:**

■ A fully shaded box indicates the student has achieved that outcome for that subject.

■ A lightly or partly shaded box indicates the student is working towards that outcome.

<b>Subject</b>	<b>Learning outcomes</b>														
	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.4.1	3.4.2	3.4.3	3.5.1	3.5.2	3.5.3
<b>Arts</b>	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.4.1	3.4.2	3.4.3	3.5.1	3.5.2	3.5.3
<b>Community Living</b>	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.3.1									
<b>Environmental Studies</b>	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2										
<b>Health</b>	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.2.1	3.2.2								
<b>Language</b>	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4			
	V	V	V	V	V	V	V	V	V	V	V	V			
	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4			
<b>Mathematics</b>	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.3.1	3.3.2	3.4.1	3.4.2	3.5.1	
<b>Physical Education</b>	3.1.1	3.2.1	3.3.1	3.3.2	3.3.3										

**Assessment in vernacular and English**

Bilingual education is used in Lower Primary where students learn in both their vernacular and English. They gradually ‘bridge’ from vernacular to English over the three years from Grades 3 to 5. Teachers use both vernacular and English as the languages of instruction and so it follows that assessment should also be conducted in both languages.

Teachers will need to make informed decisions about which languages should be used to assess the students. In some cases, it may be appropriate to give the students a choice about the language in which they would like to be assessed. The exception to this is where you are actually teaching English to students. This of course will need to be assessed in English.

The table on the next page provides a guide as to the percentage of assessment that should be conducted in each language.

**Suggested percentage of assessment in vernacular and/or English**

<b>Grade</b>	<b>Vernacular</b>	<b>English</b>
3	60%	40%
4	50%	50%
5	30%	70%

**Assessment in Language**

Assessment at Lower Primary in Language should:

- be flexible and use a range of assessment methods
- show the contents of language development of knowledge, skills, attitudes, values and processes.

The teacher has to maintain records and report relevant records of students' progress. Tasks and activities that show evidence of achieving a particular learning outcome has to be made known. Parents, guardians, teachers, and others should be shown students' results or progress and achievements.

Assessment in Language is an on-going evaluation and reflection on students' achievements. Teachers are required to do continuous assessment both inside and outside of the classroom for the purpose of identifying strengths and areas for improvement.

One way of gathering evidence of students' achievements in Language is through observation. Evidence can be recorded using checklists. The table below shows sample checklists with assessment criteria for Grade 3 Speaking and Listening, Grade 4 Reading and Grade 5 Writing. You can use checklists similar to this when you assess your students' progress. Use the Lower Primary Language Teachers Resource Book, First Edition for more information on checklists. Just list the student's names down the left hand side of the page and place the assessment criteria along the top. Use a code like those shown earlier, to show how well the students have met the assessment criteria.

<b>Grade 3 Speaking and listening (English)</b>	<b>Grade 4 Reading (English)</b>	<b>Grade 5 Writing (English)</b>
<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• use and respond to English greetings</li> <li>• talk about own experiences using familiar words in one or two sentences</li> <li>• identify main characters in a familiar story</li> <li>• follow simple teacher instructions</li> <li>• say short repetitive rhymes</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• read illustrated shared books</li> <li>• choose suitable reading material to read for information</li> <li>• read a variety of materials aloud in pairs, groups and class</li> <li>• read familiar English stories independently</li> <li>• put events in stories in order</li> <li>• read materials such as posters, maps, charts, atlases and labels</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• write different types of texts</li> <li>• use a diary or journal to express ideas or thoughts</li> <li>• write descriptions of familiar people or places</li> <li>• write detailed captions for pictures</li> <li>• write informal and formal letters</li> <li>• write seasonal cards</li> </ul>

Grade 3 Speaking and Listening (Vernacular)	Grade 4 Reading (Vernacular)	Grade 5 Writing (Vernacular)
<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>recall and say words with a given letter in the beginning, middle and end positions in the words</li> <li>use adjectives, adverbs and conjunctions in sentences</li> <li>use definite and indefinite articles, prepositions, pronouns and time signal words</li> </ul>	<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>recognise and use punctuation to help understanding</li> <li>sequence words alphabetically</li> <li>read new words using knowledge of sound-letter relationship</li> <li>use pictures and context clues to predict texts</li> </ul>	<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>use simple spelling patterns such as same, game, came</li> <li>make an English to vernacular dictionary</li> <li>use a dictionary to edit and engage in peer writing conferences, offering advice to others and listening to advice from others</li> <li>use appropriate articles, prepositions, pronouns and time signal words</li> </ul>

### Samples of assessment tasks

Below are samples of assessment tasks and recording methods for a report and project.

**Sample 1: Report**

**Subject:** Language

**Learning Outcomes:** 5.3.1V, 5.3.2V

**Grade:** 5

**Assessment task:** Write a one-page report on the theme *World Environment Day*.

Assessment criteria	Score/Mark	Comments
Heading specified	1	
Report starts and finishes with a general statement about the topic	2	
Uses descriptive language	3	
Develops main ideas into paragraphs	3	
Paragraphs are coherent	3	
Correct sentence structure	2	
Correct punctuation	2	
Correct spelling	2	
Correct tense	2	
Total	20	

**Marking code or scheme**

15 - 20	Very good understanding of the learning outcomes being assessed
9 - 14	Good understanding of the learning outcomes being assessed
5 - 8	Satisfactory understanding of the learning outcomes being assessed
1 - 4	Needs practise

Teacher's comments should not involve negative words or remarks even if a student does not fulfil the requirements of the assessment criteria. Words such as incomplete, needs practise or doesn't fully understand may be useful.

**Sample 2: Project**

**Assessment task:** Produce a big book on how to make compost

**Subjects:** Language & Making a Living

**Grade:** 5

**Student's name:** Julian Nama

**Learning outcomes:** Language 5.3.1E, 5.3.2E

<b>Marking code</b>	<b>Marks Gained</b>	<b>Comments</b>
Clear demonstration of text type <ul style="list-style-type: none"><li>• correct sentence structure and sequence</li><li>• drawings are clear and neatly organised</li></ul>	5	
	3	
The big book has: <ul style="list-style-type: none"><li>• repetitive texts</li><li>• 2-3 precise sentences</li></ul>	3	
	3	
Group work involved: <ul style="list-style-type: none"><li>• shared responsibility of tasks</li><li>• active participation in developing the big book</li></ul>	3	
	3	
Total	20	

## Reporting

When the time comes for formal reporting through written reports or interviews, teachers can look at all the evidence of students' learning in student portfolios and in their own records, and decide which outcomes individual students have achieved and report this information clearly to parents and guardians. Teachers should highlight what students have done well and how they can further improve. The National Assessment and Reporting Policy outlines what is required in formal school reports.

## Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness of their teaching. By analysing class results as a whole, teachers can identify subjects, strands, substrands and outcomes where the students have done well and those that require further or improved teaching.

Similarly, a whole school can analyse results by subjects, strands and substrands or by grades and identify areas of strength and areas which need further attention. For example, if a whole school was not performing well in Mathematics, then Mathematics could become the focus for inservice and resource development for the following year. In this way, assessment information services two purposes:

- to improve students' learning
- to improve the quality of teaching.

# **Programming**

A program is a detailed plan developed by teachers to manage teaching and learning activities for their students throughout the year. The main purpose for programming is to help teachers arrange the content of the course by developing a year plan and weekly programs.

A year plan, broken into terms, should show when all of the learning outcomes for each subject will be taught. Because an integrated approach to programming is recommended, learning outcomes that link naturally together should be linked into clusters and described through themes that show the linking concept.

The year plan should also sequence individual subject learning outcomes that need to be taught on their own. The themes and individual outcomes for each term are broken down on a week-by-week basis for the four school terms. Weekly programs detail teaching, learning and assessment activities for each week.

## **Characteristics of a good program**

An effective outcomes-based program:

- maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
- uses time flexibly, so that students with different needs can develop understandings and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies so that teachers act as facilitators of learning and cater for different learning styles and individual needs of students
- emphasises the development of knowledge, skills and attitudes that promote lifelong learning
- provides opportunities for students to become effective, self-directed learners
- enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real-life materials and resources
- shows the links between the outcomes, teaching and learning activities and assessment tasks.

## **Developing year and term programs**

Below is a process or set of steps to help you develop a year plan. You may modify it according to your needs.

### **Process for developing a year plan**

Study all seven Lower Primary syllabuses and teacher guides. Become familiar with the strands, substrands, learning outcomes and elaborations. (Step 1 in the unit of work process).

In a group at the same grade level:

- cluster or group about 4 learning outcomes from 2-3 subjects that link naturally. Refer to step 2 in the unit of work process for more information
- record these clusters on paper
- cross-check which outcomes you have used. You will need to repeat the Language outcomes over and over, in other units of work, to allow students to develop the knowledge and skills to sufficiently high levels
- identify a theme for each cluster and record it next to the cluster. Refer to step 3 in the units of work process
- some outcomes will not form clusters easily and these can be taught on their own. We are referring to these as *stand-alone* outcomes
- decide on an appropriate time of the year and then week to teach each theme or stand-alone outcomes. You may decide to teach these stand-alone outcomes at the same time as a unit of work by setting blocks of time aside
- now you can fill in the year plan with the information collected.

**Sample format for a year plan**

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
1	Allocate themes and stand-alone outcomes to each week of the year plan.			
2				
10				

**Sample format for a term program**

<b>Week</b>	<b>Theme</b>	<b>Subject learning outcomes</b>	<b>Stand-alone outcomes</b>	<b>Assessment tasks</b>	<b>Comments</b>
1					
2					
10					

# Units of work

A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame.

## Process for developing units of work

The following ten step process will guide teachers in their planning and developing of units of work. Some teachers may start at different steps in the process (or, for example, reverse the order of Steps 2 and 3) but eventually all steps will be covered. When the unit is completed, you should reflect on the success of the unit and make improvements if you plan to use it with another group of students.

### 1. *Study the learning outcomes*

Look at the learning outcomes for the seven Lower Primary subjects if planning an integrated unit of work.

Look at the learning outcomes from one subject only if planning a unit of work for one subject.

### 2. *Cluster learning outcomes*

Cluster together a small group of learning outcomes (about four) from across the subjects that link naturally together.

### 3. *Identify a theme*

Identify a theme to describe the natural links between the clusters of learning outcomes.

### 4. *State the purpose of the unit of work*

Summarise in two or three sentences what students should learn during this unit of work. Refer back to the learning outcomes.

### 5. *Identify the knowledge, skills and attitudes*

Use the indicators from the syllabuses and the elaborations from the teacher guide to identify the knowledge, skills and attitudes for the cluster of learning outcomes.

### 6. *Develop teaching and learning activities and assessment tasks*

Develop relevant teaching and learning activities and assessment tasks that help students to learn and demonstrate the knowledge, skills and attitudes.

Develop teaching and learning activities for the Language learning outcomes in the unit of work that incorporate bridging approaches.

### 7. *State the language of instruction for teaching and learning activities and assessment tasks*

Identify which language will be used for all of the teaching and learning activities and assessment tasks.

**8. Estimate the time**

Identify how many weeks it will take to teach the unit of work (probably no more than three weeks for Lower Primary students).

**9. Develop a weekly teaching program**

Use your own programming format to develop a weekly program.

**10. Identify relevant resources and materials**

List the resources and materials needed to teach the unit of work.

## Components of the units of work

Each unit of work should contain the following components which align with the process described above:

- cluster of learning outcomes
- theme
- purposes
- knowledge, skills and attitudes
- teaching, learning and assessment activities
- assessment plan
- programming in two languages
- weekly program
- duration of the unit of work
- resources.

You are encouraged to plan units of work using this process.

## Sample unit of work for Language

A sample integrated unit of work within Language for Grade 3 is provided below. Teachers can develop their own units of work using this sample as a model. Begin with the following headings; Grade, Term and Weeks.

### Learning outcomes

Strand	Substrand	Learning outcomes
Speaking and listening	Production	<b>3.1.1V</b> Use a range of spoken text types for different purposes and audiences on familiar topics
	Skills and strategies	<b>3.1.2E</b> Use oral skills and strategies in simple classroom situations
Reading	Production	<b>3.1.1V</b> Read and respond to a range of text types on familiar and unfamiliar ideas and information
	Context and text	<b>3.2.3E</b> Recognise how simple written and picture texts are used to suit different purposes and situations
Writing	Production	<b>3.3.1V</b> Plan and produce a range of text types to develop familiar ideas and information
	Critical literacy	<b>3.3.4E</b> Identify how illustrations and simple descriptive language have been used in own text to represent people, places, and events

Note: It is possible also to integrate learning outcomes from Arts and Community Living into this unit of work.

### Theme

Traditional myths and legends

### Purpose

Students should:

- be able to speak, read and write traditional myths and legends
- relate and respond to or raise opinions positively to real life situations from a range of stories.

### Knowledge, skills and attitudes

In Language, knowledge, skills and attitudes can be found in the elaborations of outcomes for Language, under the substrands of Production, Skills and strategies, Context and text and Critical literacy.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• purpose of legends and myths</li> <li>• a range of legends and myths from the community</li> <li>• how vernacular legends and myths are organised</li> <li>• structure and features of legends and myths</li> </ul>	<ul style="list-style-type: none"> <li>• retelling stories</li> <li>• asking and answering open and closed questions</li> <li>• interpreting ideas from print and graphic texts</li> <li>• paragraph development</li> <li>• sequencing in stories</li> <li>• using appropriate and effective vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy listening to and telling stories</li> <li>• appreciate stories, myths and legends</li> <li>• enjoy communicating ideas and experiences</li> <li>• are attentive and polite</li> </ul>

### Teaching and learning activities

1. Discuss the purpose of myths and legends and their importance
2. Shared reading from a big book of a legend
3. Make a list of new vocabulary found in the big book
4. Read short simple myths and legends from school journals
5. *Assessment task:* Summarise main events from one of the legends read
6. Talk about different types of traditional spoken text types
7. Have elders or community members come to the class to tell some traditional myths and legends
8. Identify main characters from the legends told
9. In small groups, dramatise the myths and legends told by the elders
10. Retell an English legend or myth in vernacular from school journals
11. *Assessment task:* Tell legends from the community
12. Shared reading of myths and legends. Discuss the structures and language features of myths and legends
13. Analyse main ideas and concepts of traditional legends
14. Answer questions and guess endings of myths and legends
15. Teacher models how to write a legend
16. Negotiated writing of legends
17. Paired and individual writing of legends
18. Create a simple myth or legend
19. Proofread in peer groups and edit each other's work
20. Practise reading their own legends aloud in groups
21. Read their legends to the class
22. *Assessment task:* Construct a big book using myths and legends and include illustrations
23. Shared reading of student-produced big books on legends
24. Read big books to each other in small groups
25. Individuals select one legend and practise telling it to small groups of students. Listeners provide constructive feedback on how to improve the storytelling skills
26. Perform legends at school assembly

**Assessment plan**

<b>Strands and outcomes</b>	<b>Assessment tasks</b>	<b>(V/E)</b>	<b>Assessment criteria</b>	<b>Assessment methods</b>	<b>Recording methods</b>
Reading 3.1.1V 3.2.3E	Summarise the main events from a traditional legend or myth	V	<ul style="list-style-type: none"> <li>a. Can read the story independently</li> <li>b. Lists the main events in correct sequence</li> <li>c. Shows understanding of the story</li> </ul>	Reading conference	Checklist with teacher's comments
Speaking and listening 3.1.1V 3.1.1E	Tell legends from the community	V/E	<ul style="list-style-type: none"> <li>a. Clear sequence of events</li> <li>b. Uses appropriate tenses</li> <li>c. Uses correct structure for storytelling</li> </ul>	Observation of oral presentation	Checklist with teacher's comments
Writing 3.3.1V 3.3.4E	Make a big book on a legend	V/E	<ul style="list-style-type: none"> <li>a. Uses language features of narrative genre</li> <li>b. Uses correct structure of narrative genre</li> <li>c. Correct punctuation</li> <li>d. Uses paragraphs to show main ideas</li> <li>e. Legend is entertaining</li> </ul>	Analysis of written product	Samples of students' work

## Programming in two languages

Vernacular		English	
Oral	Print	Oral	Print
<ul style="list-style-type: none"> <li>discuss the purpose of myths and legends</li> <li>talk about traditional spoken text types</li> <li>listen to elders tell legends</li> <li>identify main characters and summarise events from legends</li> <li>dramatise myths and legends</li> <li>retell vernacular legends</li> <li>tell legends from the community</li> <li>analyse main ideas</li> <li>answer questions about legends</li> </ul>	<ul style="list-style-type: none"> <li>shared reading</li> <li>list new vocabulary</li> <li>read myths and legends</li> <li>summarise main events from legends</li> <li>teacher models how to write a legend</li> <li>proof read, edit and publish legends</li> <li>read legends to class</li> <li>construct big books</li> </ul>	<ul style="list-style-type: none"> <li>identify main characters and summarise events from legends</li> <li>dramatise myths and legends</li> <li>retell English legends</li> <li>tell legends from the community</li> <li>answer questions about legends</li> </ul>	<ul style="list-style-type: none"> <li>shared reading of myths and legends</li> <li>teacher models how to write a legend</li> <li>class, group and individual writing of legends</li> <li>proof read, edit and publish legends</li> <li>read legends to class</li> <li>construct big books</li> <li>perform legends at assembly</li> </ul>



### Estimated time

2 weeks

### Resources

To complete this unit of work successfully you will need the following resources:

- elders and community people who can be called upon to tell traditional myths and legends to the students
- traditional artefacts that are associated with the myths and legends
- big books in vernacular and English on myths and legends.

## Weekly program

Grade: 3

Term: 1

Week: 2

The activities shaded in the program below are from the unit of work.

Unshaded blocks of time are to be programmed from other subjects in order to have a complete program for all 7 subjects. This sample program is for the first week of the unit of work. Week 2 still needs to be completed. The total time allocation should be 1650 minutes.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 to 8.15	A S S E M B L Y				
8.15 to 10.00	<b>Environmental Studies</b> 75 mins <b>Language</b> Discuss the purposes of myths and legends 30 mins	<b>Language</b> Elders and community members visit the class and tell traditional legends to the class Identify and discuss main characters and events 105 mins	<b>Language</b> In small groups, develop dramatisations of the traditional legends Individual and paired reading of legends 105 mins	<b>Language</b> Negotiated writing of legends 105 mins	<b>Language</b> Assessment task Summarise main events from one of the legends read Practise dramatisations of legends 105 mins
R E C E S S					
10.30 to 12.00	<b>Language</b> Shared reading of big book on myths and legends Make a list of new vocabulary Answer questions and make predictions about events in the legend Summarise and sequence main events from the legend 90 mins	<b>Health</b> 60 mins	<b>Language</b> Teacher models how to write a legend 30 mins  <b>Environmental Studies</b> 15 mins <b>Physical Education</b> 45 mins	<b>Mathematics</b> 60 mins	<b>Mathematics</b> 60 mins  <b>Mathematics</b> Arts 30 mins
L U N C H					
1.00 to 3.00	<b>Mathematics</b> 60 mins  <b>Community Living</b> 60 mins	<b>Environmental Studies</b> 90 mins  <b>Health</b> 30 mins	<b>Arts</b> 60 mins  <b>Religious education</b> 60 mins	<b>Community Living</b> 60 mins  <b>Physical Education</b> 60 mins	<b>Language</b> Perform dramatisations of traditional legends 60 mins <b>Arts</b> 60 mins

# Elaboration of learning outcomes

The Language elaborations have been organised under the strands and substrands shown in the table below.

## Strands and substrands for Language

Strands	Substrands
Speaking and Listening	Production Skills and strategies Context and text Critical literacy
Reading	Production Skills and strategies Context and text Critical literacy
Writing	Production Skills and strategies Context and text Critical literacy

The purpose of elaborations is to help teachers understand the learning outcomes and plan their units of work. Elaborations in Language identify the content that teachers will teach to their students in each strand and substrand.

In Language it is difficult to isolate knowledge and skills because they are taught and developed in a holistic way. The elaborations shown on the next page are a combination of knowledge and skills. Thinking processes and attitudes have been outlined separately. The elaborations apply to both vernacular and English and are relevant to all grades in Lower Primary. Teachers need to select the knowledge, skills, thinking processes and attitudes relevant to their students' needs.

## Strand: Speaking and listening

Substrand	Learning outcomes
<b>Production</b>	<p><b>3.1.1V</b> Use a range of spoken text types for different purposes and audiences on familiar topics</p> <p><b>3.1.1E</b> Use a range of spoken text types for different purposes in structured and spontaneous learning experiences</p> <p><b>4.1.1V</b> Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas</p> <p><b>4.1.1E</b> Use a range of spoken text types for both familiar and unfamiliar topics</p> <p><b>5.1.1V/E</b> Use a broad range of spoken text types for different purposes to present creative and information texts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know and use:</p> <ul style="list-style-type: none"> <li>• a variety of genres – narrative, recount, procedure, report, explanation, exposition</li> <li>• a range of spoken text types such as greetings, instructions, descriptions, explanations, poems and debates</li> <li>• different spoken text types that serve different purposes such as sharing ideas, obtaining information, gathering information</li> <li>• different spoken texts that are created for different audiences such as peers, teachers and community members</li> </ul>
<b>Skills and strategies</b>	<p><b>3.1.2V</b> Use oral skills and strategies in a range of tasks and community interactions</p> <p><b>3.1.2E</b> Use oral skills and strategies in simple classroom situations</p> <p><b>4.1.2V</b> Use oral skills and strategies to share ideas and information</p> <p><b>4.1.2E</b> Use oral skills and strategies to respond to simple classroom and social situations</p> <p><b>5.1.2V/E</b> Apply a range of oral skills and strategies in informal and formal situations</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know about and use a range of spoken language skills and strategies, for example:</p> <ul style="list-style-type: none"> <li>• using turn taking</li> <li>• interpreting and using conjunctions to make logical links between ideas</li> <li>• interpreting and using statements, questions and commands</li> <li>• interpreting and using who, what, when, why and how questions</li> <li>• interpreting and using open and closed questions</li> <li>• interpreting and using appropriate and effective vocabulary</li> <li>• using correct letter-sound relationships</li> <li>• interpreting and using nouns, verbs, adjectives, adverbs and prepositions</li> <li>• interpreting and using conjunctions</li> <li>• interpreting and using singular and plural</li> <li>• using articles correctly; <i>a</i> and <i>the</i></li> <li>• using correct intonation patterns in sentences</li> <li>• using appropriate tone of voice</li> <li>• interpreting and using variations in pitch, stress and volume</li> <li>• using facial expressions and gestures</li> <li>• planning what to say</li> <li>• responding appropriately</li> <li>• rehearsing</li> <li>• requesting repetition or clarification</li> <li>• pausing to self correct</li> <li>• seeking and acquiring information through observation and inquiring</li> <li>• gathering information through interviews and surveys</li> <li>• sorting and grouping ideas</li> <li>• distinguishing between fact and opinion</li> <li>• recognising cause and effect</li> <li>• recognising points for and against</li> <li>• interpreting information and ideas from spoken texts</li> <li>• making comparisons of ideas and issues</li> <li>• making inferences from spoken texts</li> </ul>

## Strand: Speaking and listening

Substrand	Learning outcomes
<b>Context and text</b>	<p>3.1.3V Identify language that relates to different audiences and purposes in familiar spoken texts</p> <p>3.1.3E Identify how individuals adjust their speaking and listening in different situations</p> <p>4.1.3V Identify how audience, purpose and topic account for differences in how language is used</p> <p>4.1.3E Compare how simple spoken English texts are different according to their audience and purpose</p> <p>5.1.3V/E Identify how speakers adapt language to suit different purposes, audiences and contexts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• narratives can entertain, guide, teach important things and move emotionally</li> <li>• narratives are produced for particular audiences</li> <li>• narratives have plots, settings and characters</li> <li>• narratives have typical text structures such as orientation, complication, resolution and coda</li> <li>• recounts retell events in sequence</li> <li>• recounts can inform and entertain</li> <li>• recounts do not have a conflict</li> <li>• recounts have typical text structure such as orientation and sometimes reorientation and coda</li> <li>• procedures instruct or describe how to do something</li> <li>• procedures have a clearly defined structure and follow sequential order</li> <li>• procedures use mostly doing verbs</li> <li>• descriptive texts describe particular things, either living or non-living</li> <li>• descriptive texts can be used <i>to persuade, inform</i> or have an <i>emotional effect</i></li> <li>• descriptive texts may have an orientation to set the context</li> <li>• descriptive texts mainly talk about one specific thing</li> <li>• descriptive texts can be accompanied by photographs, diagrams and other visual materials</li> <li>• information reports report on events, phenomena (things) and issues</li> <li>• information report texts are mainly used to inform, describe, explain and persuade</li> <li>• information reports are sometimes referred to as <i>factual information description</i></li> <li>• explanation texts can give an account of how something works or give reasons for some phenomena</li> <li>• explanation texts explain the <i>how</i> and <i>why</i> about something</li> <li>• the purpose of analytical exposition is to analyse the topic and to persuade the reader that the writer's point of view is correct</li> <li>• analytical exposition can persuade someone that something is the case by explaining, analysing and interpreting events, issues and phenomena</li> <li>• analytical exposition texts are often referred to as <i>argument genre</i></li> <li>• analytical exposition can influence readers or listeners thoughts and feelings about a topic</li> <li>• analytical exposition texts can influence listener's and reader's by using language in particular ways to include or omit information</li> <li>• analytical exposition texts are structured with a statement of a point of view and supported by a few points or arguments</li> <li>• the purpose of group discussions is to explore ideas</li> <li>• group discussions allow group members to share ideas, express opinions and listen to the opinions of others</li> <li>• members can adopt different roles to support cooperation within the group</li> </ul>

## Strand: Speaking and listening

Substrand	Learning outcomes
<b>Critical literacy</b>	<p>3.1.4V Use language to create positive or negative responses about characters or events</p> <p>3.1.4E Identify how spoken English builds up pictures of characters, events, places or things</p> <p>4.1.4V Identify how language is used to convey different messages to listeners</p> <p>4.1.4E Identify and use language to present different points of view on familiar topics</p> <p>5.1.4V/E Evaluate own language and that of others to identify particular views and opinions of speakers.</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• how texts are created according to the views and interests of the speaker</li> <li>• that information or ideas are expressed to influence the thoughts and feelings of the listeners</li> <li>• that texts can influence listeners by using language in particular ways to include or omit information</li> <li>• how words can be used in such a way to influence listeners</li> <li>• that texts are deliberately created in a certain way to represent particular views, voices and interests and to silence others</li> <li>• that speakers use language to represent people, places, events and or things in particular ways</li> <li>• that speakers use language to construct positive or negative representations of people, places, events and things</li> </ul>
<b>Thinking processes</b>	<p>Students know about and use a range of thinking processes, for example:</p> <ul style="list-style-type: none"> <li>• making connections between ideas and information</li> <li>• identifying main ideas</li> <li>• drawing conclusions</li> <li>• forming opinions</li> <li>• interpreting implied information</li> <li>• predicting consequences</li> <li>• making inferences</li> <li>• detecting relevant and irrelevant information</li> <li>• comparing ideas by describing similarities and differences</li> <li>• negotiating ideas</li> </ul>
<b>Attitudes</b>	<p>When speaking and listening, students:</p> <ul style="list-style-type: none"> <li>• are attentive and polite</li> <li>• enjoy listening to and telling stories</li> <li>• respect opinions of others</li> <li>• are confident about talking in a group</li> <li>• enjoy communicating ideas and experiences</li> <li>• are critical in a polite manner</li> <li>• accept criticism</li> </ul>

## Strand: Reading

Substrand	Learning outcomes
<b>Production</b>	<p><b>3.2.1V</b> Read and respond to a range of text types on familiar and unfamiliar ideas and information</p> <p><b>3.2.1E</b> Read a range of predictable text types</p> <p><b>4.2.1V</b> Read independently and respond to a range of text types</p> <p><b>4.2.1E</b> Read simple text types and interact with the ideas and information from the texts</p> <p><b>5.2.1V/E</b> Read, reflect on and respond to ideas and information from a wide range of text types in all genre categories</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know and use:</p> <ul style="list-style-type: none"> <li>• a variety of genres – narrative, recount, procedure, report, explanation, exposition</li> <li>• a range of written text types such as letters, instructions, brochures, posters, newspapers and pamphlets</li> <li>• different written texts types that serve different purposes such as sharing ideas, obtaining information, gathering information</li> <li>• different written texts that are created for different audiences such as peers, teachers and community members</li> </ul>
<b>Skills and strategies</b>	<p><b>3.2.2V</b> Use a range of skills and strategies when reading and comprehending texts</p> <p><b>3.2.2E</b> Select and apply strategies to interpret simple written and picture texts</p> <p><b>4.2.2V</b> Apply a wide range of skills and strategies when reading and comprehending texts</p> <p><b>4.2.2E</b> Apply knowledge of skills and strategies to make meaning from written and picture texts</p> <p><b>5.2.2V/E</b> Apply a wide range of skills and strategies appropriate to the type of text being read</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know about, and use a range of reading skills and strategies, for example:</p> <ul style="list-style-type: none"> <li>• recognising and using punctuation to aid reading</li> <li>• using knowledge of letter-sound relationships</li> <li>• using alphabetical skills to locate page numbers and information</li> <li>• using titles of texts, table of contents, chapter headings, index, and glossary to locate information</li> <li>• recognising and using letter patterns in words</li> <li>• using knowledge of grammar</li> <li>• recognising and using repetitive sentences</li> <li>• recognising and using variety of written materials for different purposes</li> <li>• using appropriate pause and intonation when reading aloud</li> <li>• using heading and headlines in information texts to aid comprehension</li> <li>• recognising and using pictures and context clues</li> <li>• using pictures and context clues to predict text content</li> <li>• sorting and grouping ideas</li> <li>• recognising and using skimming and scanning skills</li> <li>• distinguishing between fact and opinion</li> <li>• recognising cause and effect</li> <li>• recognising points for and against</li> <li>• interpreting information and ideas from print and graphic texts</li> <li>• making comparisons of ideas and issues</li> <li>• researching topics and issues in written texts</li> <li>• making inferences from written materials</li> <li>• acquiring information from written and visual texts</li> </ul>

## Strand: Reading

Substrand	Learning outcomes
<b>Context and text</b>	<p><b>3.2.3V</b> Recognise different text types and select texts useful for different purposes</p> <p><b>3.2.3E</b> Recognise how simple written and picture texts are used to suit different purposes and situations</p> <p><b>4.2.3V</b> Select and use a range of text types to support learning in other subjects</p> <p><b>4.2.3E</b> Identify how ideas and information are presented in simple written and picture texts</p> <p><b>5.2.3V/E V</b> Identify how ideas and information are presented in information and fiction texts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• audiences shape the way different text types are written</li> <li>• purposes shape the way texts are written</li> <li>• different text types are written to suit particular purposes</li> <li>• narratives can entertain and teach important things</li> <li>• narratives are produced for particular audiences</li> <li>• narratives have plots, settings and characters</li> <li>• narratives have typical text structures such as orientation, complication, resolution and coda</li> <li>• recounts retell events in sequence</li> <li>• recounts can inform and entertain</li> <li>• recounts do not have a conflict</li> <li>• recounts have typical text structure such as orientation and sometimes reorientation and coda</li> <li>• procedures instruct or describe how to do something</li> <li>• procedures have a clearly defined structure and follow sequential order</li> <li>• procedures use mostly doing verbs</li> <li>• descriptive texts describe particular things, either living or non-living</li> <li>• descriptive texts can be used to <i>persuade, inform</i> or have an <i>emotional effect</i></li> <li>• descriptive texts may have orientation to set the context</li> <li>• descriptive texts mainly talk about one specific thing</li> <li>• descriptive texts can be accompanied by photographs, diagrams and other visual materials</li> <li>• information reports report on events, phenomena (things) and issues</li> <li>• information report texts are mainly used to inform, describe, explain and persuade</li> <li>• information reports are sometimes referred to as <i>factual information description</i></li> <li>• explanation texts can give an account of how something works or give reasons for some phenomena</li> <li>• explanation texts explain the <i>how</i> and <i>why</i> about something</li> <li>• the purpose of analytical exposition is to analyse the topic and to persuade the reader that the writer's point of view is correct</li> <li>• analytical exposition can persuade someone that something is the case by explaining, analysing and interpreting events, issues and phenomena</li> <li>• analytical exposition texts are often referred to as <i>argument genre</i></li> <li>• analytical exposition can influence readers or listeners thoughts and feelings about a topic</li> <li>• analytical exposition texts can influence listeners and readers by using language in particular ways to include or omit information</li> <li>• analytical exposition texts are structured with a statement of a point of view and supported by a few points or arguments</li> </ul>

## Strand: Reading

Substrand	Learning outcomes
<b>Critical literacy</b>	<p><b>3.2.4V</b> Identify the language used in texts to create a response from readers</p> <p><b>3.2.4E</b> Identify how people, things and places are represented in written and visual texts</p> <p><b>4.2.4V</b> Identify how language is used in written and visual texts to represent people, places, events and things</p> <p><b>4.2.4E</b> Identify ways in which language has been used in a range of text types to create a response from readers</p> <p><b>5.2.4V/E</b> Describe how belonging to different groups influences how texts are interpreted</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>that texts are structured according to the interests and views of the writers</li> <li>that texts represent particular views, voices and interests and silence others</li> <li>that information or ideas are expressed to influence readers or viewers perceptions</li> <li>that information or ideas are expressed to influence the thoughts and feelings of the readers and viewers</li> <li>that texts can influence readers by using language in particular ways to include or omit information</li> <li>how words can be used in such a way to influence readers and viewers</li> <li>that texts are deliberately created in a certain way to represent particular views, voices and interests and to silence others</li> <li>that writers use language to represent people, places, events and things in particular ways</li> <li>that writers use language to construct positive or negative representations of people, places, events and things</li> </ul>
<b>Thinking processes</b>	<p>Students know about and use a range of thinking processes, for example:</p> <ul style="list-style-type: none"> <li>making connections between ideas and information in written and visual texts</li> <li>identifying main ideas in written and visual texts</li> <li>drawing conclusions in written and visual texts</li> <li>forming opinions about written and visual texts</li> <li>interpreting implied information from written and visual texts</li> <li>predicting consequences from written and visual texts</li> <li>making inferences from written and visual texts</li> <li>detecting relevant and irrelevant information from written and visual texts</li> <li>comparing ideas by describing similarities and differences</li> <li>negotiating ideas</li> </ul>
<b>Attitudes</b>	<p>When reading, students:</p> <ul style="list-style-type: none"> <li>value books and other reading materials</li> <li>enjoy reading</li> <li>take pride in developing their reading skills</li> <li>appreciate reading</li> <li>enjoy different ways of obtaining information through reading</li> <li>enjoy learning new words and gaining new knowledge through reading</li> </ul>

## Strand: Writing

Substrand	Learning outcomes
<b>Production</b>	<p>3.3.1V Plan and produce a range of text types to develop familiar ideas and information</p> <p>3.3.1E Use illustrations and writing to present ideas and information</p> <p>4.3.1V Plan and produce a range of text types to develop familiar and unfamiliar ideas and information</p> <p>4.3.1E Write simple texts that present familiar ideas and information</p> <p>5.3.1V/E Plan and produce a range of text types in all genre categories to present ideas and information</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know and use:</p> <ul style="list-style-type: none"> <li>• a variety of genres – narrative, recount, procedure, report, explanation, exposition</li> <li>• a range of different written text types such as letters, instructions, brochures, posters and pamphlets</li> <li>• different written text types that serve different purposes such as personal letters, instructions, brochures, posters and pamphlets</li> <li>• different written texts that are created for different audiences such as peers, teachers and community members</li> </ul>
<b>Skills and strategies</b>	<p>3.3.2V Apply knowledge of writing skills and strategies to plan and edit texts</p> <p>3.3.2E Recognise and use writing skills and strategies to plan and write own texts</p> <p>4.3.2V Select and apply knowledge of writing skills and strategies to plan, review and edit own texts and those of peers</p> <p>4.3.2E Apply writing skills and strategies to plan, write and edit own texts</p> <p>5.3.2V/E Apply skills of drafting, revising and editing when constructing texts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students know about and use a range of writing skills, for example:</p> <ul style="list-style-type: none"> <li>• using correct punctuation</li> <li>• using correct spelling</li> <li>• using correct letter shape, size, slope and spacing between words in writing</li> <li>• using script and modified cursive writing</li> <li>• interpreting and using conjunctions to make logical links between ideas</li> <li>• interpreting and using statements, questions and commands</li> <li>• interpreting and using appropriate and effective vocabulary</li> <li>• interpreting and using nouns, verbs, adjectives, adverbs and prepositions</li> <li>• interpreting and using prefixes such as <i>re</i>- and suffixes such as <i>-ed</i>, <i>-ing</i></li> <li>• interpreting and using conjunctions such as <i>and</i>, <i>but</i> and <i>or</i></li> <li>• interpreting and using singular and plural</li> <li>• using articles correctly; <i>a</i> and <i>the</i></li> <li>• making comparisons of ideas and issues</li> <li>• planning, drafting, composing, revising, editing and proofreading skills</li> <li>• self-critical skills</li> <li>• retelling information</li> <li>• recording, presenting results and making recommendations</li> <li>• using appropriate structures of different text types</li> </ul>

## Strand: Writing

Substrand	Learning outcomes
<b>Critical literacy</b>	<p>3.3.3V Identify different purposes and audiences for writing</p> <p>3.3.3E Recognise appropriate text types for particular purposes</p> <p>4.3.3V Identify how texts are structured for different topics, audiences and purposes</p> <p>4.3.3E Demonstrate knowledge of a range of text types and their structures and language features</p> <p><b>5.3.3V/E</b> Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• audiences shape the way different text types are written</li> <li>• purposes shape the way texts are written</li> <li>• different text types are written to suit particular purposes</li> <li>• narratives can entertain and teach important things</li> <li>• narratives are produced for particular audiences</li> <li>• narratives have plots, settings and characters</li> <li>• narratives have typical text structures such as orientation, complication, resolution and coda</li> <li>• recounts retell events in sequence</li> <li>• recounts can inform and entertain</li> <li>• recounts do not have a conflict</li> <li>• recounts have typical text structure such as orientation and sometimes reorientation and coda</li> <li>• procedures instruct or describe how to do something</li> <li>• procedures have a clearly defined structure and follow sequential order</li> <li>• procedures use mostly doing verbs</li> <li>• descriptive texts describe particular things, either living or non-living</li> <li>• descriptive texts can be used <i>to persuade, inform</i> or have an <i>emotional effect</i></li> <li>• descriptive texts may have orientation to set the context</li> <li>• descriptive texts mainly talk about one specific thing</li> <li>• descriptive texts can be accompanied by photographs, diagrams and other visual materials</li> <li>• information reports, report on events, phenomena (things) and issues</li> <li>• information reports are mainly used to inform, describe, explain and persuade</li> <li>• information reports are sometimes referred to as <i>factual information description</i></li> <li>• explanation texts can give an account of how something works or give reasons for some phenomena</li> <li>• explanation texts explain the <i>how</i> and <i>why</i> about something</li> <li>• the purpose of analytical exposition is to analyse the topic and to persuade the reader that the writer's point of view is correct</li> <li>• analytical exposition can persuade someone that something is the case by explaining, analysing and interpreting events, issues and phenomena</li> <li>• analytical exposition texts are often referred to as <i>argument genre</i></li> <li>• analytical exposition can influence reader's or listener's thoughts and feelings about a topic</li> <li>• analytical exposition texts can influence listeners and readers by using language in particular ways to include or omit information</li> <li>• analytical exposition texts are structured with a statement of a point of view and supported by a few points or arguments</li> </ul>

## Strand: Writing

Substrand	Learning outcomes
<b>Critical literacy</b>	<p><b>3.3.4V</b> Identify how people, places and things are represented in their own written texts</p> <p><b>3.3.4E</b> Identify how illustrations and simple descriptive language have been used in own texts to represent people, places and events</p> <p><b>4.3.4V</b> Produce a range of text types to demonstrate their understanding of how texts influence readers</p> <p><b>4.3.4E</b> Identify how people and things are represented in illustrations and written texts</p> <p><b>5.3.4V/E</b> Identify persuasive language and evaluate the quality of information in texts</p>
<b>Knowledge, skills and attitudes</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>that texts are structured according to the interests and views of the writers</li> <li>that texts represent particular views, voices and interests and silence others</li> <li>that information or ideas are expressed to influence reader's or viewer's perceptions</li> <li>that information or ideas are expressed to influence the thoughts and feelings of the readers and viewers</li> <li>that texts can influence readers by using language in particular ways to include or omit information</li> <li>how words can be used in certain ways to influence readers and viewers</li> <li>that texts are deliberately created in a certain way to represent particular views, voices and interests and to silence others</li> <li>that writers use language to represent people, places, events and or things in particular ways</li> <li>that writers use language to construct positive or negative representations of people, places, events and things</li> </ul>
<b>Thinking processes</b>	<p>Students know about and use a range of thinking processes, for example:</p> <ul style="list-style-type: none"> <li>making connections between ideas and information in their own written and visual texts</li> <li>developing main ideas in their own written and visual texts</li> <li>negotiating ideas to include in their own written and visual texts</li> </ul>
<b>Attitudes</b>	<p>When writing students:</p> <ul style="list-style-type: none"> <li>take pride in learning to write</li> <li>accept criticism of their writing</li> <li>enjoy writing as a way of expressing what they think and feel</li> <li>respect the opinion of others</li> <li>enjoy communicating ideas and experiences in writing</li> <li>take pride in their own written work</li> <li>are willing to share written work with others</li> <li>appreciate and respect others' writing</li> <li>are critical in a polite manner about the writing of other students</li> </ul>

# Resources

References recommended in this Teacher Guide are listed in two parts: documents issued by the National Department of Education (NDOE) and materials published by other organisations and commercial companies.

## NDOE documents

- NDOE (2004) *Lower Primary Language Syllabus*, NDOE, Waigani
- NDOE (2003) *Elementary Language Syllabus*, NDOE, Waigani
- NDOE (2003) *Elementary Teachers Guide*, NDOE, Waigani
- NDOE (2003) *Upper Primary Language Syllabus*, NDOE, Waigani
- NDOE (2003) *Upper Primary Language Teacher Guide*, NDOE, Waigani
- NDOE (2003) *National Assessment and Reporting Policy*, NDOE, Waigani
- NDOE (2002) *National Curriculum Statement for Papua New Guinea*, NDOE, Waigani
- NDOE (1998) *Lower Primary Resource Book*, NDOE, Waigani
- NDOE (1998) *Lower Primary Phonics Cards*, NDOE, Waigani
- NDOE (1996) *Bridging and Bilingual Education*, Teacher's Handbook Waigani

## Other

- Baker, C. (1996) *Foundations of Bilingual Education and Bilingualism*, 2<sup>nd</sup> Edition, Multilingual Matters, Sydney
- Chamot, A.U. and J.M. O'Malley, (1994) *The CALLA Handbook, Implementing the Cognitive Academic Language Learning Approach*, Addison-Wesley Publishing Company, Sydney, Australia
- Department of Education and the Arts, (1989) *Pathways of Language Development*, Tasmania, Australia
- Ludwig, C. (2000) *Why Wait, A way into teaching critical literacies in the early years*, Education Queensland, Australia
- New South Wales Department of Education, (1998) *English Syllabus K-6*, Department of Education, Sydney

**Note:** Four roles of the learner is taken from Freebody, P. and Luke A. (1990) *Literacies programmes: Debates and demands in cultural context*. Prospect: A Journal of Australian TESOL, Vol. 11, pp 7-16

This article is included in the above listed book by Ludwig C. (2000)

# Glossary

Explanations of terms used in this Teacher Guide are provided below.

## Subject specific terms

<b>anecdotal</b>	notes that record observations of student behaviour, skills and attitudes in a variety of settings
<b>annotated</b>	samples of students' work with teacher's comments indicating their abilities and thinking at a particular time
<b>attitudes</b>	ways that we feel about certain things or situations
<b>audience</b>	in Latin the word <i>audio</i> means <i>I hear</i> . The audience hears or receives the text. The audience can be a single person, a small group or a large group. The knowledge of who the audience is, helps to shape the way the text is created
<b>bilingual</b>	the regular use of two or more languages
<b>bilingualism</b>	the ability to regularly use two languages
<b>checklist</b>	quick recording of students' achievement of the assessment criteria by way of ticking a box
<b>climax</b>	in narrative texts the climax is the most exciting moment or point in the story
<b>coda</b>	the stage in narrative texts that mentions how the situations and the characters have changed and what lesson has been learned from the experience
<b>cognitive</b>	concern with knowledge and intellectual skills
<b>cohesion</b>	how the ideas in the text come together through the use of connecting words such as then, later on, afterwards, finally
<b>complication</b>	the stage where the sequence of events in a narrative is changed in some way so that a problem arises for one or more of the characters
<b>concept map</b>	a diagram showing links between key concepts and ideas. Lines or arrows are used to show the relationships between the concepts and ideas
<b>context</b>	the situation or setting in which spoken or written communication occurs. When students use oral or written communications they learn to select and present communications appropriate for the audience and context

<b>conventional</b>	conventional spelling is the standard way of writing words in a language. In the early stage when students are learning to write they usually use made up spelling, then gradually they learn to spell using standard or conventional spelling
<b>critical literacy</b>	the process of involving students in questioning, challenging and evaluating the texts that they listen to, read and view. Critical literacy enables students to see how texts position readers to a particular view of people and events
<b>endeavour</b>	strive to do one's best
<b>field</b>	in texts, this includes considerations of time, place and topic
<b>genre</b>	genre refers to the different kinds of spoken or written communications or texts that we use. Common English genres are narrative, recount, procedure, description, explanation and exposition
<b>gestures</b>	gestures such as body movements, facial expressions, eye contact and hand movements help understanding and meaning in spoken communication
<b>inclusive</b>	a range of different experiences and perspectives presented to students so that all students' experiences are valued
<b>initiate</b>	to start or lead
<b>innovate on a text</b>	to innovate on a text means to give new names to the main characters, to change the setting of the text and to give the text a different ending
<b>integrate</b>	to use a topic or a group of related ideas to link learning from different subjects
<b>interpret</b>	to make meaning from
<b>knowledge</b>	what students are expected to be familiar with and understand
<b>literacy</b>	the ability to read and write to communicate in a range of contexts. Literacy is used to develop knowledge and understanding and to achieve personal progress in society. Literacy is the integration of speaking, listening and critical thinking with reading and writing abilities
<b>literate</b>	a literate person is someone who is able to read and write. We want students in Lower Primary to be able to read and write in vernacular and English

<b>medium</b>	where we would normally find this kind of text, such as in textbooks, newspapers, encyclopaedia or pamphlets
<b>mode</b>	refers to whether the text is spoken face to face, broadcast on the radio or TV, or written
<b>modify</b>	to take an idea and make changes to it to suit a new situation
<b>multicultural society</b>	a society where people with different languages, cultural beliefs, values and attitudes live and work together and yet maintain their ways of life as much as possible
<b>portfolios</b>	a collection of students' work collected over a period of time
<b>phenomena</b>	unusual happenings or events
<b>recite</b>	to say aloud something that is memorised such as poems and rhymes
<b>rehearse</b>	to practise
<b>rephrase</b>	where a statement or idea is said in another way, usually to make the meaning clearer
<b>resolution</b>	where a problem is resolved
<b>self and peer assessment</b>	when students assess their own performance or that of others according to set assessment criteria
<b>skills</b>	processes or strategies that students use to demonstrate mastery of the outcomes
<b>spontaneous</b>	to do something on the spot without any preparation
<b>strategy</b>	a method used to help understand and learn new ideas
<b>tenor</b>	describes the roles and relationships between the people involved in the spoken or written text
<b>text</b>	a text can be a spoken or written piece of information that is presented for a specific group of people for a particular purpose
<b>text types</b>	the term text refers to a piece of communication that may be spoken, written or performed by one person or many people for different purposes. Genres are types of texts
<b>think aloud</b>	a process used to clarify your thoughts or ideas
<b>visual</b>	materials that can be seen or viewed such as pictures, charts, posters, diagrams, photographs, films and television

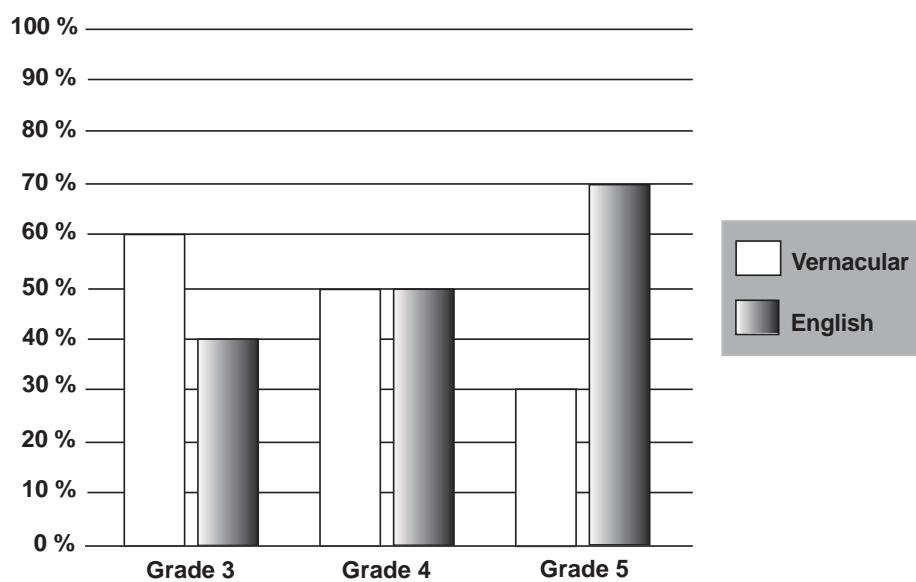
# Appendices

## Appendix 1

### Suggested percentages of vernacular and English to be used at each grade

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time you will spend teaching in vernacular and English at Grades 3, 4 and 5.

#### Percentage of teaching, learning and assessment in vernacular and English



In the classroom this means that in Lower Primary Environmental Studies, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students. Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

## **Appendix 2**

### **Weekly time allocations for Lower Primary subjects**

The curriculum reform allows increased flexibility to teachers. Lower Primary teachers developing units of work must make sure that the following weekly time allocations for each grade and subject are met by the end of each term.

<b>Subject</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Arts	150 minutes	150 minutes	150 minutes
Community Living	150 minutes	180 minutes	210 minutes
Environmental Studies	180 minutes	210 minutes	210 minutes
Health	90 minutes	90 minutes	90 minutes
Language	570 minutes	450 minutes	405 minutes
Mathematics	210 minutes	210 minutes	210 minutes
Physical Education	105 minutes	135 minutes	150 minutes
Other			
Assembly	75 minutes	75 minutes	75 minutes
Religious Education	60 minutes	60 minutes	60 minutes
Block time	60 minutes	90 minutes	90 minutes
<b>Total</b>	<b>1650 minutes</b>	<b>1650 minutes</b>	<b>1650 minutes</b>