Introduction

This Language syllabus details the knowledge, skills and attitudes that students should achieve in Elementary Prep, one and two in their vernacular communication skills. These are expressed as learning outcomes and indicators.

The learning outcomes are student-centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show the progression from one grade to the next.

Each learning outcome is illustrated with a list of examples of the kinds of things students should be able to do, know and understand if they are achieving an outcome. These are called indicators.

The learning outcomes and indicators will:

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

In order for the students to meet the outcomes of this syllabus, the teacher and the students must speak well the language of instruction. Teachers need to read and write fluently the vernacular of the students.

In Papua New Guinea vernacular means 'tokples', which is also called 'mother tongue' in many countries. The vernacular in Papua New Guinea could be one of the Papua New Guinea's 850 local languages including Tok Pisin, Hiri Motu and English.

In Language, a number of outcomes is identified for each grade from Elementary Prep to Elementary 2. The outcomes are:

- organised to show progression from one grade to the next
- organised into strands which contain a family of separate outcomes that are related to a particular themes—speaking and listening, reading and writing
- numbered to help teachers track similar outcomes linked to the strands from one grade to the next
- written to include all the essential knowledge, skills and understanding a student should achieve in the Language course
- created using an active verb to ensure students actively participate in the learning.

In this Language syllabus all outcomes are presented in an integrated way giving the teacher clear guidance on how this course is to be organised and taught.

Although language is a means to communicate and understand other subjects by learning through language, Language lessons must be used to learn about language.

Oral English is introduced in the second half of Elementary 2.

Language is to be timetabled for 360 minutes per week in all Elementary schools.

Rationale

The Elementary curriculum recognises and respects the languages and cultures of different communities. Elementary education fosters students' pride in their own cultures and languages. Education at this level is for three-years and is in students' own communities using a language that the students already speak fluently. The school relies on and utilises local people for their knowledge, skills, values and attitudes and resources which are important in that community.

Young people should acquire high levels of language ability to enable them to play a full part in modern society. They should expand and extend their language use as it is essential to their intellectual, social and emotional development. Students need to acquire language skills and confidence in order to progress in key learning areas. Students need to learn to use language in different ways from expressive and artistic forms to finding information and acquiring knowledge.

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

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

Curriculum principles

Our way of life

Our customs, traditions and values

The syllabus provides for the growth of our cultural identity through vernacular language skills and activities. It is through language that important aspects of our country's many cultures are transferred from one generation to the next and between people who live and work together but who originate from different cultures. Our cultures, languages and communities are at the very heart of the vernacular Elementary curriculum.

Ethics, morals and values

Papua New Guinea's *National Curriculum Statement* emphasises the process of socialisation and interaction. Students will communicate their knowledge, skills, attitudes and spiritual and moral values in their communities. They will learn how to communicate for different audiences, purposes and situations. In Elementary, students will learn to use language confidently in other subject areas.

Multiculturalism

As a multicultural society, we must protect, promote and respect our many cultures and languages. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. These values will be promoted and knowledge in language and literacy will enable students to share understanding of these with the rest of the world. In the same way, students will learn to exchange understanding from stories and knowledge from the past relating to their own communities and environments. In this way, multiculturalism will be maintained and enjoyed while learning experiences will be enriched.

Integral human development

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to reach their full potential socially, intellectually, emotionally, mentally and physically and work with other agents of education such as the home, school and community.

The *Philosophy of Education for Papua New Guinea*, known as the Matane Report, acknowledges the National Goals and Directive Principles in the National Constitution and is based on Integral Human Development:

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

Citizenship

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

Catering for diversity–gender

Gender is what it means to be a woman or man. Gender refers to behaviours and attitudes that are accepted culturally as ways of being a woman, femininity, and of being a man, masculinity. Gender is culturally determined. In Papua New Guinea there is a need to be mindful for the local cultural practices and values with respect to traditional roles of females and males.

Catering for diversity–students with special needs

Many students have special needs. These special needs may include students who are gifted or disadvantaged, physically, emotionally and intellectually.

Teaching and learning

Elementary education is based on the children's own languages and cultures. The classes should have an integrated curriculum which is organised under the following subjects—Language, Cultural Mathematics and Culture and Community.

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

Teachers should be encouraged to develop activities using a range of teaching methods, materials and other support resources that are relevant and appropriate to students' cultural and language needs. Students should work as individuals and in groups.

Some students learn best through such activities as reading on their own, working in small groups, talking with peers, observing, drawing pictures, writing stories with others and finding information for themselves. Most students use a combination of these.

Students should be encouraged to think critically about what they are learning and to take responsibility for their learning. They should learn to teach each other and learn from each other. They should learn how to work things out for themselves and how to get the information they need. They need to think in ways that make sense by using their experiences, knowledge, intelligence and imagination.

Flexibility

In Elementary, the school day is four hours long. The curriculum and learning materials are based on activities, stories, culture, beliefs and environment of the community. Teachers need to be flexible during planning and teaching to allow for spontaneous or unplanned learning experiences to take place any time during the school day.

Thematic teaching and integration

Elementary teaching is integrated and based on meaning-centred learning that is relevant to students' lives and to the values of their communities. The students' learning is made easier if they take part in activities that are interesting, have meaning for their lives, have a purpose and allow them to learn in their natural everyday learning style.

An integrated curriculum is organised into these areas of study, Language, Cultural Mathematics and Culture and Community.

Literacy involves the ability to solve problems, learn useful strategies, self-monitor and take risks in learning. Literacy occurs in all areas of the curriculum. A balanced language program will involve students with experiences that aid the development of their own unique skills and strategies for use in reading and writing practices. Teachers need to provide experiences for a student to become a code breaker, meaning maker, text user and text analyst in reading and able to develop and understand a range of written texts.

The teaching of language must focus on real-life, lifelike and focused learning experiences that ensure students know how to use the skills and strategies they have developed on a range of texts in a variety of contexts. Speaking, listening, reading and writing occurs in all aspects of life.

The whole language approach has been an important aspect of thematic teaching and integration in the past. In whole language learning, the focus is on the natural way language is used to communicate meaningful information rather than a set of rules. This approach is based on the belief that students learn language and literacy as naturally as they learn to walk and talk. Natural learning is to learn things in the same way as we learn things outside the classroom.

Research now suggests that this is a necessary part of a balanced language program, but not sufficient on its own. Children also need a set of skills to become code breakers, understanding the rules, the vocabulary, the links between sounds and letters, along with specific strategies to read and write different texts for different purposes. Children must also be shown how to make meaning from a text, the uses of texts and how people use words to make us think, feel or believe certain things.

Adults help children to learn language and literacy skills when they:

- read to them daily and help them to notice the features of a text, thinking and talking about how it makes them feel, what it makes them think and understand
- model writing many different types of texts, noticing the features that make the text a story, a legend, a recipe, an address or a set of instructions on how to make something
- model story telling
- teach children many ways to work out for themselves how to read or write in the shared way of their community
- help children to see that texts are made for specific purposes and convey a shared meaning to all.

Inclusive curriculum

The curriculum must offer equal opportunities for girls and boys to reach their full potential. It must meet the needs of all students regardless of their abilities, gender, geographic location or cultural and language backgrounds. Class activities and methods of assessment must be targeted fairly at both female and male students.

Relevance

Elementary education should be relevant to the social, spiritual, and resource development needs of the student's community. This can be achieved by relating the skills and knowledge of subjects to real-life situations. For example, in language, students can write advertisements for products such as food or for singsing and sporting events. People from the community could be brought into the classroom to help teach a topic and assist the students with projects such as making traditional bilas.

Student-centred learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same in respect to their needs. A teacher who uses a student-centred approach will provide students with an environment that will motivate them to acquire new skills and knowledge. The teacher will plan activities that meet the needs and interest of the students.

Multigrade teaching

Multigrade teaching refers to classes where there are students from more than one grade with one teacher. The language course needs to be implemented using a variety of approaches to meet the range of individual learning needs in these situations. Multigrade teaching is encouraged in Elementary. Teachers should be aware that in all classes, students are of mixed abilities. Teaching strategies for multigrade classes are appropriate in these circumstances as well.

Multigrade teaching involves:

• using peer work in small or large groups at different levels with the same class
• careful planning and organisation to provide supervision and assistance during learning
• annual intakes in small schools which previously only had intakes once every two or three years.

A thematic approach is appropriate to use with multigrade classes. Students of different grades can work side by side on similar themes, such as food, environment, animals and cultural practices.

Aims

Students who are literate in the language of the community will be able to:

- develop skills in problem solving, knowing what to do, planning their activity and thinking for themselves
- develop effective listening skills
- participate effectively in oral discussion and share ideas and opinions in other subjects and about issues in the local communities
- show interest in books, read with enjoyment and be aware of different types of written texts
- understand letter and word sounds, phonemes and have a knowledge of their language to read and spell accurately
- read, write and speak with confidence, fluency and understanding in their vernacular language
- use literacy to begin to extend their intellectual, social and emotional development and appreciate the importance of literacy as an integral part of any culture
- become aware of the purpose and way writers of different types of texts want to make us feel or influence us with the words they use
- begin to use a range of non-fiction texts to locate information in all their school subjects and show an understanding of their content
- enjoy and explore language through creative activities such as poetry, song, storytelling, dance and drama
- develop handwriting skills
- begin to plan, draft, revise and edit their own writing.

Content overview

The content of this syllabus is organised in three strands. A strand is a useful and convenient way of organising the learning outcomes for a subject.

Each strand identifies a particular aspect of the subject. In each strand, a typical progression of learning is outlined from one grade to the next.

Language in Elementary Prep to Elementary 2 has three strands:
•   Speaking and listening
•   Reading
•   Writing.

Each strand is further organised into three substrands to allow the content to be more clearly specified and described as learning outcomes.

Each strand has three substrands:
•   Production
•   Skills and strategies
•   Context and text.

Production

This substrand gives the students opportunities to practise speaking, listening, reading and writing in everyday learning styles that are relevant and meaningful to their lives. The students should be given opportunities to learn language and literacy as naturally as they learn to walk and talk.

Students take part in language activities that are relevant and meaningful to their lives in the community. They learn to listen to stories and tell stories. They share their experiences with their peers and express a personal point of view as well as contributing in class and group discussions. They practise ways of reading fiction and non-fiction texts for enjoyment and to gain information and write a variety of texts or genres for different purposes and audiences.

Skills and strategies

This substrand gives students tools which they can use to make sense of the language that they use in the classroom or come across in their communities.

There are basic day-to-day uses of language. Therefore, students should learn the rules for speaking, listening, reading and writing. The students should develop skills and processes such as asking and answering questions or presenting information in sequence. They need to develop reading skills such as using pictures to help them understand texts and responding appropriately to story books and information texts. The students should develop writing skills such as using order in stories, writing beginning and ending sounds of words, and using capital letters and full stops correctly.

Context and text

This substrand helps students to look at how oral language and written language are created and presented for different purposes with different groups of people or audiences.

The word *text,* as used in this syllabus, refers to any spoken or written communication performed by one person or many people. There are factual and fictional texts. Factual texts include reports, recounts, explanations, procedures, discussions, reviews, lists, letters, invitations and recipes, while fictional texts include plays, poems, stories and legends. Texts can be spoken as in conversation and dialogue, or be visual or drawn as in photos or diagrams, and recorded and presented in electronic form such as fax and e-mail.

The word *context,* as used in this syllabus, means the people or audiences and the purpose for which the text is created. Spoken and written texts are used to interact with people or audiences. It is important for students to know that the context or audience and the purpose can determine the type of text to be created and presented.

Table of strands and substrands

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text
Reading	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text
Writing	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text	• Production • Skills and strategies • Context and text

Learning outcomes

Numbering of learning 0utcomes
Each learning outcome is numbered with three digits, such as 1.1.1.
The first number refers to the grade level. The second number refers to the strand. The third number refers to the outcome in the strand. Thus, 1.1.1 refers to an outcome at Elementary 1, strand 1 and outcome number 1.

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	**P.1.1** Communicate with peers and known adults on familiar topics	**1.1.1** Communicate with people from the school community on familiar and introduced topics	**2.1.1** Communicate with people from the community for a range of purposes
	No outcome at this grade	No outcome at this grade	**2.1.2** Respond to basic English instructions and messages
	P.1.3 Use basic requirements of speaking and listening	**1.1.3** Apply speaking and listening skills in the classroom and community	**2.1.3** Use speaking and listening skills in a range of roles
	No outcome at this grade	No outcome at this grade	**2.1.4** Compare vernacular alphabet sounds with English alphabet sounds
	P.1.5 Identify different oral contexts and situations	**1.1.5** Adapt spoken vernacular to suit different day-to-day situations	**2.1.5** Use a variety of oral texts spontaneously and appropriately
	No outcome at this grade	No outcome at this grade	**2.1.6** Say English words and phrases in context to suit the situation
Reading	**P.2.1** Read and understand short predictable texts	**1.2.1** Read and respond to a range of texts	**2.2.1** Read independently using own knowledge and experiences
	P.2.2 Develop strategies to read and understand short predictable texts	**1.2.2** Use a range of strategies to understand print and picture texts	**2.2.2** Select and apply a variety of strategies to interpret print and picture texts
	P.2.3 Recognise that writing and pictures are used to convey meaning for different purposes	**1.2.3** Identify ways in which writing and pictures are structured for different purposes	**2.2.3** Interpret how texts are used for different social and cultural purposes

Strand	Elementary Prep	Elementary 1	Elementary 2
Writing	**P.3.1** Use pictures and writing to represent ideas and information	**1.3.1** Write texts for a variety of purposes	**2.3.1** Plan, write, edit and publish fiction and information texts
	P.3.2 Recognise strategies that help them to write	**1.3.2** Use a range of strategies to write texts	**2.3.2** Select and apply a variety of strategies to plan, review and edit texts
	P.3.3 Recognise that pictures and writing are used for different purposes	**1.3.3** Identify some of the purposes of writing	**2.3.3** Identify ways in which print and pictures differ according to their purpose and audience

Learning outcomes and indicators

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Production	**P.1.1** Communicate with peers and known adults on familiar topics	**1.1.1** Communicate with people from the school community on familiar and introduced topics	**2.1.1** Communicate with people from the community for a range of purposes
Indicators	Students will be achieving this outcome when they, for example • tell stories from their own community • describe objects of interest such as toys or pets to the class • say short poems, rhymes • discuss characters in stories • talk about their experiences • role-play characters in stories told or read to them • rephrase sentences and ideas from stories in their own words • talk about own drawing, writing and reading to others • talk about favourite books and stories • help to formulate class rules • provide simple explanations	Students will be achieving this outcome when they, for example • report on events and activities from the community • retell main points of stories told or read aloud • talk about a topic of interest • tell stories from the community and personal experiences • tell jokes and riddles to peers • express feelings, needs and wants, likes and dislikes • identify and describe objects, events and ideas • role-play an imaginary character or situation	Students will be achieving this outcome when they, for example • listen to and tell a wide range of stories • discuss events in their own community • make appropriate contributions in class and group discussions • present brief reports to class groups on personal experiences • listen to the viewpoint of others and express a personal point of view • give a series of oral instructions • respond appropriately when others seek information from them • speak in a way that persuades and influences

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Production	No outcome at this grade	No outcome at this grade	**2.1.2** Respond to basic English instructions and messages
Indicators			Students will be achieving this outcome when they, for example • take risks in using English greetings • respond to simple requests such as 'Please, close the door' • give appropriate responses to simple questions

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Skills and strategies	**P.1.3** Use basic requirements of speaking and listening	**1.1.3** Apply speaking and listening skills in the classroom and community	**2.1.3** Use speaking and listening skills in a range of roles
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• use and respond to appropriate gestures	• talk to the whole class using an aid such as *a* big book or an object	• plan questions to be used in an interview
	• use, ask and answer questions	• present information in sequence	• rehearse presentations for a school assembly
	• use appropriate tone of voice	• improve their vocabulary by saying things in different ways	• direct and control discussions during class meetings or in small groups
	• make simple requests	• listen to a partner and accurately repeat their message to others	• listen to the views of others and add their own relevant ideas or views
	• hear the different sounds of the language	• listen to a guest speaker from the community and ask relevant questions	• follow oral instructions on how to complete an activity
	• listen to simple explanations and make appropriate responses	• respond to questions appropriately	• initiate ideas in group discussions
	• give and follow simple oral instructions involving one step at a time	• use and respond to non-verbal communication such as facial expressions, hand gestures, body language	• ask help from others to solve problems
	• join in with others to say words that have the same sound	• listen to peers and give positive feedback	• listen to and share information with peers
	• hear the beginning, end and middle sounds in words	• tell and understand jokes and riddles	• respond sensitively to what others say
	• talk to each other in pairs or small groups		• retell how to make things
	• take turns to speak and listen		• retell stories or events to others
	• tell own experiences and retell stories		
	• notice rhymes, same sounds at the beginning, in the middle and end of spoken and written words		

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Skills and strategies	No outcome at this grade	No outcome at this grade	**2.1.4** Compare vernacular alphabet sounds with English alphabet sounds
Indicators			Students will be achieving this outcome when they, for example • say familiar English sounds • say or sing basic English rhymes or songs • locate similar sounds in both languages • identify new and different sounds in English • recite the sounds of the English alphabet

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Context and text	**P.1.5** Identify different oral contexts and situations	**1.1.5** Adapt spoken vernacular to suit different day-to-day situations	**2.1.5** Use a variety of oral texts spontaneously and appropriately
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• name situations at school such as assembly, group work and playground where language is used differently • talk about the different purposes of familiar spoken texts such as role-play, community meetings, church meetings • greet and respond appropriately to others such as teacher, parents, brothers, sisters, friends, ministers, wantoks • control their voices such as gently, loudly, politely to suit the situation	• listen to a message from a friend and change the language for another audience • recognise different ways of using spoken language to communicate face to face, to a crowd, on radio • greet people differently according to their relationship • hear differences in the way people speak in a variety of situations	• use manners, language gestures and body language appropriate to the setting • role-play situations to match spoken texts with informal and formal settings • compare ways of talking in different situations such as home, community meeting, classroom, cultural activities • repeat simple English words, phrases, songs and rhymes

Strand: Speaking and listening

Substrand	Elementary Prep	Elementary 1	Elementary 2
Context and text	No outcome at this grade	No outcome at this grade	**2.1.6** Say English words and phrases in context to suit the situation
Indicators			Students will be achieving this outcome when they, for example • use simple English greetings such as 'good morning' before lunch time, 'hello' and not 'goodbye' at appropriate times • select the right name for the day of the week • count objects in English • say the names of some common foods, colours, shapes using English

Strand: Reading

Substrand	Elementary Prep	Elementary 1	Elementary 2
Production	**P.2.1** Read and understand short predictable texts	**1.2.1** Read and respond to a range of texts	**2.2.1** Read independently using own knowledge and experiences
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• read along with others in big book shared - reading experiences • read simple stories with a partner or in small groups • select own book to read with a partner • read own written and picture texts such as simple sentences, short recounts of their experiences, word lists with pictures • look at books, charts, posters and pictures • ask and answer questions about simple stories read aloud • relate personal experiences to the text • retell a story with pictures or sequencing cards	• role-play characters from stories • read simple instructions and messages • read aloud to another person • perform a simple puppet-play to retell a story • read stories silently • pick out main ideas from big book information texts • read texts from charts, posters, pictures • read stories and rhymes with a partner • draw pictures to retell a story • draw simple sketches or diagrams to show ideas from information texts	• retell the main points of a big book story with correct sequence and details • read silently for periods of time • read fiction for personal enjoyment and interest • read information texts to locate information • read big books aloud to peers or younger children • choose appropriate books for silent reading • read and understand more complex messages and instructions • dress up and perform role-plays about main characters from texts • recognise the structure of different types of texts such as poems, simple plays and stories • respond to text by expressing own point of view • respond to stories by relating them to personal experiences

Strand: Reading

Substrand	Elementary Prep	Elementary 1	Elementary 2
Skills and strategies	**P.2.2** Develop strategies to read and understand short predictable texts	**1.2.2** Use a range of strategies to understand print and picture texts	**2.2.2** Select and apply a variety of strategies to interpret print and picture texts
Indicators	Students will be achieving this outcome when they, for example • recognise that pictures aid reading and use them to understand texts • ask questions about books read to them • identify repetition of words in big books • use pictures to predict what the story is about • recognise words are separated by spaces • recognise words are made of letters with distinct sounds • recognise sentences are made up of words • recognise the pages of a book are numbered • recognise that a book has a cover page, has an author and is illustrated by an illustrator • read from left to right and top to bottom • sound out unknown words by splitting into syllables or sounds • predict unknown words by looking at first letter and guessing a word that makes sense • reread a sentence if it does not make sense • recognise the beginning and end of texts	Students will be achieving this outcome when they, for example • use punctuation such as commas and full stops to help them read and understand texts • choose an appropriate book for reading by looking at the cover and reading the first one or two pages • use pictures as an aid to reading and understanding • use pictures to predict what is going to happen next in the text • discuss the meaning of words from stories • use letter and word cards to make words and simple sentences • sound out and read aloud new words by using knowledge of the sounds of their language • read past unknown words to guess what the word could be from the context • name the different parts of a book such as the cover page, title page, table of contents • use sequence cards or picture cards to show the order of events in a story	Students will be achieving this outcome when they, for example • summarise the main events from big book stories • summarise the main points from simple information texts • respond to punctuation marks such as full stops, question marks, commas when reading • recall parts of texts that have been read to help follow the story line • make changes to texts by making up new endings or changing names of characters • understand the plot by identifying words in the text that indicate where, why, when and how actions take place • locate information from a text to support their point of view • retell how to make or do something from a recipe or set of directions

Strand: Reading

Substrand	Elementary Prep	Elementary 1	Elementary 2
Context and text	**P.2.3** Recognise that writing and pictures are used to convey meaning for different purposes	**1.2.3** Identify ways in which writing and pictures are structured for different purposes	**2.2.3** Interpret how texts are used for different social and cultural purposes
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• participate in shared reading of different types of texts such as poems, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews • work out meanings of words from the context • look at different pictures and say what they mean • compare pictures in fictional texts with those in information texts • draw appropriate pictures to match the different types of texts	• talk about different purposes of written texts such as letters to send messages, invitations to invite guests, lists to help them remember things, advertisements to sell things • recognise how different types of texts such as poems, local recipes, simple plays, lists, legends are set out • recognise how the author wants to make us feel from the text and words chosen • identify a familiar product such as rice or noodles by its label or a particular place such as a shop or trade store, church or health centre because of a symbol or sign used to identify it	• discuss some of the different purposes of visual texts such as charts, maps, diagrams, photographs • make things such as bilums by following written instructions • use maps to locate things in the community • display the different kinds of reading materials such as hymn books, newspapers, letters, bills, shopping lists, bride price lists, diaries, calendars used at home and in the community

Strand: Writing

Substrand	Elementary Prep	Elementary 1	Elementary 2
Production	**P.3.1** Use pictures and writing to represent ideas and information	**1.3.1** Write texts for a variety of purposes	**2.3.1** Plan, write, edit and publish fiction and information texts
Indicators	Students will be achieving this outcome when they, for example • scribble and use symbols to represent letters • label objects in the classroom such as seat, table, door, window • write their own names • write titles for their own pictures • write a message to a friend • write simple cards • tell a story and ask someone write it down • contribute by making relevant suggestions when the teacher is modelling writing • model writing of a variety of texts such as poems, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews	Students will be achieving this outcome when they, for example • write and publish different types of texts such as poems, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews • use simple sentences to retell their own experiences • use order such as a beginning, middle, end in stories • write simple advertisements to advertise the sale of things • create their own stories using simple sentences in groups, pairs and alone • work together to write and illustrate Big Books for the class • write messages for others in the class to read	Students will be achieving this outcome when they, for example • plan, write, edit and publish fiction and information texts by themselves, in groups and pairs • use appropriate structures to sequence different types of writing such as poems, plays, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews • write simple letters to classmates, family or imaginary friends • write advertisements for products such as food, singsing, sporting events

Strand: Writing

Substrand	Elementary Prep	Elementary 1	Elementary 2
Skills and strategies	**P.3.2** Recognise strategies that help them to write	**1.3.2** Use a range of strategies to write texts	**2.3.2** Select and apply a variety of strategies to plan, review and edit texts
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• leave spaces between words or word-like clusters of letters • trace around cardboard letter shapes • copy letters and words from charts and chalkboard • write some common words accurately without copying • use the letter-sound knowledge of their alphabet to try to spell common words • vocalise words when trying to write them • say and write beginning and ending sounds of words • use approximation and some conventional spelling • form basic letter strokes and small and capital letters from their vernacular alphabet • use standard grip to hold a pencil	• use order in stories • improve work they have written • self correct own work • use punctuation in written work • use knowledge of letter sounds to spell words • sound out and spell words using knowledge of letter-sound relationships • change letter sounds to make new words • write new vernacular words using their knowledge of the letter sounds • spell common words correctly • use script letters • form all small and capital letters in the vernacular alphabet in script print correctly • reread their own sentences to see if they make sense	• use class proof reading as a guide to edit own and peers' writing • use capital letters and full stops correctly • publish final copies of their writing for others to read • identify spelling errors in written work • spell most vernacular words correctly • try to spell new words even though unsure of the correct spelling • write clearly using letters of uniform size, shape, slope and spacing • re-read their own stories to see if they make sense

Strand: Writing

Substrand	Elementary Prep	Elementary 1	Elementary 2
Context and text	**P.3.3** Recognise that pictures and writing are used for different purposes	**1.3.3** Identify some of the purposes of writing	**2.3.3** Identify ways in which print and pictures differ according to their purpose and audience
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• model the use of a variety of texts such as poems, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews • talk about the purposes of familiar written texts such as name tags to show things belong to someone, labels on food packets, signs to advertise things • talk about how pictures are used differently in different texts • talk about why people write	• discuss purposes of familiar written texts such as stories to read for pleasure, letters to send messages to someone, lists to help remember things • make a display of samples of writing to show some advantages of writing and recording information • talk about times when people in their families write • discuss examples of how writing and pictures give information to people through things such as books, posters, signs and newspapers	• select a type of writing for a particular writing purpose and explain why they have chosen it • compare the features of their own writing with samples of similar texts • keep a record and samples of the text types they have written • examine models of text types such as letters, notes, simple reports, stories, poems and plays and discuss their purposes and some of their features

Assessment and reporting

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

Assessment

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

Assessment in Elementary schooling is the continuous process of finding out what the students have learnt and still need to learn.

Elementary teachers should take into account Papua New Guinean cultural values and use local cultural practices where appropriate to assess and report students' achievement.

Assessment at Elementary level should use a range of methods with little emphasis on written tests. It should be based on the learning outcomes and arise from the everyday learning experiences of students. It is a process of:

- observing students at work
- conferencing or talking and questioning the students about their work and how they are thinking and feeling – their attitude towards work
- looking at work samples for information on what students can do.

Through these processes teachers gather evidence of students' learning.

Continuous assessment for young students is essential. Their knowledge and skills are continually changing as they learn more. It is important for teachers to be aware of what the students know, can do and understand. When this information is known about the students in the class, programming can be made more relevant and meaningful to match the students' needs..

Recording and reporting

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

- journal, diary or anecdotal notes
- portfolios
- progressive records
- checklists
- work samples with comments written by the teacher.

Student reports should be based on assessement information collected from ongoing assessment. Schools will decide how reports will be presented to best suit the needs of their communities.

When students first start school in Elementary Prep, parents and guardians will be very eager to hear about their child's progress. Teachers should consider holding a parent-teacher interview either at the end of the child's first term at school or early second term.

In Elementary 1, teachers may decide to hold formal talks or interview with parents and guardians half way through the year and at the end of the year.

In Elementary 2, teachers may decide to hold formal talks with parents and guardians in the middle of second term and provide them with a written report at the end of the year.

Evaluation

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

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

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Language

Elementary Syllabus

Acknowledgements

Language

Secretary's message

The current reforms in education have been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of vernacular language in schools, the introduction of Elementary schools and the expansion of Primary schooling to Grade 8 and increased access to Grades 9 and 10.

The syllabus is to be used by Elementary teachers (Elementary Prep, Elementary 1 and Elementary 2) to teach students throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes which flow into Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system.

Students' language abilities already gained in their home environments must be respected, built on and extended. The students' first language is to be used as a medium of instruction for the first three years of education. This will allow students in Elementary to develop their thinking and decision-making skills, as well as skills in speaking, listening, reading and writing in the language that they speak fluently.

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

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

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

This Language syllabus encourages links with other curriculum areas to provide a language learning context. It respects our cultural diversity and traditions.

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

Peter M. Baki
Secretary for Education