

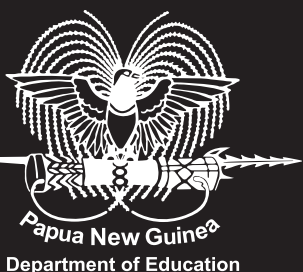
# Language

## Syllabus

### 2015



**Standard Based**



# Elementary

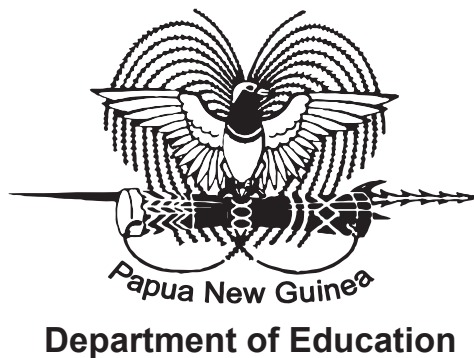
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# **Language**

## **Syllabus**

2015

# **Elementary**



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## Content

Secretary's Message.....	iv
Introduction.....	1
Rationale .....	2
Aims .....	3
Curriculum principles .....	3
Choosing the home language.....	5
Content overview.....	6
Content expansion.....	7
Year 1 word list .....	7
Year 2 common words .....	11
Year 3 common words .....	17
Stories, rhymes and poems .....	23
Assessment .....	24
Reference .....	26

## Secretary's Message

The Department of Education is responsible for the development and implementation of a relevant and quality national curriculum for its schools. The Government of Papua New Guinea has introduced a standards-based curriculum for its schools from Elementary Prep to Grade 8.

The home language is the first language children speak at home and in their communities. This would be their Tokples or Tokpisin. This syllabus is part of the new standards-based curriculum for elementary schools in Papua New Guinea. It covers the home language content to be taught in the first three years of school and plays an important part of raising standards in literacy.

Children who learn to read and write in their home language are able to learn the English language better. Therefore, the children's first language is to be used as a medium of instruction for the first three years of elementary education.

The syllabus explains the level of standards that all children should achieve at the end of each year. Children learn best when they use the language which is most familiar to them.

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

.....  
**Dr. Michael F Tapo, EdD**  
Secretary for Education

## Introduction

This syllabus gives in detail the essential knowledge, skills, attitudes and values that students must achieve in Elementary Prep, Elementary 1 and Elementary 2 in their vernacular. These are expressed as standard statements in each of the strands and sub-strands in this subject.

Standard statements in this subject are student-centred and are written in terms that can be demonstrated, assessed or measured. The statements are written to show progression from one grade to the next in each of the respective grades in the elementary level of learning.

The statements listed in the content overview of the syllabus are minimum levels of achievement for children to become competent in their own vernacular. This achievements as stated will also help students to be confident in learning the English language as they continue onto primary school.

The use of the balanced literacy program including the phonics approach to communicate their thoughts, ideas, needs and experiences confidently and effectively enables children to progress at the different grade levels in elementary. Teachers can use the bottom up approach using creative phonics literacy chart (refer to the Teacher Guide) with the current whole language approach strategy to use their home language confidently.

Language is to be timetabled for 300 minutes per week in all elementary schools. Each strand will have a teaching time of 75 minutes per week.

## Rationale

Papua New Guinea has a unique society of many different languages. Teaching children to read and write in their home language will strengthen the rich traditions and cultures of our country. The Elementary curriculum recognizes and respects these rich traditions, cultures and languages of the different communities in Papua New Guinea. Education at this level is for three years and is in the students' own communities using a language that the students already speak fluently.

Children come to school speaking and listening to their home language. In some communities this will be Tok Ples while in others is in Tok Pisin. It is important that children are taught to read and write in the language they know and can speak well. Children who are fluent in their own languages can express themselves better, participate well and become active thinkers. Therefore, they will be able to understand, comprehend and develop speaking and listening, reading and writing skills in English.

Students at the end of elementary school will acquire literacy skills in both their own language and English will have the confidence in order to progress to other learning areas.

## Aims

The aims of the Elementary Home Language Syllabus are to:

- To encourage children to take pride in their mother tongue in speaking and listening, reading, and writing sentences or stories in their home language accurately and fluently.
- Encourage and support children to appreciate their oral home languages in developing their speaking and listening, reading, writing skills more confidently and passionately.
- To develop and challenge children's interest in speaking and listening, reading, writing and creative arts to appreciate the differences in our rich PNG cultures.
- To preserve and uphold the PNG cultural traditions through learning languages.

## Curriculum principles

- The majority of children come to school being able to speak and hear a language other than English
- Children need to learn how to read and write their home language as these skills are useful for learning English
- Children can express themselves better in their home language
- Children learn new languages quickly so standards are ambitious
- It is important to teach the letter patterns and common words of their home language in a structured and playful way

### Inclusive Education

All children have the right to good teaching. Boys and girls must be treated the same during lessons. Teachers must help all children to reach the standards in the syllabus. Children with special educational needs should be catered for. All children must be given the opportunity to achieve success.

### Teaching and Learning

The teaching of Home Language in elementary school will follow the units of work in the teacher guides. Teachers should use and adapt the units of work to write their daily plans.

The units of work cover all the content and skills needed in elementary. They include activities and assessment tasks.



Teachers must use child-centred teaching strategies to make the lessons enjoyable and challenging. Lessons should be practical and playful and use real life situations. Children should be asked open and closed questions. Children should be given opportunities to talk, read and write in their home language and English.

Children need to learn about their culture and their traditional language and counting system. They will value their traditional culture and language.

The standards are designed to be easier to teach and assess. National benchmarks are also set in this syllabus for the end of elementary 2.

### **Technology**

The syllabus and teacher guides can be downloaded from [www.education.gov.pg](http://www.education.gov.pg)

### **Materials and Resources**

Children should use improvised materials and spend a lot of time out of the classroom learning in the community and environment. Teachers should use local experts to help teach the content and involve parents and the community as much as possible.

Every elementary classroom should have:

- Flash cards of their Home Language sounds and key vocabulary
- Posters of most common Home Language words and their English translation
- Bilingual reading books enough for one between two children

## Choosing the home language

It is a responsibility of the school board in consultation with parents, partners and other stakeholders to select a suitable language to teach using the Home Language Syllabus.

When selecting a home language consider the following points

- Use a language that is spoken by the community
- Suitable depending on the school location and teacher expertise
- Use the local language with an approved orthography

## Content overview

This elementary Home Language syllabus is organised into four strands. These four strands can be integrated while teaching using creative phonics strategies.

- The goal of good literacy program should be able to help students to become active listeners, fluent speakers, readers and writers of their languages.
- Creative phonics focuses on a firm foundation in phonics mastery, letter formation and spelling that enables the development of whole stories and creative writing.
- Children learn from the known to unknown.

This elementary Home Language syllabus is organised into four strands as listed;

- Speaking and listening
- Phonics
- Reading
- Writing

Each Strand identifies a particular aspect of the subject. In each Strand, a typical progressing of learning is outlined from one grade to the next. Each strand is further organised into sub-strands as outlined in the table below.

Strand	Elementary Prep	Elementary One	Elementary Two
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Following Instruction</li> <li>• Vocabulary</li> <li>• Grammar (sentence structure)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Following Instruction</li> <li>• Vocabulary</li> <li>• Grammar (sentence structure)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Following Instruction</li> <li>• Vocabulary</li> <li>• Grammar (sentence structure)</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Pre-reading</li> <li>• Pre-writing</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Pre-reading</li> <li>• Pre-writing</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Pre-reading</li> <li>• Pre-writing</li> <li>• Comprehension</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Reading skills</li> <li>• Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Reading skills</li> <li>• Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Reading skills</li> <li>• Reading Comprehension</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Pre-writing</li> <li>• Spelling</li> <li>• Writing skills</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-writing</li> <li>• Spelling</li> <li>• Writing skills</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-writing</li> <li>• Spelling</li> <li>• Writing skills</li> <li>• Creative writing</li> </ul>

## Content expansion

### Year 1 word list

These are examples of the kind of words which children can read, write, understand and use by the end of EP in their home language.

Content words	Function words
<b>Nouns</b>	<b>Prepositions</b>
<i>Example</i> (Tokpisin): pik, Goroka, papa, mama, lek, han, brata, susa, banana, wara, mande, sande, namba,  <i>Example</i> (Hiri motu): boroma, Goroka, tama, sina, ae, ima, mero, kekeni, ranu, Pwa gini gunana, Dina Helaga, numera,	<i>Example</i> , (Tokpisin): Antap, bilong, long, olsem, wantaim <i>Example</i> , (Hiri motu): Ataiai, ena, oi emu, inai bamona
<b>Adjectives</b>	<b>Conjunction</b>
<i>Example</i> (Tokpisin): Bikpla, liklik, tripla <i>Example</i> (Hiri motu): Badana, maragina,	<i>Example</i> (Tokpisin): na, tasol, <i>Example</i> (Hiri motu): bona, hari sibona,
<b>Verbs</b>	
<i>Example</i> (Tokpisin): Kalap, singsing, ron, samsam,  <i>Example</i> (Hiri motu): Roho, hane, heau, mavaru,	
<b>Adverbs</b>	
<i>Example</i> (Tokpisin): Hariap, isi isi, <i>Example</i> (Hiri motu): Haraga, metaira	
<b>Pronouns</b>	
<i>Example</i> (Tokpisin): Yu, mi, yumi, ol, em, <i>Example</i> (Hiri motu): Oi, lau, iboudiai, ita, ia,	

If their language does not have an alternative use the English word.

Colours		
English	Tok Pisin	Hiri Motu
red black white blue yellow green	Ret Bilak Wait Blu Yelo grin	kakakaka Korema Kurokuro labora labora

Family		
English	Tok Pisin	Hiri Motu
father mother sister brother grandparent uncle aunt baby	Papa Mama Susa Brata Tumbuna Kandare man Kandare meri Liklik pikinini	Tama Sina Tadikaka Tadikaka Bubu Vava Lala karukaru

Days of week		
English	Tok Pisin	Hiri Motu
Monday Tuesday Wednesday Thursday Friday Saturday Sunday		

Body Parts		
English	Tok Pisin	Hiri Motu
hand head leg mouth nose eyes ears teeth	hand head leg mouth nose eyes ears teeth	Ima Kwara Aae udu udubaubau mata tai ise

Numbers		
English	Tok Pisin	Hiri Motu
zero	Nogat	Lasi
one	Wanpela	Ta
two	Tupela	Rua
three	Tripela	Toi
four	fopela	Hani
five	faivpela	Ima
six	Sikspela	Itu
seven	Sevenpela	Ima rua
eight	eitpela	Ima toi
nine	nainpela	
ten	tenpela	hani

School		
English	Tok Pisin	Hiri Motu
teacher	tisa	
book	buk	
class	klas	
table	tebol	
desk	desk	
pencil	pensol	
ruler	rule	
blackboard	blekbod	
chalk	sok	
biro	pen	
toilet	liklik haus	

Animals		
English	Tok Pisin	Hiri Motu
pig	Pik	Boroma
dog	Dok	Sisia
cat	Pusi	Pu..si
chicken	Kakaruk	Kokoroku
rooster	Kakaruk man	Kokoroku
bird	Pisin	Manu
fish	Pis	Gwarume
rat	rat	bita

Environment		
English	Tok Pisin	Hiri Motu
Sun	san	
moon	mun	
sea	si	
bush	bus	
tree	diwai	
rain	ren	
road	rod	
garden	gaden	
river	wara	
Market	maket	

## Elementary Syllabus

Time		
English	Tok Pisin	Hiri Motu
Morning Afternoon Night day	Moning Avinun Nait dei	Dabai Adorai

Home		
English	Tok Pisin	Hiri Motu
bed mat pot fire dish cup plate spoon fork bush knife	Bet Mat Sospen Paia Dis Kap Plet Spun Fok Bus naip	..... ..... Uro Lahi Bahu ..... Mereki ..... ..... Kaiya badana

Greetings		
English	Tok Pisin	Hiri Motu
Hello Goodbye Good morning Good afternoon Good night	..... ..... Moning tru Apinun/Abinun Gut nait	..... Bamahuta Dabai namona Hadorai namona Hanuaboi namona

Emotions		
English	Tok Pisin	Hiri Motu
Angry Happy Hungry Sad Upset Confused Funny Anxious Frighten	Belhat amamas Hangre Sore Ino amamas Paol Pani Bel sut Poret/pret	Badu Moale Hitolo Madi  Oi diba lasi Hevasia Kudohugu gari

Manners		
English	Tok Pisin	Hiri Motu
Please Thank you May I I am sorry Excuse me	..... Tenkyu Inap yu Mi sori .....	..... Tanikiu ..... Lau madi .....

## Year 2 common words

These are examples of the kind of words which children can read, write, understand and use by the end of E1 in their home language. Teachers will use their own home language to list words using the suggested words under each heading in their own language. English, Tok pisin and Hiri Motu has been provided as examples to guide the teachers.

Emotions		
English	Tok Pisin	Hiri Motu
1. how	Olsem wanem	Ede bamona
2. where	Wanem ap	Ede seni
3. which	Wanem stret/wanempla	Ede gauna
4. did	Mekim pinis	.....
5. did not	Ino mekim	.....
6. going	igo	lao
7. over	antap	hanai
8. under	ananit	henuhenu
9. away	longwe	.....
10. home	ples	hanua
11. things	ol samting	gaudia
12. something	sampla samting	gauta
13. play	pilai	gadara
14. fun	amamas	.....
15. find	painim	tahua
16. live	stap	noho
17. small	liklik	maragi
18. garden	gaden	uma
19. last	las/bihain	orena
20. first	pas/pastaim/paslain	vaira
21. any	wanpla blong ol	haida
22. let	larim	raka tania
23. or	o	ma
24. who	husait	daika
25. new	nupla	matamata
26. our	blong mipla/blong yumi	emai
27. take	kisim	abia/avabia
28. more	moa	
29. shout	singaut	boiboi
30. red	ret /retpla	kaka kaka
31. start	stat	vaira
32. say	tok	hereva
33. car	liklik ka	motuka
34. truck	bikpla ka	motuka
35. fast	hariap	haraga
36. hurry up	hariap hariap	haraga
37. much	planti	momo
38. many	planti	momo
39. why	bilang wanem	daka dai nai
40. jump	kalap	roho
41. place	ples/peles	hanua
42. sleep	slip/silip	mahuta
43. book	buk	buka
44. took	kisim	abia
45. didn't	nogat	lasi



Emotions		
English	Tok Pisin	Hiri Motu
46. again	ken	lou
47. after	bihain	gabeiai
48. think	tingim/tingting	laloa
49. thought	tingting	lalohadai
50. made	mekim	Kara ia
51. I will	mi bai	Lau baina
52. Work	wok	gaukra
53. Us	mipla/yumi	ita
54. Way	rot	dala
55. Door	dua	idua
56. May	inap	adokoa
57. Soon	klostu	kahira
58. Only	em tasol	sibona
59. Suddenly	nau tasol	ari ari
60. Cry	karai	tai
61. Cried	em karai	etai
62. Because	bikaus	badina
63. Clothes	klos	dabua
64. Feet	lek	ae
65. it is	em tasol	gauna be
66. cap	hat	gwara gau
67. ran	ron	eau
68. wanted	laikim	nau ramu
69. round	raun	giroa
70. around	raun	giroa
71. other	narapela	tahama
72. run	ron	eahu
73. right	rait	maoro
74. wrong	rong	kerere
75. inside	insait	lalonai
76. .left	hakais	
77. lots	plenti	Momo
78. gave	givim	heni
79. give	givim	
80. told	tokim	hamaoro
81. keep	lukautim	Nari
82. even	wankain	egere gere
83. tell	tokim	
84. sat	sindaun	
85. know	save	
86. long	longpela	Lata
87. short	sotpela	Kwadogi
88. tall	lonpela	Lata
89. eat	kaikaim/kaikai	hani
90. well	orait	Namo
91. better	gudpela	Herea

Emotions		
English	Tok Pisin	Hiri Motu
92.never	nogat tru	Dia namo
93.need	laikim	Hura
94.found	painim	Davaria
95.every	olgeta	Ivou di ai
96.laugh	lap	kiri
97.another	narapela	tama
98.room	rum	dia utu
99.am	mi	lau
100.key	ki	ki

Animal		
English	Tok Pisin	Hiri Motu
mouse	Rat	Bitu
cuscus	Kapul	
bat	Bilak box	
frog	rokrok	paroparo
ant	Anis	dimairi
bee	Bi	Nanigosi
spider	Spida	
butterfly	Batterflai	Kaubebe
flies	Blu lang	
mosquito	Nat nat	Nemo

Classroom words		
English	Tok Pisin	Hiri Motu
exercise book	Buk	
chair	Sia	
bell	Belo	
floor	Flo	
group	Grup	
name	Nem	
page	Pepa	
window	Windua	
words	Hap tok	
letters	pas	

Body Parts		
English	Tok Pisin	Hiri Motu
fingers	Pinga	
hair	Gras	
toes	Pinga blong lek	
knees	Sukuru	
lips	Maus	
stomach	Bel	
arm	Han	
feet	Lek	
neck	Nek	
tongue	tang	

Months of the year		
English	Tok Pisin	Hiri Motu
January	Jenuari	
February	Feburuari	
March	Mas	
April	Epril	
May	Mei	
June	Jun	
July	Julai	
August	Augus	
September	Sebtemba	
October	Octoba	
November	Novemba	
December	Desemba	

Time words		
English	Tok Pisin	Hiri Motu
today	Tudei	
yesterday	Aste	
tomorrow	Tumoro	
morning	Moning	
afternoon	avanun	
night		

Weather		
English	Tok Pisin	Hiri Motu
sunny	San	
raining	Ren	
cloudy	Klaut	
windy	Win	
storm	Win na ren	

Fruit		
English	Tok Pisin	Hiri Motu
mango	Mago	
pineapple	Pinapol	
pawpaw	Popo	
coconut	Kokonas	
lemon	Muli	
orange	orens	

Garden Food		
English	Tok Pisin	Hiri Motu
potatoes	Potato	
yam	Yam	
taro	Taro	
corn	Kon	
beans	Bin	
pumpkin	Pamken	
greens	Kumu	
banana	banana	

Store Food		
English	Tok Pisin	Hiri Motu
rice	Rais	
sugar	Suka	
salt	Sol	
noodles	Nudels	
tin fish	Tinpis	
tin meat	Tinmit	
tea	Ti	
flour	Plawa	
cooking oil	Oli blong kukim kaikai	
coffee	kopi	

Transport		
English	Tok Pisin	Hiri Motu
canoe	Kanu	
boat	Bot	
car	Liklik ka	
truck	Bikpela ka	
bus	Bas	
plane	Balus	
helicopter	Hikopta	
bicycle	Baisikal	
motorbike	motobike	

Action words		
English	Tok Pisin	Hiri Motu
sit	Sindaun	
stand	Sanap	
sleep	Silip	
eat	Kaikai	
sing	Singsing	
jump	Kalap	
run	Ron	
walk	Wokabaut	
pull	Pulim	
push	Pusim	
talk	Toktok	
play	pilai	

<b>Opposites</b>		
<b>English</b>	<b>Tok Pisin</b>	<b>Hiri Motu</b>
short – long tall- short big- small old- young full- empty alive- dead wet- dry fat- tin laugh- cry new- old day-night light- dark right –wrong cold- hot	Sotpela –longpela Longpela –sotpela Bikpela –liklik Olpela –yangpela Pull – emty Igat laip – die Wet –drai Pat –bunating Lap –krai Nuipela –olpela Dei –nait Lait –tudak Rait –rong Kol -hat	

## Year 3 common words

These are examples of the kind of words which children can read, write, understand and use by the end of E2 in their home language. Teachers will use their own home language to list words using the suggested words under each heading in their own language. English, Tok pisin and Hiri Motu has been provided as examples to guide the teachers.

English	Tok Pisin	Hiri Motu
1. if	Sapos	
2. too	Tu	
3. their	Ol	
4. about	Olsem	
5. called	Kolim	
6. asked	Askim	
7. just	Em tasol	
8. would	Sapos	
9. everyone	Olgeta	
10. magic	Megic	
11. must	Mas	
12. these	Ol	
13. next	Narapela	
14. that's	Em	
15. king	King	
16. queen	Quin	
17. let's	Yumi	
18. great	Bikpela	
19. before	inap	
20. window	Windoa	
21. each	Wanwan	
22. can't	ino inap	
23. begin	statim	
24. began	Stat	
25. town	Taun	
26. village	Ples	
27. grandmother	Tubuna meri	
28. grandfather	Tubuna man	
29. book	Buk	
30. under	Undaneat	
31. I've	Mi	
32. Still	Stil	
33. different	Narakain	
34. same	Wankain	
35. fell	Pundaun	
36. there's	Igat	
37. better	Gutpela	
38. best	Gutpela stret	
39. hard	Strong	
40. easy	Isi	
41. soft	Malumalum	
42. eggs	Kiau	
43. ever	Igo pinis	

English		Tok Pisin	Hiri Motu
44.	lived	Been stap	
45.	so	Na	
46.	white	Wite	
47.	bad	Nogud	
48.	friends	Prens	
49.	looking	Lukim	
50.	ball	bal	
51.	hot	hat	
52.	birds	pisin	
53.	coming	kam	
54.	pull	pulim	
55.	tea	ti	
56.	Box	box	
57.	End	pinis	
58.	Sun	san	
59.	Really	true	
60.	Please	plis	
61.	thank you	tankyu	
62.	most	em tasol	
63.	miss	mis	
64.	he's	blong em	
65.	cold	kol	
66.	once	wanpela taim	
67.	use	usim	
68.	we're	yuim	
69.	dark	tudak	
70.	than	na	
71.	across	krosim	
72.	wind	win	
73.	river	wara	
74.	along	go a kros	
75.	throw	toromei	
76.	eyes	plenty ai	
77.	gone	go pinis	
78.	wish	lasim tingting	
79.	stopped	stopim	
80.	park	pak	
81.	liked	laikim	
82.	grow	kamap	
83.	radio	redio	
84.	bottle	botel	
85.	tin	tin	
86.	stone	ston	
87.	stick	stik	
88.	leaves	lips	
89.	drink	drink	
90.	tasty	tasty	
91.	washing	wasim	
92.	clean	klin	

English	Tok Pisin	Hiri Motu
93. cook	kuk	
94. towel	tawel	
95. soap	sop	
96. salt	sol	
97. fly	plai	
98. read	red	
99. write	rait	
100. speak	toktok	

Time		
English	Tok Pisin	Hiri Motu
second	Sekon	
minute	Minit	
hours	Hawa	
tonight	Nau long nait	
midnight	Namel long nait	
noon	Below	
evening	Avinun	
now	Nau	
later	Lat pinis	
soon	Nau yet	
o'clock	Kilock	
half past	Hap pas	
quarter past	Kwata pas	

Comparing sizes		
English	Tok Pisin	Hiri Motu
big- bigger-biggest	Bikpela, bikpela tru,	
small- smaller- smallest	Lilik, liklik tumas, liklik tru	
tall-taller-tallest	Longpela, longpela stret	
short-shorter-shortest	Sotpela, sotpela stret	
fat-fatter-fattest	Pat, patpela	

Feelings		
English	Tok Pisin	Hiri Motu
happy	Amamas	
sad	Sori	
shy	Sem	
angry	Kros	
scared	Pret	
rich	Plenty samtin	
poor	Turangu	
love	Laikim	
hate	belhat	



<b>Church</b>		
<b>English</b>	<b>Tok Pisin</b>	<b>Hiri Motu</b>
Bible pastor priest reading pray Jesus	Bible Pasta Patere Rid Prey Jisas	

<b>Comparing sizes</b>		
<b>English</b>	<b>Tok Pisin</b>	<b>Hiri Motu</b>

<b>Body Parts</b>		
<b>English</b>	<b>Tok Pisin</b>	<b>Hiri Motu</b>
thumb wrist palm foot knee toes elbow hair chest hip	Bikpela piga Han Han Lek Sukuru Piga blong lek Join blong han Gras Boros namel	

<b>Directions</b>		
<b>English</b>	<b>Tok Pisin</b>	<b>Hiri Motu</b>
North South East West right left straight on front back	Not Sout East West Han shoot Han kais Go straight Poret baksait	

Sea & River		
English	Tok Pisin	Hiri Motu
reef waves island sea river flood calm rough	Rip Sea Iland Solwara Wara Tiat Stap isi rap	

Sea Animal		
English	Tok Pisin	Hiri Motu
fish starfish crab crocodile shark snake dolphin eels	Pis Stapis Kuka Pukpuk Shak Snek Dolpin malio	

Subject Pronouns - Singular		
English	Tok Pisin	Hiri Motu
I you he/she/it	Mi Yu Man/meri/samtin	

Subject Pronouns - Plural		
English	Tok Pisin	Hiri Motu
we you they	Yumi Yu ol	

Village		
English	Tok Pisin	Hiri Motu
house canteen trade store people church play ground school Aid-post community hall market	Haus Kantin Stoa Pipol Sios Pilai graun Skul Haus sik Kominity haus maket	

Good manners		
English	Tok Pisin	Hiri Motu
please thank you excuse me sorry welcome bless you	Haus Kantin Stoa Pipol Sios Pilai graun Skul Haus sik Kominity haus maket	

Dressing for singsing		
English	Tok Pisin	Hiri Motu
paint grass-skirt feathers shells necklace drums bow and arrows leaves head dress oil dance	Pan Purpur Gras bilong pisin Sel Bilas bilong neck Dram Spear bonara Lip Bilas bilong hat Oil danis	

## Stories, rhymes and poems

Stories, rhymes and poems that can be translated in their child's own language are included in the Classroom Library kit.

All shell books have a space for home language as well as English and Tok Pisin.

Stories are sorted from easiest to hardest in each year.

Year 1 Story List	Year 2 Story List	Year 3 Story List
By the end of the year children need to be able to read these stories on their own in their home language  XXX TO BE COMPLETED XXX	By the end of the year children need to be able to read these stories on their own in their home language	By the end of the year children need to be able to read these stories on their own in their home language

## Assessment

The standards are written so they are easy to assess. There are three types of assessment tasks built into the lesson plans or units of work:

### 1. Assessment for learning

Assessment for learning is on-going assessment (also known as “formative assessment”). It is the assessment that teachers do every day during their teaching and at the end of the lesson. Formative assessment helps a teacher to plan their next lesson.

### 2. Assessment as learning

Assessment as learning means that children are involved in assessing their own progress and the work of other peers in the class.

### 3. Assessment of learning

Assessment of learning is also called “summative assessment”. This form of assessment is done at the end of a topic or term.

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

### Recording

It is important for teachers to keep a record of children’s progress and any problems they are having.

The teachers must use the progress chart in the teacher guides to record children’s learning at the end of each year.

### Reporting

It is compulsory for teachers to;

- report the child’s progress to parents at the end of each term;
- pass the child’s records to the next teacher before the next school year begins;
- pass the child’s records to the primary school when they graduate from elementary.

### Evaluation

Evaluation is when the teacher reflects on their own teaching to improve the children’s learning. For example,

- Was the lesson effective?
- Did the children reach the expected standard?
- How can I improve my teaching?

### **National benchmarks**

Benchmarking takes place at the end of Elementary 2, Grade 5 and Grade 8.

Benchmarks are the national standards that all children should reach at the end of each level of their schooling.

The standards statements are the benchmarks for the end of that level.

The school must record and report the children's achievement. The School Learning Improvement Plan must set a target for improving the standards the children achieve. The Standards Officer will inspect the children's progress towards the standards.

### **National benchmarks for Home Language**

By the end of Elementary Two the child should achieve the standards as set in the syllabus for:

- Phonics
- Speaking and Listening
- Reading
- Writing

By the end of E2 the child can;

- read and say all their home language sounds in the phonemes.
- use and understand the common words from EP, E1 and E2
- read a E2 story in home language, retell it in home language and answer questions about it
- write simple sentences using capital letters and full stops correctly

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