

# Language

Upper primary  
Syllabus 2003

## **Section 2**

### **Learning outcomes and indicators**



Papua New Guinea  
Department of Education

**Issued free to schools by the Department of Education**

Published in 2003 by the Department of Education, Papua New Guinea  
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ISBN 9980-930-07-1

*Acknowledgements*

The Upper Primary Language Syllabus was prepared by the Curriculum Development Division of the Department of Education and was coordinated by Annette Appa.

The Language Subject Advisory Committee as well as community members, teachers, inspectors, educators and representatives from government and non-government organisations have developed this syllabus through meetings, workshops and trialing.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

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## 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 Upper Primary (Grades 6, 7 and 8) students in Primary schools throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from 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 and during the previous years of formal education must be respected, built on and extended. Indigenous language has a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

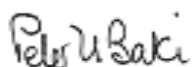
The Upper Primary Language Syllabus is designed to assist teachers while preparing language programs that will create secure and stimulating learning environments for young people still building their bilingual confidence and abilities.

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 help decisions to be made and to do so with full understanding and sensitivity.

Our villages and industries of the future will require young people with imagination and creativity. Their ideas and opinions will need to be conveyed accurately and appropriately whether it be humbly, persuasively or argumentatively. Literacy enables us to research, analyse, 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 whilst moving forward into our rightful place amongst a global family at the start of a new millennium.

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



Peter M. Baki  
Secretary for Education

# Learning Outcomes

## Numbering of Learning Outcomes

Each Learning Outcome is numbered with three digits, such as 6.2.3.

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, 6.2.3 refers to an Outcome at Grade 6, Strand 2 and Outcome number 3.

Strand	Grade 6	Grade 7	Grade 8
Speaking and Listening	<p><b>6.1.1</b> Communicate, for different purposes, locally relevant ideas for a variety of audiences</p> <p><b>6.1.2</b> Apply a range of speaking and listening skills, on both familiar and introduced topics in spontaneous and structured activities</p> <p><b>6.1.3</b> Listen to and identify how spoken language is adapted to its context</p> <p><b>6.1.4</b> Respond to their own speaking and listening, while considering their own experiences and those of the community</p>	<p><b>7.1.1</b> Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences</p> <p><b>7.1.2</b> Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community</p> <p><b>7.1.3</b> Create own examples of spoken language demonstrating various ways it can be adapted to suit different but familiar contexts</p> <p><b>7.1.4</b> Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience</p>	<p><b>8.1.1</b> Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences</p> <p><b>8.1.2</b> Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes</p> <p><b>8.1.3</b> Critically analyse how spoken language is used in new and more complicated contexts</p> <p><b>8.1.4</b> Evaluate how ideas and information have been structured in a range of complex oral texts to meet the purpose and shape the understanding of the audience</p>

Strand	Grade 6	Grade 7	Grade 8
Reading	<p><b>6.2.1</b> Read and respond to a range of texts about real and imaginary worlds</p> <p><b>6.2.2</b> Revise and extend the range of skills used to improve reading speed, fluency and comprehension of texts</p> <p><b>6.2.3</b> Identify how plot, characters and themes in literary texts and how information and vocabulary are used in factual texts from Papua New Guinea and other countries</p> <p><b>6.2.4</b> Respond to a range of literary and factual texts, while considering their own experiences and those of community</p>	<p><b>7.2.1</b> Read and respond to a wide range of more complex literary and factual texts</p> <p><b>7.2.2</b> Apply a range of strategies to locate relevant information and make meaning of literary and factual texts</p> <p><b>7.2.3</b> Interpret and explain, how cultural identity, knowledge and experiences of different authors influence the responses and understanding of the audience</p> <p><b>7.2.4</b> Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience</p>	<p><b>8.2.1</b> Read, reflect and respond critically to a broad range of complex literary and factual texts</p> <p><b>8.2.2</b> Analyse how a range of literary and factual texts can inform, affect and manipulate the responses of the reader</p> <p><b>8.2.3</b> Analyse and justify personal preference for authors, styles, themes and other features in a range of literary and factual texts</p> <p><b>8.2.4</b> Analyse how author's choice of language and style encourages and stimulates readers to question, develop own ideas and opinions, and make decisions</p>

Strand	Grade 6	Grade 7	Grade 8
Writing	<p><b>6.3.1</b> Plan and produce a range of literary and factual texts for a range of purposes and audiences</p> <p><b>6.3.2</b> Apply knowledge of sentence structure, grammatical features, punctuation conventions, as well as spelling strategies, to refine own writing</p> <p><b>6.3.3</b> Identify how texts have been structured to suit the context</p> <p><b>6.3.4</b> Respond to their own writing, while considering their own experiences and those of the community</p>	<p><b>7.3.1</b> Plan and produce a range of more complex literary and factual texts for a broad range of purposes and audiences</p> <p><b>7.3.2</b> Apply a broad range of skills and strategies to refine their own more complex writing and that of others</p> <p><b>7.3.3</b> Assess how well their own writing presents meaning and how effective this is in influencing the audience</p> <p><b>7.3.4</b> Assess the relevance, appropriateness and quality of their own writing in relation to the purpose and audience</p>	<p><b>8.3.1</b> Plan, and in the process, take risks to produce texts with an individual style to suit a variety of challenging purposes and audiences</p> <p><b>8.3.2</b> Use a range of strategies and skills to respond independently and critically in order to assess their own writing and that of others</p> <p><b>8.3.3</b> Evaluate how well their own texts with different genres have been written to suit different contexts</p> <p><b>8.3.4</b> Analyse how the language and style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions and make decisions</p>

# Learning outcomes and indicators

## Strand: SPEAKING AND LISTENING

Sub-strand	Grade 6	Grade 7	Grade 8
Production	<b>6.1.1</b> Communicate, for different purposes, locally relevant ideas to a variety of audiences	<b>7.1.1</b> Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences	<b>8.1.1</b> Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences
Indicators <small>All Indicators are listed as bullet points after each Outcome. The list of Indicators always begins with the following statement: 'Students will be achieving this outcome when they, for example'.</small>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• improvise role play with a variety of characters vividly using puppets</li> <li>• recite own poem meaningfully, displaying a range of images and emotions</li> <li>• retell oral stories of some complexity in an interesting manner individually or in a group</li> <li>• create and conduct an oral survey in the local community</li> <li>• perform a range of imaginative texts including narratives, poetry, scripts and advertisements</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• use persuasive tones and vocabulary to express a point of view and to ask focussed questions</li> <li>• present, in balanced speech, two sides to an argument</li> <li>• listen carefully, and respond with understanding, to questions on complex issues</li> <li>• express an opinion persuasively</li> <li>• use pause and question tags in speaking and writing</li> <li>• engage with the listener and respond to and use appropriate body language give precise explanations in response to questions</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• play with language to display gentle irony and subtle humour</li> <li>• raise interest and feeling whilst in an improvised role</li> <li>• use metaphor and cultural references to enhance language</li> <li>• create and sustain a mood through imaginative use of vocabulary</li> <li>• participate thoughtfully and argue opinion reasonably during a whole class spontaneous discussion</li> <li>• research, plan and deliver creatively and sensitively a message in play form on the dangers of smoking to an adult audience</li> <li>• compose and present speeches for real purposes at school and in the community</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Skills and Strategies	<b>6.2.1</b> Apply a range of speaking and listening on both familiar and introduced topics in spontaneous and structured activities	<b>7.2.1</b> Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community	<b>8.2.1</b> Independently use a broad range of skills and strategies to communicate effectively to groups of varying sizes
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>ask relevant questions using <i>who, what, why, when, how, where</i></li> <li>use appropriate facial expressions, gestures, intonation for communicating ideas and feelings</li> <li>engage in group discussion logically to solve a problem</li> <li>listen to and show respect for the contribution of another in group and class discussions</li> <li>demonstrate ways to engage an audience and keep their attention</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>use questions to seek clarification, about familiar stories, events, people</li> <li>use similes to convey atmosphere</li> <li>refine facial expressions, gesture, intonations for communicating ideas and feelings</li> <li>adapt language style to meet different audiences and purposes</li> <li>show knowledge of signalling language used in cause and effect: <i>as a result of, therefore, in order to</i></li> <li>effectively interpret whether a message has been understood</li> <li>summarise main ideas from written or spoken language</li> <li>challenge a point of view with supporting evidence</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>respond sensitively in a range of different contexts to the demands of audience and purpose</li> <li>adapt language and tone in order to reduce conflict and acknowledge different points of view</li> <li>negotiate agreement in groups where there are disagreements</li> <li>handle interruptions and unexpected questions effectively</li> <li>restate and summarise main issues to focus understanding</li> <li>identify their own strengths and weaknesses in composing and presenting oral texts</li> <li>develop and use ways of enhancing their strengths and addressing their weaknesses</li> </ul>



Sub-strand	Grade 6	Grade 7	Grade 8
Context and Text	<b>6.3.1</b> Listen to and identify how spoken language is adapted to its context	<b>7.3.1</b> Create own examples of spoken language demonstrating various ways it can be adapted to suit different but familiar contexts	<b>8.3.1</b> Critically analyse how spoken language is used in new and more complicated contexts
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• select and use descriptive language appropriate to the context</li> <li>• show knowledge of signalling language used to sequence events, such as first, final, then, before, after.</li> <li>• recognise that language is adapted to meet different audiences and purposes</li> <li>• demonstrate an ability to 'turn-take' inclusively in conversations</li> <li>• use appropriate specialised features in a variety of oral texts</li> <li>• show a knowledge of language structure, such as accurately giving directions in sequence</li> <li>• select appropriate techniques for speaking in formal and informal contexts</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• use and sustain language and form suitable to context, purpose and audience</li> <li>• use correct organisational structures for sophisticated oral language</li> <li>• show knowledge of more sophisticated language structures such as in an argument: introduction, point of view, supporting evidence, conclusion, recommendation</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• compare and contrast the vocabulary and style of spoken language used</li> <li>• record own reaction to challenging spoken language</li> <li>• detect use of biased language and stereotypes</li> <li>• explain the features of language chosen for effect</li> <li>• review the power of language combined with characterisation within play</li> <li>• present a critique of a book recently read</li> <li>• recognise the level of impartiality in a new item</li> <li>• explain how language can be adapted to suit personal, historical, cultural, social and political contexts</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Critical Literacy	<p><b>6.4.1</b> Respond to their own speaking and listening, while considering their own experiences and those of the community</p>	<p><b>7.4.1</b> Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience</p>	<p><b>8.4.1</b> Evaluate how ideas and information have been structured in a range of complex oral texts to meet the purpose and shape the understanding of the audience</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• use and compare different types of oral communication</li> <li>• explain and give examples of positive and negative statements that will not offend the listener</li> <li>• compose and perform oral texts that present a particular point of view</li> <li>• identify bias and stereotypes within a range of oral texts</li> <li>• role play alternative responses to an issue of local significance</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• effectively use a choice of language for different purposes and audiences such as idioms, colloquialisms and persuasive, argumentative language</li> <li>• analyse how figurative language can deepen understanding and convey mood in a play or speech</li> <li>• recognise that language can have an effect on the feelings and reactions of the audience</li> <li>• discuss the effects different audiences can have on a speaker</li> <li>• respond sensitively in a range of formal and informal language contexts</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify the use of powerful verbs, such as ‘raced’ instead of ‘went’</li> <li>• identify the use of past and present tenses in different kinds of texts</li> <li>• develop awareness of how tense relates to purpose and structure</li> <li>• demonstrate in their own writing an understanding of tense in relation to verbs</li> <li>• note where adverbs occur in sentences and how they affect the meaning of verbs</li> <li>• practise appropriate use of commas, apostrophes and other punctuation marks</li> </ul>

## Strand: READING

Sub-strand	Grade 6	Grade 7	Grade 8
Production	<b>6.2.1</b> Read and respond to a range of texts about real and imaginary worlds	<b>7.2.1</b> Read and respond to a wide range of more complex literary and factual texts	<b>8.2.1</b> Read, reflect and respond critically to a broad range of complex literary and factual texts
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>map out the main stages of a story in order to explore narrative order</li> <li>use role play accurately to create a scene from a story previously read</li> <li>produce a short cartoon sequence with dialogue from a written story</li> <li>draw a time-line to show how time passes in a story and identify the vocabulary used to show the passing of time</li> <li>identify and note features of an instructional text such as a recipe, a game, directions or an experiment</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>compare and discuss differences in build-up, complications, pace and resolutions in different stories</li> <li>read and analyse the impact on the reader of different ways of starting a story, such as dialogue, action, description</li> <li>discuss and give examples of why the work of some authors is especially enjoyed by teenage boys or girls</li> <li>convey how graphs or statistics can support an argument or improve understanding of information in factual texts</li> <li>contrast literary and factual treatments of a locally relevant health issue</li> <li>interpret information and ideas in texts through close study</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>select and read aloud expressively a text which evokes a particular response in the reader, such as suspense, tension or sadness and explain how the author achieves that response</li> <li>investigate the quality of sound, such as assonance, alliteration, rhyme, in a poem and contrast the effects on the reader of its inclusion or absence</li> <li>read a news item and, in small groups, role play logically or imaginatively likely reactions of known or unknown characters</li> <li>respond to texts beyond the literal level by recognising inference, metaphor and alternative readings</li> <li>reflect, through discussion, how authors create characters, events and language that live on after a book or play has been read</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Skills and Strategies	<b>6.2.2</b> Revise and extend the range of skills used to improve reading speed, fluency and comprehension of text	<b>7.2.2</b> Apply a range of strategies to locate relevant information and make meaning of literary and factual texts	<b>8.2.2</b> Analyse how a range of literary and factual texts can inform, affect and manipulate the responses of the reader
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>recall previous knowledge of letter sounds and blends when reading unknown words</li> <li>use knowledge of alphabet when locating information independently</li> <li>locate different rhythm patterns in poetry and use them to assist fluent reading</li> <li>locate key words or phrases, headings or sentences, to use when summarising text</li> <li>predict the story that follows a newspaper headline and then compare it with the actual article</li> <li>demonstrate, when reading, how the meaning of text can change when, for example, question, exclamation or speech marks and commas are used</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>propose initiatives in seeking reference and sources of information</li> <li>identify what they already know about a topic and generate questions for research that will add to this information</li> <li>scan longer and more demanding texts to locate specific information quickly and accurately for inclusion in own notes</li> <li>skim to gain overall sense of a complex text and write a summary</li> <li>read and understand how authors acknowledge their sources</li> <li>read a range of explanatory texts investigating and noting impersonal style</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>improve skimming and scanning skills for quick and effective retrieval of information</li> <li>analyse and discuss reasons for the use of standard, formal and unbiased language in questionnaires and justify by giving examples</li> <li>use subject-specific vocabulary during a whole class debate</li> <li>show skill in expressing opinion in a non-biased, objective manner</li> <li>detect inferred meanings and irony in a selection of cartoons or comic strips</li> <li>interpret the use of stereotypes in texts showing an understanding of the reasons for their use</li> <li>clarify the strength or the weakness of a read argument, forecast an opposing view and express this in a letter</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Context and Text	<p><b>6.2.3</b> Identify plot, characters and themes in literary texts and how information and vocabulary are used in factual texts from Papua New Guinea and other countries</p>	<p><b>7.2.3</b> Interpret and explain, how cultural identify, knowledge and experiences of different authors influence the responses and understanding of the audience</p>	<p><b>8.2.3</b> Analyse and justify personal preference for authors, styles, themes and other features in a range of literary and factual texts</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• improvise a different ending to a story</li> <li>• identify and discuss recurring themes, where appropriate, in stories of other cultures, relationships, place, time</li> <li>• identify when a story is about an imaginary world and retell how the writer creates this for the reader</li> <li>• use the words ‘fact’ and ‘opinion’ and begin to distinguish the difference in reading</li> <li>• read a non-fiction extract and review what further information is needed and where this could be obtained</li> <li>• identify ways that characters, situations and problems in texts connect to their own experiences, thought and feelings</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• read a number of poems by the same poet, take notes and identify similarities in style or content</li> <li>• propose reasons why the author chose the written ending to his or her story</li> <li>• identify personal responses to a narrative and suggest how the author achieved them</li> <li>• explain how events in newspaper items could be interpreted differently by a range of people</li> <li>• analyse a range of texts on similar themes from various cultures and compare differences of attitudes, beliefs and social customs</li> <li>• identify the narrator in a story and explain how their role and style influences the reader’s point of view</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• gather examples and note from different authors’ work how they handle time and demonstrate knowledge of these in creating own narratives</li> <li>• consolidate, by reading more complex examples, knowledge of different genres including persuasive, discursive, explanatory, instructional texts and use appropriate features in own writing justifying their choice of genre</li> <li>• critically examine and discuss the language of advertisements read and note down relevant persuasive features and personal responses</li> <li>• read about a decision made on a locally relevant issue and analyse the possible implications</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Critical Literacy	<p><b>6.2.4</b> Respond to a range of literary and factual texts, while considering their own experiences and those of community</p>	<p><b>7.2.4</b> Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience</p>	<p><b>8.2.4</b> Analyse how an author's choice of language and style encourages and stimulates readers to question, develop ideas and opinions, and make decisions</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• compare and contrast a range of stories and justify their preference</li> <li>• read a range of poems and recognise those which are contemporary by identifying up-to-date vocabulary, themes and issues</li> <li>• identify a moral or cultural issue in a locally relevant written text and, in small groups, present an improvised drama of an alternative way of dealing with the problem</li> <li>• give an opinion about a dilemma faced by a character in a story and discuss views on whether the author's solution is convincing</li> <li>• look up the same reference in two different non-fiction source texts and compare the helpfulness and presentation of information given</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• select examples from a newspaper of how opinion is sometimes read as fact</li> <li>• detect bias in a written sports commentary</li> <li>• detect half-truths or generalisations in a selection of the letters to a newspaper editor</li> <li>• read and consider critically two opposing views and justify their own opinion with reference to passages read</li> <li>• write a critical appraisal of a current affairs article which is about a well-known issue</li> <li>• look up information about various topics in multiple sources and record the variations in answers given</li> <li>• read complex texts and devise concise questions necessary to clarify understanding</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• write a concise and accurate synthesis of research undertaken from demanding reading material, such as the impact of imported goods on Papua New Guinea's sustainable economy, crediting the views gathered</li> <li>• select a claim or promise in an advertisement and write a futuristic story about the reader who has bought the advertised product or services</li> <li>• read a news item of a current event and devise a relevant humorous and ironic cartoon or comic strip</li> <li>• draft a set of main points, including relevant evidence from reading, to be used in leading and guiding a peer group discussion on an important local social issue</li> </ul>

## Strand: WRITING

Sub-strand	Grade 6	Grade 7	Grade 8
Production	<b>6.3.1</b> Plan and produce a range of literary and factual texts for a range of purposes and audiences	<b>7.3.1</b> Plan and produce a range of more complex literary and factual texts for a broad range of purposes and audiences	<b>8.3.1</b> Plan, and in the process, take risks to produce text with an individual style to suit a variety of challenging purposes and audiences
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• write descriptions of places, people, events</li> <li>• write logical recounts of personal experiences, simple literary texts, procedures, explanation</li> <li>• express an opinion in a letter to a named reader</li> <li>• draft simple character sketches</li> <li>• compose a range of imaginative, factual and critical texts</li> <li>• use the processes of planning, drafting, rehearsing, editing and publishing to compose texts</li> <li>• compose a range of imaginative texts including narratives, poetry, scripts and advertisements</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• record ideas, reflections and predictions about a story or a poem</li> <li>• write a new character or event into a story maintaining the author's style and using paragraphs to organise and develop detail</li> <li>• write own one-act play script applying some conventions learnt from reading including production notes</li> <li>• make notes for different purposes and build on these notes in own writing or speaking</li> <li>• convert personal notes into notes for others to read paying attention to appropriateness of style, vocabulary and presentation</li> <li>• plan and write own versions of legends and myths using structures identified in reading</li> <li>• draft and write individual, group or class letters and telecommunications for real purposes</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• plan with imagination and effectiveness the plot, character and structure of own narrative writing</li> <li>• plan, create and perform a short section of a story as a play script using stage directions and setting</li> <li>• compare and contrast differing points of view of two characters in a story</li> <li>• write issue-based reports linked to other areas of the curriculum, such as technology issues from Making a Living</li> <li>• create and write a play designed for young children</li> <li>• devise, as a class project, different eye-catching posters with accurate information on the dangers of smoking for different groups of people and then contrast the different interpretations used in language and visual presentation</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Skills and Strategies	<b>6.3.2</b> Apply knowledge of sentence structure, grammatical features, punctuation conventions, as well as spelling strategies, to refine own writing	<b>7.3.2</b> Apply a broad range of skills and strategies to refine their own more complex writing and that of others	<b>8.3.2</b> Use a range of strategies and skills to respond independently and critically in order to assess their own writing and that of others
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss how adjectives give more information about or describe a noun</li> <li>• use a range of verbs and different tenses in their writing</li> <li>• include synonyms in own writing</li> <li>• use punctuation correctly in own writing</li> <li>• sound out and spell using knowledge of letter sounds and blends</li> <li>• spell by analogy with known words</li> <li>• use a dictionary to check correct spelling</li> <li>• edit through reading aloud, peer editing, and checking paragraphing, organisation, grammar, spelling and punctuation</li> <li>• demonstrate understanding of conventions associated with various literary and factual genres</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• review and edit own writing to produce a final form, matched to the needs of an identified reader</li> <li>• use structures of poems read to write additional verses or substitution of ideas</li> <li>• plan, create, edit and refine short sports match reports and focus on clarity and conciseness</li> <li>• record and acknowledge sources in their own writing</li> <li>• ensure pronouns clearly indicate to what or to whom they refer</li> <li>• investigate metaphorical expressions and create their own in writing where appropriate</li> <li>• use colloquialisms in written dialogue</li> <li>• prepare an expressive handout to accompany a practical demonstration of a skill or hobby.</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• analyse meanings, spellings and use of connectives such as ‘therefore’, ‘notwithstanding’, ‘furthermore’</li> <li>• use known spellings as a basis for spelling other words with similar patterns or related meanings</li> <li>• use visual skills such as recognising common letter strings and check critical features</li> <li>• summarise effectively a chapter of a book in a specified number of words</li> <li>• write own poem experimenting with active verbs and personification and produce poem for presentation</li> <li>• plan, revise and edit writing to improve accuracy and conciseness in readiness for publication</li> </ul>



Sub-strand	Grade 6	Grade 7	Grade 8
Context and Text	<b>6.3.3</b> Identify how texts have been structured to suit the context	<b>7.3.3</b> Assess how well their own writing presents meaning and how effective this is in influencing the audience	<b>8.3.3</b> Evaluate how well their own texts with different genres have been written to suit different contexts
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss reasons why people write</li> <li>• study parts of a text and explain their functions</li> <li>• compose their own texts that use and explore their own experiences, thoughts and feelings</li> <li>• demonstrate their knowledge of the ways certain genres and their structures and features suit particular purposes, audiences and situations</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• compare features of two pieces of their own writing and discuss how they could influence the reader</li> <li>• use different forms of figurative language to create mood or atmosphere then present to the group or class and note responses</li> <li>• write an alternative ending for a known story and discuss in groups how this would change the reader's feelings about one of the characters or alter the outcome of the story</li> <li>• produce poetry through revision by deleting or adding words, reorganising words or lines and experimenting with images through figurative language</li> <li>• draw illustrations from their own written text and consider whether the texts conveys sufficient information to create setting or mood to the reader</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• develop a journalistic style by including balance, public interest and factual considerations and compare with real life newspaper articles</li> <li>• develop the skills of biographical and autobiographical writing-in-role</li> <li>• create two different versions of a road accident witness report and then compile a police officer's overview of the incident</li> <li>• compose versions of an obituary written by a friend and an opponent</li> <li>• create a story using flashback episodes of two characters involved in an event</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Critical Literacy	<b>6.3.4</b> Respond to their own writing, while considering their own experiences and those of community	<b>7.3.4</b> Assess the relevance, appropriateness and quality of their own writing in relation to the purpose and audience	<b>8.3.4</b> Analyse how the language and style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions and make decisions
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify the use of powerful verbs, such as 'raced' instead of 'went'</li> <li>• compose texts that present different points of views</li> <li>• compose texts with characters that challenge typical stereotypes such as gender stereotypes</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• evaluate their own and a range of texts for persuasiveness, clarity, quality of information, such as advertisements</li> <li>• investigate in detail the use of persuasive devices in writing, such as words and phrases, humour, emotion, ambiguities</li> <li>• identify bias, prejudice, half-truths in writing</li> <li>• distinguish between opinion and fact in writing</li> <li>• analyse the message of a modern song and evaluate the effectiveness of music and rhythm to communicate its meaning</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• show how, in constructing effective argumentative writing, logical and sequenced points are made with good supporting evidence</li> <li>• prepare a balanced report on a controversial issue by summarising fairly the competing views and analysing the strengths and weaknesses of them</li> <li>• demonstrate how a well structured questionnaire with specific questions is necessary in order to develop a good understanding of a social issue</li> <li>• write a brief but informative review of a cultural activity for a local newspaper which will inform readers</li> </ul>

## References

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