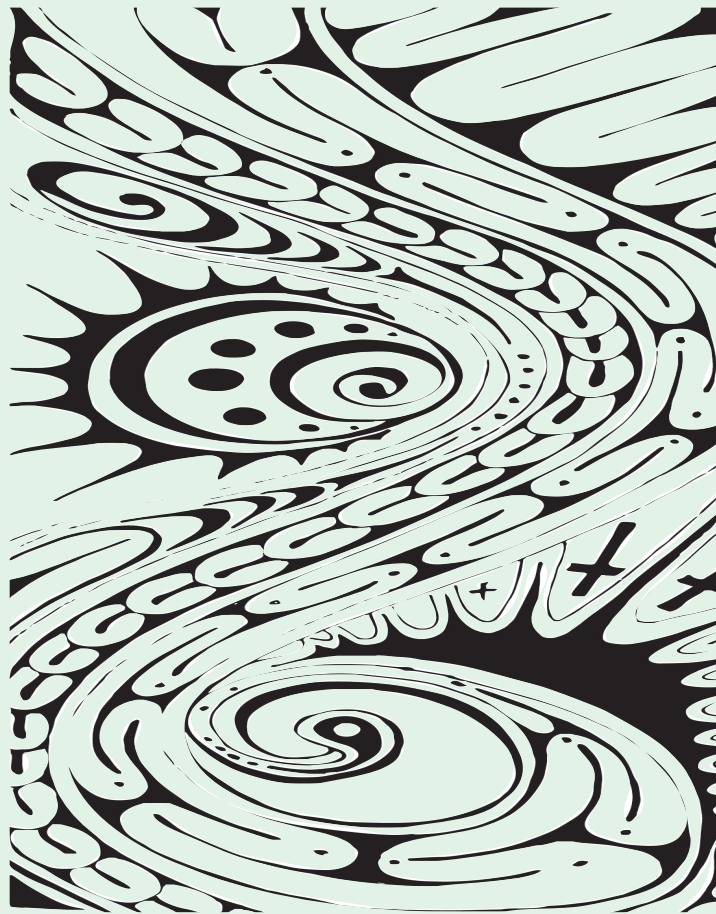


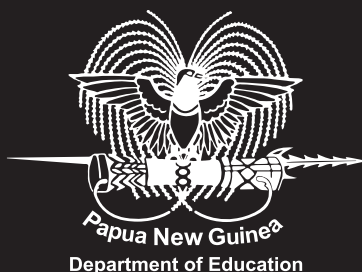
Language

Syllabus

2015



Standard Based



Elementary

Language

Syllabus

2015

Elementary Standard Based



Department of Education

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Secretary's Message

Papua New Guinea is unique for its linguistic diversity. More than 800 languages are spoken in Papua New Guinea to make up one – eighth of the languages in the entire world. Our languages are our identity and should be appreciated. This Language syllabus contains the bridging component of language content to English. It is part of the Standard Based Curriculum (SBC) for Elementary Schools in Papua New Guinea.

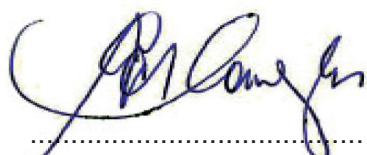
It is important to understand that students who are literate in their first language can transfer their literacy skills such as listening, speaking, reading and writing into learning the second language. Explicit teaching of the second language beginning with oral skills allows students to learn the new language through communication rather than memorization.

It is important for young learners to learn the language they are familiar with working from known to unknown.

Learning language as a subject will enrich their lives and open doors to their future by gaining an expanded world view, greater intercultural appreciation and sensitivity with meaning. Teachers are encouraged to engage young learners in interactive participatory learning using their human senses.

This Language Syllabus is to be used by teachers together with the Language Teachers Guide.

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



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

Introduction

This **Language Syllabus** presents the content and skills that should be taught to Elementary students. As they develop the skills of listening, speaking, reading and writing in their language, they are developing a strong foundation from which they will then start to learn English and other languages.

The content standards are written as student-centred that need to be achieved by the end of each year. The teaching content of both the language and English is further outlined in the Teacher's Guides.

In **Elementary Prep** the students will learn all the phonograms in their language so that they can begin the process of reading and writing.

In **Elementary One** they will continue developing these reading and writing skills while they also start the process of learning English through listening and speaking.

In **Elementary Two** they will further strengthen their reading and writing skills in their language. They will also be taught the English sounds and phonograms in the given order. The way in which these English sounds are taught depends on how they compare to the sounds of the language. So there must first do some preparation work to decide whether the English sounds are the *same*, *matching* or *new* when compared to the sounds in their own language. This will be the basis from which they will start to learn to read and write in English.

Time allocation for **Language Syllabus**

Elementary subject	Elementary Years		
	Year 1 – E Prep	Year 2 – E1	Year 3 – E2
Language	10 hours a week	5 hours a week	5 hours a week
	2 hours a day	1 hour a day	1 hour a day
English		5 hours a week	5 hours a week
		1 hour a day	1 hour a day

The Minister's Policy Statement 1/2013 and Secretary's Circular 4/2013 outlines the teaching of vernacular (not tok pisin) is allowed only if these three requirements are met ;

- orthography exists, No orthography, means no teaching of the vernacular,
- all vernacular languages with orthographies in a community should be endorsed by the Board of Management and the communities in consultation with the Provincial Education Board,
- availability of a teacher who is proficient in the language within the school.

Rationale

Papua New Guinea has a unique society with over 800 different languages. In order for the students of Papua New Guinea to become literate and successful learners, it is important that they are taught to read and write in the language they know best i.e. the language which they use to communicate at home every day - their language. This will not only strengthen the system of educating our students but also strengthen their cultural identity and the rich traditions and cultures of our country.

The majority of students in Papua New Guinea come to school being able to understand and speak a language other than English. Therefore, it is important that these students are given the opportunity to start their education in that language.

Socio- linguistic factors in PNG

Students ***in Rural Areas of PNG*** - Students who enter Elementary schools located in rural areas typically use their vernacular in their home and community life. These students may also understand and use Pidgin. Since English is not used in their communities, these students are not exposed to English in the same way as students in urban areas.

Students ***in Urban Areas of PNG*** - Some students who enter Elementary schools located in urban areas come from homes where Pidgin is the predominant language but they also have some exposure to English from the urban environment (for example from the English media; TV, newspapers, radio, advertisements). Other students in urban Elementary schools function in both English and Pidgin. This bilingualism is as a result of using English and Pidgin in the home.

This shows clearly that we have some very different socio-linguistic situations throughout PNG which need to be considered. It is very important for the sake of the teachers, parents and students that this unique linguistic diversity is reflected in the Elementary syllabus and in its practical outworking.

Choosing the language

It is the responsibility of the school board in consultation with parents, partners and other stakeholders to select the most appropriate language and syllabus to be followed.

When selecting a language consider the following points:

- Use the language that the students speak at home and in the community.
- The Elementary teacher should be a native speaker of that home language and formally trained.
- Use the local language with an approved orthography.

Choosing the syllabus

- Elementary schools in rural communities where the vernacular **has an approved orthography** should follow this **Language Syllabus**.
- Elementary schools in rural communities where the vernacular does not have an approved orthography should follow the **English Syllabus**. However, if a vernacular orthography is developed and approved in the future, then the school can change and follow this **Language Syllabus**.
- Elementary schools in the urban communities where the vernacular has an approved orthography should follow this **Language Syllabus**.

- Elementary schools in urban communities where the vernacular does not have an approved orthography should follow the English Syllabus. However, if a vernacular orthography is developed and approved in the future, then the school can change and follow this Language Syllabus.
- Elementary schools in the urban communities where students speak many different languages should follow the **English Syllabus**.

The Early Grade Reading Assessment Report (EGRA) and Outcome Based Exit Task Force Report highlighted inadequate levels of reading comprehension, slow progress in reading and reading levels 2 years below the expected standard. It is therefore essential that efforts are concentrated on developing fluent and confident readers from the earliest stage of a child's education. Worldwide evidence shows that when children learn the skill of reading and writing in their home language first it will enable them to move far more easily and quickly into learning to read and write in another language which is unknown to them, in this case English. This syllabus and the teaching methods used will contribute significantly in addressing the problem of low standards of reading and meeting the challenge of raising the standards

Aims

The aims of the **Language Syllabus** are to:

- Encourage students to take pride in their mother tongue and to recognize its value and importance as part of their cultural identity.
- Encourage and support students to appreciate their language and diligently develop their listening, speaking, reading and writing skills. In this way they will become attentive listeners, confident speakers, fluent readers and skilled writers so that they can communicate passionately and confidently within their language communities.
- Preserve and uphold PNG cultural traditions through learning their languages.
- Preserve the rich content of PNG languages through learning and using their languages.

National Benchmarks

These are the benchmarks set for the Elementary students to acquire in learning their languages and bridge onto learning English. Benchmarks are set for each strand in all three grade levels.

Benchmark in Language

Strand	Elementary Prep	Elementary One	Elementary Two
Listening	Listen attentively in order to understand	Listen attentively in order to understand	Listen attentively in order to understand
Speaking	Speak appropriately and confidently in a variety of situations.	Communicate effectively about familiar topics.	Communicate effectively about familiar and new topics
Reading	Read with understanding Elementary Prep common words, short sentences and short stories	Read with more fluency and understanding Elementary One words, longer sentences and longer stories	Read with fluency and understanding a variety of texts.
Writing	Write Elementary Prep common words, short and simple sentences and stories using correct punctuation	Write Elementary One common words, short sentences and stories using correct punctuation	Write Elementary Two common words, longer sentences and stories using correct punctuation

Benchmark in Bridge to English

Strand	Elementary Prep	Elementary One	Elementary Two
Listening	No bridge for Elementary Prep	Listen attentively in order to understand	Listen attentively in order to understand
Speaking	No bridge to Elementary Prep	Pronounce and use Elementary One words and sentences correctly	Pronounce and use Elementary Two words and sentences correctly
Reading	No bridge to Elementary Prep	This strand is not to be taught in Elementary One	Read words, sentences and short simple stories with understanding and confidence
Writing	No bridge for Prep	This strand is not to be taught in Elementary One	Write Elementary Two common words and sentences on familiar topics using correct punctuation

Language Competency Skills to be mastered by Elementary Two students

Strand	By the end of Elementary Two the student should have mastered these basic language literacy skills and bridge to English	
	Language	Bridge to
Listening	<ul style="list-style-type: none"> the skill in listening attentively with understanding the skill in listening for general information the skill in listening for specific information 	<ul style="list-style-type: none"> applying the skill in listening attentively with understanding in English applying the skill in listening for general information in English applying the skill in listening for specific information

Speaking	<ul style="list-style-type: none"> the skill of telling stories with confidence and expressions the skill of two way conversation (dialogue) the skill of taking up roles during role plays the skill of speaking during group discussions 	<ul style="list-style-type: none"> applying the skill of telling stories with confidence and expressions applying the skill of two way conversation(dialogue) applying the skill of taking up roles during role plays applying the skill of speaking during group discussions
Reading	<ul style="list-style-type: none"> the skill of reading individual sound, word, and phrase the skill of reading sentences the skill of reading stories the skill of reading for specific information the skill of reading for general information 	<ul style="list-style-type: none"> applying the skill of reading individual sound, word, and phrase applying the skill of reading sentences applying skill of reading stories applying the skill of specific information applying the skill of reading for general information
Writing	<ul style="list-style-type: none"> the skill of pre-writing the skill of letter formation the skill of sounding letter sounds correctly the skill of spelling the skill of writing sentences the skill of using correct punctuation marks the skill of creative writing 	<ul style="list-style-type: none"> applying the skill of writing applying the correct skill of each individual letter formation applying the skill of sounding letter sounds and formatting letter shape correctly applying the skill of spelling correctly applying the skill of writing sentences correctly applying the skill of punctuation marks correctly applying the skills of creative writing correctly.

Curriculum principles

Our Way of Life

Cultural Relevance

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, and communities are at the very heart of the English Elementary curriculum as the language of instruction and as a subject.

Ethics, morals and values

Papua New Guinea National Curriculum Statement emphasises the process of socialization and interaction. Students will communicate their knowledge, skills, attitudes, 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 promote and respect our cultures and languages. The diversity of our cultures is the source of our knowledge, skill, 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 environment. 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.

Guiding principles

- The majority of students come to school being able to speak and hear a language other than English;
- Students need to learn how to read and write in their language as these skills are useful for learning English;
- Students can express themselves better in their own language;
- Students learn new languages quickly using literacy skills;
- It is important to teach the letter patterns and common words of their language in a structured and playful way.

Bridging to English

Following this **Language Syllabus** allows for building a firm foundation of learning literacy skills in the vernacular first before English is introduced as a subject in Elementary One and continued as a subject in Elementary Two.

- The focus of teaching English in Elementary One is ***developing listening and speaking skills***.
- The focus of teaching English in Elementary Two is ***reading and writing through English phonics*** based on a comparison of the vernacular and English sounds.

This method for teaching English follows the principles of second language acquisition and gives all the students who have had no or extremely limited exposure to English during their pre-school years, a fair and enjoyable introduction to a second language.

In Elementary One the focus on developing listening and speaking skills only removes the heavy burden of learning to read and write a language which the students have not heard or learnt to speak.

The early age of students is vital when considering the language which should be used as the **medium of instruction** at this earliest level of schooling. ***Since the language which they know best is the basis for their early cognitive development, it is vital that language is the one used as the medium of instruction in the classroom.*** This will help them to listen attentively and express themselves confidently right from the beginning of their education. It will also help them to learn the basic skills of reading and writing which they can then transfer to help them learn a second or third language. For schools where the students are exposed to no English or have extremely limited exposure to English, the vernacular can therefore be used as the language of instruction.

Content Overview

Use this content overview to plan and teach your language in Elementary Prep, Elementary One and Elementary Two classes. English will be bridged in Elementary One and Elementary 2 classes. You will teach Language from Elementary Prep to Elementary 2 classes. The Listening strand in English will only begin from Elementary One to Elementary Two classes.

Table of strands and Units

Grade	Elementary Prep	Elementary One	Elementary Two
Strands	Units	Units	Units
Listening	1. Listening for specific information 2. Listening for general information No bridge for Prep	1. Listening for specific information 2. Listening for general information	1. Listening for specific information 2. Listening for general information
		Bridge to English	Bridge to English
		1. Listening for specific information 2. Listening for general information	1. Listening for specific information 2. Listening for general information
Speaking	1. Telling a story on your own 2. Two-way conversation (dialogue) 3. Role play 4. Group discussion No bridge for Prep	1. Telling a story on your own 2. Two-way conversation (dialogue) 3. Role play 4. Group discussion	1. Telling a story on your own 2. Two-way conversation (dialogue) 3. Role play 4. Group discussion
		Bridge to English	Bridge to English
		1. Pronunciation 2. Vocabulary 3. Say Sentences 4. Two way conversation (dialogue)	1. Pronunciation 2. Vocabulary 3. Say Sentences 4. Two way conversation (dialogue)
Reading	1. Reading individual words 2. Reading sentences 3. Reading stories 4. Identify 5. Reading for specific information No bridge for Prep	1. Reading individual words 2. Reading sentences 3. Reading stories 4. Reading instructions 5. Reading for specific information 6. Reading for general understanding	1. Reading individual words 2. Reading sentences 3. Reading stories 4. Reading instructions 5. Reading for specific information 6. Reading for general understanding
		Bridge to English	Bridge to English
		This skill is not to be taught in Elementary One.	1. Reading individual words 2. Reading sentences 3. Reading stories 4. Reading for specific information
Writing	1. Pre - Writing 2. Hand writing 2. Letter Formation 3. Spelling 4. Writing Sentences 5. Punctuation 6. Creative Writing No bridge for Prep	1. _____ 2. _____ 3. Spelling 4. Writing Sentences 5. Punctuation 6. Creative Writing	1. _____ 2. _____ 3. Spelling 4. Writing Sentences 5. Punctuation 6. Creative Writing 7. Grammar
		Bridge to English	Bridge to English
		This skill is not to be taught in Elementary One.	1. Letter Formation 2. Spelling 3. Writing Sentences 4. Punctuation 5. Grammar

Note: Blank lines means no units to teach

Content Standards

The table below shows that there is one general standard statement for each of the skills as they are introduced and there is one or two specific content standard for each of the units where appropriate.

Performance Standards - Teachers are only required to create their own performance standards in line with the content standards set in this syllabus.


Numbering of the Content Standards


The standard for each of the units is numbered with three digits. The first number refers to the Elementary grade. The second number refers to the skill. The third number refers to the units. The letters a, b, c etc. are used if there are more than one specific content standard for a unit. *For example*, 1.1.1.a refers to the content standard for Elementary 1, strand 1(Listening), unit 1, 1st content standard.



Benchmark

By the end of Elementary Two every standard in Language and bridge to English should be achieved for each of the strands and units.

Strand: Listening	Elementary Prep	Elementary One	Elementary Two
Language Content Standards			
Unit 1: Listening for specific information	P.1.1.a Listen to a story being told or being read and identify specific information. P.1.2.b Listen and follow simple classroom instructions.	1.1.1.a Listen to a story being told or being read and identify specific information. 1.1.2.b Listen and follow instructions	2.1.1.a Listen to a story being told or being read and identify specific information. 2.1.1.b Listen and follow instructions
Unit 2: Listening for general information	P.1.2 Listen to a story being told or being read and retell it.	1.1.2 Listen to a story being read and retell it.	2.1.2 Listen to a story being told or being read and retell it.
Bridge to English - Content Standards			
Unit 1: Listening for specific information	No bridge for Prep	1.1.1.a Listen and follow instructions	2.1.1.a Listen and follow instructions
		1.1.1.b Listen to a song or chant and do the correct actions	2.1.1.b Listen to a song or chant and do the correct actions
		1.1.1.c Listen to a story being read and identify specific information	2.1.1.c Listen to a story being read and identify specific information
Unit 2: Listening for general information		1.1.2 Listen attentively to a story being read	2.1.2 Listen to a story being read and retell it

Strand: Speaking	Elementary Prep	Elementary One	Elementary Two
Language Contents Standards			
Unit 1: Telling a story on your own	P.2.1 Tell stories confidently	1.2.1 Tell stories confidently	2.2.1 Tell stories confidently
Unit 2: Two way conversation(dialogue)	P.2.2 Greet someone and introduce themselves within the class	1.2.2 Ask and answer questions on familiar topics	2.2.2 Ask and answer questions on familiar topics
Unit: 3: Role play	P.2.3 Participate confidently and appropriately in familiar role play and situations	1.2.3 Participate confidently and appropriately in familiar and new role play situations	2.2.3 Participate confidently and appropriately in familiar and new role play situations
Unit: 4: Group Discussion	P.2.4 Participate in whole class discussion after Language Experience Activity	1.2.4 Participate appropriately in a small group discussion	2.2.4 Participate appropriately in a whole class discussion
Bridge to English Content Standards			
Unit 1: Pronunciation	No bridge for Prep 	1.2.1 Pronounce correctly the Elementary 1 common English words for their language	2.2.1 Pronounce correctly all the English phonograms
Unit 2: Vocabulary		1.2.2 Use all Elementary 1 common words correctly	2.2.2 Use all Elementary 2 common words correctly
Unit 3: Say Sentences		1.2.3.a Say short sentences correctly 1.2.3.b Give simple instructions to others in the class 1.2.3.c Sing along familiar English songs	2.2.3.a Say longer sentences correctly 2.2.3.b Give simple instructions to others in the classroom 2.2.3.c Sing along to familiar English songs
Unit 4: Two way communication(dialogue)		1.2.4.a Greet someone and introduce themselves within the class 1.2.4.b Ask and answer simple questions correctly	2.2.4.a Greet someone and introduce themselves confidently within the school community 2.2.4.b Ask and answer questions on familiar topics

Strand: Reading	Elementary Prep	Elementary One	Elementary Two
Language Content Standards			
Unit 1: Reading individual words (expanding vocabulary)	P.3.1 Read Elementary Prep common words	1.3.1 Read Elementary 1 common words	2.3.1 Read Elementary 2 common words
Unit 2: Reading sentences	P.3.2 Read short simple sentences	1.3.2 Read longer sentences	2.3.2 Read long detailed sentences
Unit 3: Reading stories	P.3.3 Read Elementary Prep stories aloud	1.3.3 Read E1 stories aloud and independently	2.3.3 Read Elementary 2 stories aloud independently
Unit 4: Reading instructions	This unit is not to be taught in Elementary Prep	1.3.4 Read short instructions and show understanding	2.3.4 Read a series of instructions and show understanding
Unit 5: Reading for specific information	P.3.5 Read a story and answer questions correctly	1.3.5 Read a story and answer questions correctly	2.3.5 Read a story and answer questions correctly
Unit 6: Reading for general understanding	This unit is not to be taught in Elementary Prep	1.3.6 Read a story and retell it to the class	2.3.6 Read a story and retell it to the class
Bridge to English Content Standards			
Unit 1: Reading Individual words Unit 2: Reading Sentences Unit 3: Reading Stories Unit 4: Reading for specific information	No bridge for Prep 	These units are not to be taught in Elementary One	2.3.1 Read all Elementary 2 common words 2.3.2 Read sentences confidently 2.3.3 Read short, simple stories aloud 2.3.4 Read short, simple stories and answer questions correctly
Strand: Writing	Elementary Prep	Elementary One	Elementary Two
Language Content Standards			
Unit 1: Pre - writing	P.4.1a Participate in a variety of activities to develop fine-motor skills	This unit is not to be taught in Elementary One	This unit is not to be taught in Elementary One
Unit 2: Letter formation	P.4.2b Teach student how to hold pencils and to write letter shapes	This unit is not to be taught in Elementary One	This unit is not to be taught in Elementary Two
Unit 3: Spelling	P.4.3 Write all the phonograms in the alphabet, both in small and capital forms	1.4.3 Spell Elementary One common words correctly	2.4.3 Spell Elementary Two common words correctly
Unit 4: Writing Sentences	P.4.3 Spell Elementary Prep common words correctly P.4.4 Write short and simple sentences correctly	1.4.4 Write short sentences correctly	2.4.4 Write compound sentences correctly on a familiar topic

Strand: Writing	Elementary Prep	Elementary One	Elementary Two
Language Content Standards			
Unit 5: Punctuation	P.4.5 Use capital letters and full stops correctly	1.4.5 Use capital letters, full stops and question marks correctly	2.4.5 Use capital letters, full stops, question marks and commas correctly
Unit 6: Creative writing	P.4.6 Write short simple stories	1.4.6 Write short stories on familiar topics	2.4.6 Write stories on familiar and new topics
Unit 7: Grammar	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary One	2.4.7 Show knowledge and correct use of nouns and verbs
Bridge to English Content Standards			
Unit 1: Letter formation	No bridge for Prep  No bridge for Prep 	This strand is not be taught in Elementary One	2.4.1 Write all English phonograms correctly
Unit 2: Spelling			2.4.2 Spell E2 common words correctly
Unit 3: Writing Sentences		This unit is not to be taught in Elementary One	2.4.3 Write sentences correctly on familiar topics
Unit 4: Punctuation			2.4.4 Use capital letters, full stops and question marks correctly
Unit 5: Grammar			2.4.5 Show knowledge and correct use of simple nouns, verbs and adjectives

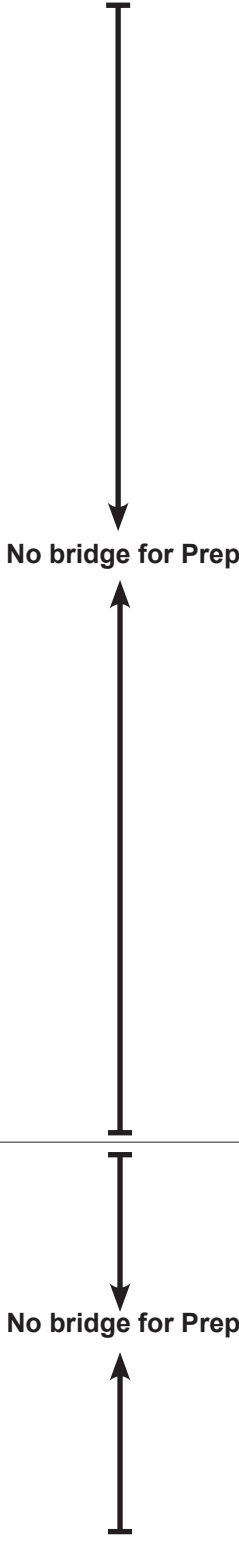
Content Expansion

Content standards are expanded into performance standards with assessment tasks for each strand in learning Language and bridge to English.

Language Content Standards

Strand: Listening

Strand:	Unit	Elementary Prep	Elementary One	Elementary Two
Listening	1: Listening for specific information	P.1.1.a Listen to a story being told or being read and identify specific information.	1.1.1.a Listen to a story being told or being read and identify specific information.	2.1.1.a Listen to a story being told or being read and identify specific information.
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. listen attentively to a story being told and identify specific information	<i>Students will demonstrate the achievement when they:</i> a. listen to a story being read and identify specific information	<i>Students will demonstrate the achievement when they:</i> a. listen to a story being told or being read and identify specific information
	Assessment Task	Listen to a story and identify specific information	Listen to a story being read and identify specific information	Listen to a story told or being told and identify specific information
		P.1.2.b Listen and follow simple classroom instructions.	1.1.2.b Listen and follow instructions	2.1.1.b Listen and follow instructions
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. listen attentively and follow simple instructions	<i>Students will demonstrate the achievement when they:</i> a. listen attentively and follow instruction	<i>Students will demonstrate the achievement when they:</i> a. listen to a story being told or being read and identify specific information
	2. Listening for general information	P.1.2 Listen to a story being told or being read and retell it.	1.1.2 Listen to a story being read and retell it.	2.1.2 Listen to a story being told or being read and retell it.
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. listen to a story being told and retell it correctly	<i>Students will demonstrate the achievement when they:</i> a. listen to a story being read and retell it correctly	<i>Students will demonstrate the achievement when they:</i> a. listen to general information and retell it correctly
	Assessment tasks	Listen attentively for general information	Listen and follow general instructions	Listen attentively for general information

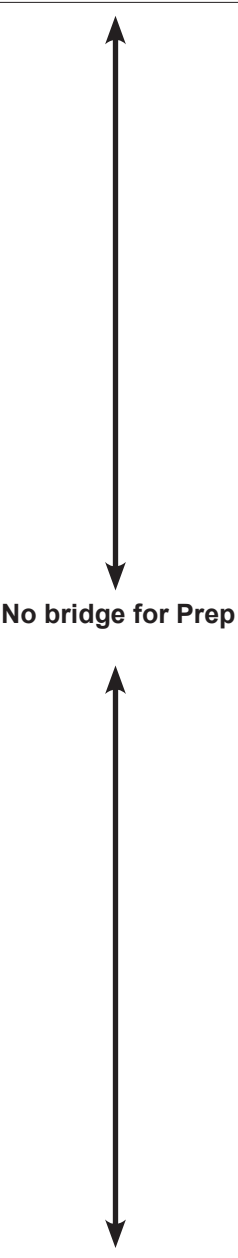
Listening - Bridge to English Content Standards				
Listening	Unit 1. Listening for specific information		1.1.1.a Listen and follow instructions	2.1.1.a Listen and follow instructions
	Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Listen attentively to a story.	<i>Students will demonstrate the achievement when they:</i> a. Listen to a story being read and retell it correctly
	Assessment Tasks		Listen attentively for specific information	Listen attentively and retell the story
	Performance Standards		1.1.1.b Listen to a song or chant and do the correct actions	2.1.1.b Listen to a song or chant and do the correct actions
	Assessment Task		<i>Students will demonstrate the achievement when they:</i> a. Listen attentively to the song and do the actions	<i>Students will demonstrate the achievement when they:</i> a. Listen attentively to the chant and do the actions
	Performance Standards		1.1.1.c Listen to a story being read and identify specific information	2.1.1.c Listen to a story being read and identify specific information
	Assessment tasks		<i>Students will demonstrate the achievement when they:</i> a. Listen carefully to a story and identify specific information	<i>Students will demonstrate the achievement when they:</i> a. Listen carefully to a story and identify specific information.
	Units 2: Listening for general information		1.1.2 Listen attentively to a story being read fluently	2.1.2 Listen attentively to a story being read fluently
	Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Listen to a story attentively	<i>Students will demonstrate the achievement when they:</i> a. Listen attentively to a story being read fluently
	Assessment Tasks		Listen and identify specific information	Listen and identify specific information correctly
			Listen attentively to a story	Listen attentively to a story being read fluently

Language Content Standards

Strand: Speaking

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
Speaking	Unit 1: Telling a story on your own	P.2.1 Tell stories confidently	1.2.1 Tell stories confidently	2.2.1 Tell stories confidently
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Speak confidently in story telling	<i>Students will demonstrate the achievement when they:</i> a. Speak confidently in story telling	<i>Students will demonstrate the achievement when they:</i> a. Speak confidently in story telling
	Assessment Tasks	Tell stories with confidence	Tell stories with fluency and confidence	Tell stories with fluency and confidence
	Unit 2: Two way conversation (dialogue)	P.2.2 Greet someone and introduce themselves within the class	1.2.2 Ask and answer questions on familiar topics	2.2.2 Ask and answer questions on familiar topics
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Greet someone and introduce themselves	<i>Students will demonstrate the achievement when they:</i> a. Ask and answer questions	<i>Students will demonstrate the achievement when they:</i> a. Ask and answer questions on familiar topics
	Assessment Tasks	Communicate confidently with someone in a conversation	Communicate confidently with someone in a conversation	Communicate confidently with someone in a conversation
	Unit: 3: Role Play	P.2.3 Participate confidently and appropriately in familiar role play and situations	1.2.3 Participate confidently and appropriately in familiar and new role play situations	2.2.3 Participate confidently and appropriately in familiar and new role play situations
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Participate confidently in role plays	<i>Students will demonstrate the achievement when they:</i> a. Participate confidently and appropriately in new role plays	<i>Students will demonstrate the achievement when they:</i> a. Participate confidently and appropriately in new role plays
	Assessment Tasks	To participate confidently and appropriately in role plays	To participate confidently and appropriately in role plays	To participate confidently and appropriately in role plays
	Unit: 4: Group Discussion	P.2.4 Participate in whole class discussion after an Language Experience Activity	1.2.4 Participate appropriately in a small group discussion	2.2.4 Participate appropriately in a whole class discussion
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Participate in whole class discussions	<i>Students will demonstrate the achievement when they:</i> a. Participate in small group discussions	<i>Students will demonstrate the achievement when they:</i> a. Participate in whole class discussions

Speaking-Bridge to English Contents Standards			
Unit 1: Pronunciation	<div> <div></div> <div>No bridge for Prep</div> <div></div> </div>	1.2.1 Pronounce correctly the Elementary One common English words for their language	2.2.1 Pronounce correctly all the English phonograms
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Pronounce the Elementary One common English words correctly	<i>Students will demonstrate the achievement when they:</i> a. Pronounce the English phonograms correctly
Assessment Tasks		Pronounce the Elementary One common English words	Pronounce the English phonograms correctly
Unit 2: Vocabulary	<div> <div></div> <div>No bridge for Prep</div> <div></div> </div>	1.2.2 Use all Elementary One common words correctly	2.2.2 Use all Elementary Two common words correctly
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Use all Elementary One English common words correctly	<i>Students will demonstrate the achievement when they:</i> a. Use all Elementary Two English common words correctly
Assessment Tasks		Use all Elementary One common words correctly	Use all Elementary Two common words correctly
Unit 3: Say sentences	<div> <div></div> <div>No bridge for Prep</div> <div></div> </div>	1.2.3.a Say short sentences correctly	2.2.3.a Say longer sentences correctly
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Say short sentences in English correctly	<i>Students will demonstrate the achievement when they:</i> a. Say longer sentences in English correctly
Assessment Tasks		Say short sentences correctly in English	Say longer sentences correctly in English
		1.2.3.b Give simple instructions to others in the classroom	2.2.3.b Give simple instructions to others in the classroom
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Give simple instructions to others in class	<i>Students will demonstrate the achievement when they:</i> a. Give simple instructions to others in class
Assessment Tasks		Give simple instructions in English	Give simple instructions in English



		1.2.3.c Sing along familiar English songs	2.2.3.c Sing along to familiar English songs
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Sing familiar English songs correctly	<i>Students will demonstrate the achievement when they:</i> a. Sing family English songs confidently
Assessment Tasks		Pronounce the words in the songs correctly	Pronounce and sign familiar songs confidently
Unit 4: Two way communication (dialogue)		1.2.4.a Greet someone and introduce themselves within the class	2.2.4.a Greet someone and introduce themselves confidently within the school community
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Greet someone in English correctly	<i>Students will demonstrate the achievement when they:</i> a. Greet someone and introduce themselves in English correctly
Assessment Tasks		Greet someone using correct English	Greet someone and introduce themselves correctly
		1.2.4.b Ask and answer simple questions correctly	2.2.4.b Ask and answer questions on familiar topics
Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Ask and answer simple questions in English	<i>Students will demonstrate the achievement when they:</i> a. Ask and answer questions on familiar topics in English
Assessment Tasks		Ask simple questions in English	Ask and answer questions in English

Language Content Standards

Strand: Reading

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
Reading	Unit 1: Reading individual words (expanding vocabulary)	P.3.1 Read Elementary Prep common words	1.3.1 Read Elementary One common words	2.3.1 Read Elementary Two common words
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary Prep common words	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary One common words	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary Two common words
	Assessment Tasks	Pronounce and read common words correctly	Pronounce and read common words correctly	Pronounce and read common words correctly
	Unit 2: Reading sentences	P.3.2 Read short simple sentences	1.3.2 Read longer sentences	2.3.2 Read long detailed sentences
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Read simple sentences	<i>Students will demonstrate the achievement when they:</i> a. Read longer sentences	<i>Students will demonstrate the achievement when they:</i> a. Read detailed sentences
	Assessment Tasks	Pronounce and read simple sentences correctly	Pronounce and read longer sentences correctly	Pronounce and read detailed sentences correctly
	Unit 3: Reading stories	P.3.3 Read Elementary Prep stories aloud	1.3.3 Read Elementary One stories aloud and independently	2.3.3 Read Elementary Two stories aloud independently
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary Prep stories aloud	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary One stories aloud independently with confidence	<i>Students will demonstrate the achievement when they:</i> a. Read Elementary Two stories aloud independently with confidence
	Assessment Tasks	Pronounce words and read aloud with confidence	Pronounce words and read aloud with confidence	Pronounce words and read aloud with confidence
	Unit 4: Reading instructions	This unit is not to be taught in Elementary Prep	1.3.4 Read short instructions and show understanding	2.3.4 Read a series of instructions and show understanding
	Performance Standards	This unit is not to be taught in Elementary Prep	<i>Students will demonstrate the achievement when they:</i> a. Read short instructions correctly	<i>Students will demonstrate the achievement when they:</i> a. Read series of instructions correctly
	Assessment Tasks	This unit is not to be taught in Elementary Prep	Pronounce words and read short instructions correctly	Pronounce words and series of instructions correctly



	Unit 5: Reading for specific information	P.3.5 Read a story and answer questions correctly	1.3.5 Read a story and answer questions correctly	2.3.5 Read a story and answer questions correctly
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Read a story and answer questions	<i>Students will demonstrate the achievement when they:</i> a. Read a story and answer questions	<i>Students will demonstrate the achievement when they:</i> a. Read a story and answer questions
	Assessment Tasks	Read a story with confidence	Read a story and answer question with confidence	Read a story and answer question with confidence
	Unit 6: Reading for general understanding	This unit is not to be taught in Elementary Prep	1.3.6 Read a story and retell it to the class	2.3.6 Read a story and retell it to the class
	Performance Standards		<i>Students will demonstrate the achievement when they:</i> a. Read a story and retell it	<i>Students will demonstrate the achievement when they:</i> a. Read a story and retell it
	Assessment Tasks		Read a story and retell it correctly	Read a story and retell it correctly
Reading-Bridge to English Content Standards				
	Unit 1: Reading Individual words	No bridge for Prep ↑	These units are not to be taught in Elementary One ↑	2.3.1 Read all Elementary Two common words
	Performance Standards			<i>Students will demonstrate the achievement when they:</i> a. Read all Elementary Two common words
	Assessment Tasks			Pronounce and read Elementary Two common words correctly
	Unit 2: Reading Sentences	↓	↓	2.3.2 Read sentences confidently
	Performance Standards			<i>Students will demonstrate the achievement when they:</i> a. Pronounce and read sentences correctly
	Assessment Tasks			Pronounce and read sentences correctly
	Unit 3: Reading Stories	No bridge for Prep ↓	These units are not to be taught in Elementary One ↓	2.3.3 Read short, simple stories aloud
	Performance Standards			<i>Students will demonstrate the achievement when they:</i> a. Read short simple stories correctly
	Assessment Tasks			Pronounce words correctly from the story

	Unit 4: Reading for specific information	No bridge for Prep 	These units are not to be taught in Elementary One 	2.3.4 Read short, simple stories and answer questions correctly
	Assessment Tasks			<i>Students will demonstrate the achievement when they:</i> a. read simple stories and answer question
				Read simple stories and answer questions correctly
	Performance Standards			2.3.4 Read short, simple stories and answer questions correctly
	Assessment Tasks			<i>Students will demonstrate the achievement when they:</i> a Read simple stories and answer question
				Read simple stories and answer questions correctly

Language Content Standards
Strand: Writing

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
Writing	Unit 1: Pre-writing	P.4.1 Participate in a variety of activities to develop fine-motor skills	This unit is not to be taught in Elementary One	This unit is not to be taught in Elementary Two
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Participate in variety of activities		
	Assessment Tasks	Participate in variety of activities and developed fine motor skills		
	Unit 2: Letter formation	P.4.2 Write all the phonograms in the alphabet, both small and capital forms	This unit is not to be taught in Elementary One	
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Write all phonograms correctly		
	Assessment Tasks	Form all phonograms correctly		

Writing	Unit 3: Spelling	P.4.3 Spell Elementary Prep common words correctly	1.4.3 Spell Elementary One common words correctly	2.4.3 Spell Elementary Two common words correctly
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Spell Elementary Prep common words	<i>Students will demonstrate the achievement when they:</i> a. Spell Elementary One common words	<i>Students will demonstrate the achievement when they:</i> a. Spell Elementary Two common words
	Assessment Tasks	Pronounce and spell Elementary Prep common words correctly	Pronounce and spell Elementary One common words correctly	Pronounce and spell Elementary Two common words correctly
	Unit 4: Writing Sentences	P.4.4 Write short and simple sentences correctly	1.4.4 Write long sentences correctly	2.4.4 Write long sentences correctly on a familiar topic
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Write short simple sentences	<i>Students will demonstrate the achievement when they:</i> a. Form letter shapes correctly to make words in sentences.	<i>Students will demonstrate the achievement when they:</i> a. Form letter shapes correctly to make words in longer sentences.
	Assessment Tasks	Write short simple sentences correctly	Write correct sentences	Write correct sentences
	Unit 5: Punctuation	P.4.5 Use capital letters and full stops correctly	1.4.5 Use capital letters, full stops and question marks correctly	2.4.5 Use capital letters, full stops, question marks and commas correctly
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Use capital letters and full stops correctly in sentences	<i>Students will demonstrate the achievement when they:</i> a. Use capital letters and full stops correctly in sentences	<i>Students will demonstrate the achievement when they:</i> a. Use punctuation marks correctly in sentences and questions
	Assessment Tasks	Apply capital letters and full stops in sentences correctly	Apply capital letters and full stops correctly in sentences	Use punctuation marks correctly
	Unit 6: Creative writing	P.4.6 Write short simple stories	1.4.6 Write short stories on familiar topics	2.4.6 Write stories on familiar and new topics
	Performance Standards	<i>Students will demonstrate the achievement when they:</i> a. Write short simple stories	<i>Students will demonstrate the achievement when they:</i> a. Write stories on familiar topics	<i>Students will demonstrate the achievement when they:</i> a. Write stories confidently and correctly
	Assessment Tasks	Write short stories correctly	Write the stories correctly	Write stories correctly
	Unit 7: Grammar			2.4.7 Show knowledge and correct use of nouns and verbs

	Performance Standards	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary One	<i>Students will demonstrate the achievement when they:</i> a. Use nouns and verbs correctly in the stories
	Assessment Tasks			Use of nouns and verbs correctly
Writing-Bridge to English Content Standards				
	Unit 1: Letter formation	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary One	2.4.1 Write all English phonograms correctly
	Performance Standards			<i>Students will demonstrate the achievement when they:</i> a. Form all English phonograms correctly
	Assessment Tasks			Write the shapes of phonograms correctly
	Unit 2: Spelling			2.4.2 Spell Elementary Two common words correctly
	Performance Standard			<i>Students will demonstrate the achievement when they:</i> a. Spell Elementary Two common words
	Assessment Tasks			Spell Elementary Two common words confidently
	Unit 3: Writing Sentences			2.4.3 Write sentences correctly on familiar topics
	Performance Standards			<i>Students will demonstrate the achievement when they</i> a. Write sentences correctly
	Assessment Tasks			Write sentences on familiar topics correctly
	Unit 4: Punctuation			2.4.4 Use capital letters, full stops and question marks correctly
	Performance Standards			<i>Students will demonstrate the achievement when they</i> a. Use punctuation marks correctly
	Assessment Tasks	This unit is not to be taught in Elementary Prep	This unit is not to be taught in Elementary One	Apply punctuation marks correctly in the sentences and questions

	Unit 5: Grammar			2.4.5 Show knowledge and correct use of simple nouns, verbs and adjectives
	Performance Standards			<i>Students will demonstrate the achievement when they</i> a. Use simple nouns and verbs
	Assessment Tasks			Use simple nouns and verbs correctly

Assessment and Reporting

Assessment and Reporting Practices described for Standards Based Curriculum can be referenced to the National Assessment and Reporting Policy and other support materials produced by National Department of Education.

Assessment

Standards Based Assessment is a learning focused system and is an on-going process of collecting and interpreting information about students' achievements. It assumes that all students are capable of reaching a certain expectation & measure of learning. It also focuses on what **students** know and **are able to do**, at the same time assessment practices must identify areas where students need to improve.

Assessment is a collection of information for a purpose in relation to improve students learning and achievement. Those dealing with assessment should know the following:

- How do teachers collect information about the students?
- How do we collect information about the impact of the resources?
- We give test to collect written evidence but one evidence does not tell you everything.

Teachers must also use multiple assessment methods and strategies to provide sufficient evidence about student's progress and achievement in learning.

National benchmarking or end of term tests are examples of assessment of learning.

There are three type of assessment and they include:

- Assessment **As/In** learning.
- Assessment **for** learning.
- Assessment **of** learning.

Assessment As/In learning

Assessment **As/In** learning means that students are involved in assessing their own progress and the work of other students in the class.

It is designed to inform students what they do well and what they need to improve on daily/weekly as an integral part of everyday teaching and learning. These include exercises, activities or experiments students do or practice in each lesson. This method helps Teachers to identify those students who need extra help and those who need to be further challenged in order to progress in their learning.

Teachers need to identify those students who need extra help and those who need to be further challenged in their learning.

Teachers identify learning problems as they arise so students can be given help straight away to improve their work. This is normally referred to as formative assessment.

Assessment for learning

Assessment **for** learning is on-going assessment. It is the assessment that teachers do every day during their teaching and at the end of the lesson. A common form of assessment for learning is “diagnostic assessment”.

- Diagnostic assessment measures a student’s current knowledge and skill for the purpose of identifying a suitable program of learning.
- Is generally carried out throughout a course or project. Also referred to as Formative assessment and is used to aid learning.
- In an educational setting, formative assessment might be a teacher (or peers group or the learner, providing feedback on a student’s work and would not necessarily be used for grading purposes.
- Can take the form diagnostic or standardized tests.

Assessment of learning

Assessment **of** learning is also called summative assessment.

It is designed to provide a summary of students learning over a set period of time and is generally carried out at the end of a course or project. It is typically used to assign students a course grade. It summarises student learning for a particular purpose such as;

- end of term or end of year reports,
- grade 2, 5, 8,10 or 12 certificates,
- for selection.

National benchmarking or end of term tests are examples of assessment of learning. You can monitor student’s progress with a checklist. The checklist tests the understanding of the lessons. Here are some examples of assessment tools that you can use; student portfolio, progressive chart and oral presentations.

Benchmarking

Benchmark is the level that every student at the end of Elementary Two should reach.

By the end of Elementary Two the student should achieve the standards as set in the syllabus for;

- listening,
- speaking,
- reading,
- writing.

By the end of Elementary Two (2) the student can;

- read and say all their Language sounds in the phonemes,
- use and understand the common words from Elementary Prep, Elementary One and Elementary Two,
- read an Elementary Two story in their home language, retell it in Language and answer questions about it,
- write simple sentences using capital letters and full stops correctly.

Assessment Methods

These are some examples of different types of assessment methods that teachers can use to assess the student's performance in their class:

- Observation.
- Teacher-student conference.
- Written and art work samples.

Recording and Reporting

These are some examples of recording methods the teacher can use to record the student's learning progress:

- Checklists.
- Portfolios – written and artwork samples.
- Written comments.

This recorded information can then be used to report to the parents. The Teacher Guides provide some samples of recording and reporting methods. These samples can help you to inform parents of their student's learning progress.

Evaluation

The teacher will do a self-evaluation on the effectiveness of their teaching as well as students learning.

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