



International Education Agency of PNG

English Language Curriculum

Revised Edition – 2006

Overview

Teaching and learning in English Language strives to help students to function successfully in a communication oriented society. Students need to be able to make meaning from oral, visual and written language forms and communicate and convey ideas, feelings and emotions. In their interpersonal relationships language will be used to influence others and establish and maintain relationships. To make sense of the world students are required to think imaginatively and reason logically.

Language is the means by which society meets these needs. Consequently the school curriculum should strive to meet these needs, rather than focus solely on the development of the skills of reading, writing, speaking and listening as ends in themselves. It should also recognise the diversity of students' socio-cultural and language backgrounds.

It is acknowledged that language is the central tool for all learning. The better students' skills become in using their language, the more effectively they will be able to learn across the curriculum. Other curriculum areas also provide the context within which students learn language. The chance to discuss, read and write about a diverse range of subjects ensures that language learning occurs naturally and effectively. While language learning is seen as a discrete curriculum area, much of its content occurs within the framework of other curriculum areas. Therefore language development is the responsibility of all teachers.

Schools need to demonstrate a commitment to a holistic approach to language learning. The elements of this approach are outlined in the Teaching and Learning section of the English Language Curriculum.

The teaching and learning of English relies on some fundamental conditions being present. These can be summarised as follows:

- Effective learning of literacy involves an integration of the three broad strands of language into an holistic approach
- Effective literacy involves exposure to a wide range of language resources which allow learners to interact with diverse texts, use texts functionally and analyse texts critically.

It should therefore be evident that language learning is an integrated outcome of all other curriculum areas. In the secondary school, where subjects are generally taught in isolation, these fundamental principles of language learning should be observed across the curriculum, by teachers of all subjects.

English as a Subsequent Language

Many students attending IEA schools will not have learnt English as their first language. Some of these students may have no understanding of English, some may have a basic knowledge and some may be reasonably fluent. Regardless of students' skills it is important to remember the student's background when planning learning and monitoring progress.

In the early stages it is important that students are encouraged to explore language regardless of the language of instruction being used. It is vital that students are not disadvantaged by insistence on the sole use of English. Language learning in the student's first language may be readily adapted to English when the student's skills improve.

Students with other language backgrounds will work towards the achievement of the same learning outcomes as native English speakers, but they will often be working at a different level from other students in the same class. It is important to monitor progress carefully and to individualise the learning program to suit the students' needs.

Often, students from non-English speaking backgrounds will also bring a different set of cultural values to the classrooms. Their inability to communicate with others may mean that they are unaware of the cultural diversity which can exist in schools. These issues can have considerable impact on students' learning styles, and teachers will need to consider cultural matters when planning learning programs.

Lack of English skills, particularly in the early stages, often means that students cannot provide evidence of their level of achievement in other curriculum areas as patterns of development in listening, speaking, reading and writing will differ significantly. Therefore it is essential that planned activities require collaborative oral communication and provide opportunities for repetition. Approaches need to be very practical. At the same time the school should as much as possible encourage the maintenance and development of the first language.

English Language and the IEA Key Outcomes

IEA schools assist all children to:

... Be Self-Directing

The English Language curriculum empowers students to make choices about the use of language to enrich their lives now and in the future. The ability to interact, negotiate, reflect, investigate and analyse are essential skills in setting, achieving and evaluating realistic goals, and are major components in becoming self-directed.

... Communicate Effectively

Effective communication forms the basis of positive human interaction. The strands of the English Language curriculum outline clearly the skills, strategies and experiences which enable students to give and receive information, ideas and feelings in a variety of contexts with confidence.

... Behave Ethically

High level language skills are vital in helping individuals value the dignity and worth of those around them. Through many different English Language contexts and situations, observing and evaluating diverse behaviour these observations and positive relationships can develop over time.

... Work Collaboratively

The skills developed through the learning of English Language enable students to work collaboratively. These skills allow the members of a group to formulate and communicate goals and to assign tasks. Learning in English empowers students to interact, explain and negotiate within collaborative situations.

... Analyse and Solve Problems

The development of language skills improves the ability to think creatively about problems. With good language skills students can access relevant information from a wide range of sources and judge the relevance and importance of the information collected.

English Language in the PNG Context

With over 850 distinct languages, Papua New Guinea (PNG) has the greatest diversity of living languages of any nation on Earth. However, over the past one hundred years contact with the outside world, changes in administration, commerce and communication as well as the intrusion of outside interests, whether peaceful or warlike, have all contributed to the need for a small group of languages to be used widely for communication. The result of this is the spread of Motu, Tok Pisin and English. Thus many children attending our schools may be fluent in their own Tok Ples and Pisin or Motu, before being introduced to the complexities of English.

The language of instruction in IEA schools is necessarily English. In Papua New Guinea, English is considered to be the language of commerce, the basis for communication with other parts of the World, and increasingly the language used for communication between Papua New Guineans from different parts of the country. Furthermore, since of all languages spoken in Papua New Guinea only English is used outside the country, it is a vital part of any international style curriculum that a strong facility in English be developed in all students.

In dealing with the complexities of the PNG situation, the approach by teachers in IEA schools should be threefold:

1. Foster an attitude whereby local languages are seen as valid forms of communication. Such languages embody social, cultural and ethical concepts not always easily interpreted in 'Western' terms. In fact such languages must be kept alive because they express the identity of particular groups of people.
2. Value 'home-grown' languages such as Tok Pisin. Most of our Papua New Guinean children have grown up with some way of communicating with children and adults from other parts of the country. The contribution Tok Pisin has made to the unification of the disparate parts of the nation is undeniable.
3. Recognise that the growth and development of English Language is critical to the progress of children in IEA schools and is fundamental to the learning of higher skills in a range of curriculum areas. The contribution to this growth and development by previously acquired linguistic patterns should be acknowledged, but at the same time a number of subtle differences and confusions need to be addressed. Some sounds in English, for example, may not exist in Tok Ples, and there may be difficulty from a Tok Pisin speaker's point of view in interpreting English expressions.

Furthermore, it is important that teachers attempt to ensure that Papua New Guinean cultural concepts, ideas and shades of meaning are adequately expressed within the bounds of English vocabulary and structure. The facility of young children to assimilate concurrently more than one language is well documented. However, it is important that children be immersed in English language patterns, structures and vocabulary while engaged in learning that language, and that they be encouraged to practice it at every opportunity. It may be legitimate for teachers in the early stages to use Tok Pisin, Motu or even Tok Ples to facilitate and quicken the introduction to English.

It must be assumed that children coming into IEA schools are varied in their language backgrounds and experiences and that teaching and learning programs are designed to build upon these. Schools will need to consider this issue carefully and may need to seek expert assistance to ensure that the specific needs of Citizen students are addressed.

The Curriculum Strands

The English Language curriculum presents learning outcomes under three broad strands: Oral Language, Written Language and Visual Language. Each of these strands can be regarded as having an 'input' and an 'output' component. Consequently, Oral Language is concerned with listening and speaking, Written Language with reading and writing, and Visual Language with viewing and presenting.

Oral Language – Speaking and Listening

Of all the language skills, those of oral language are the most central to student learning. Oral language is also the way in which social interaction occurs, new relationships are developed, and cooperative ventures are planned and undertaken. In using oral language students learn how to process and organise information, think critically and explore ideas and concepts.

Students develop skills in listening in a wide variety of situations. Listening involves protocols of behaviour as well as the ability to process and analyse the communication of others.

Students interact using oral language in a wide range of contexts and situations, both formal and informal, developing an awareness of the power of speech.

Written Language – Reading and Writing

Written language expands our ability to understand our world, communicates that understanding and provides us with opportunities to organise and clarify information.

Students develop a wide range of strategies for gaining meaning and enjoyment from texts. They develop an understanding of the way in which responses to texts are affected by context, and they become skilful at analysing the structure and techniques of the texts they read.

Students develop an understanding of the complex writing process and gain competence in the conventions of language including spelling, grammar and punctuation. They also become skilful at communicating through writing for a variety of purposes and audiences.

Visual Language – Viewing and Presenting

Students need to develop skills in processing and analysing a variety of visual information, and use visual techniques in their own communication.

Students are encouraged to critically evaluate a wide range of visual images, consider the social impact of various media, and explore ways in which various techniques are used for specific purposes. Students develop skills in a variety of areas including handwriting, the effective use of graphics and layout, and the use of technology.

ORAL LANGUAGE

Listening

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<p>1.01 Develop an awareness of the need to listen in different contexts</p> <ul style="list-style-type: none"> - Follow short simple instructions in sequence - Display listening skills in ways appropriate to own culture - Listen to spoken texts, and relate them to personal experiences - Listen for basic language structures and features in a variety of classroom situations 	<p>2.01 Listen appropriately to more complex language situations</p> <ul style="list-style-type: none"> - Follow instructions and directions - Interpret and respond in a culturally appropriate way to non verbal cues - Listen and respond to spoken texts in order to sequence the main ideas - Listen to and identify language structures and features in a range of situations 	<p style="text-align: center;">Level Outcomes</p> <p>3.01 Begin to identify the purpose of spoken text types</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Listen in order to make relevant responses to a variety of speakers - Identify cultural aspects in a variety of spoken situations - Listen to and obtain specific information from spoken texts - Listen to and identify language structures and features in a small range of spoken text types 	<p>4.01 Analyse the features, structures and purposes of spoken text types</p> <ul style="list-style-type: none"> - Listen attentively to respond to other points of view - Consider cultural implications when listening in a variety of situations - Listen to a range of similar spoken texts, and distinguish between main and supporting ideas. - Identify and analyse language structures and features in a range of spoken text types 	<p>5.01 Critically analyse the features, structures and purposes of spoken text types</p> <ul style="list-style-type: none"> - Listen to understand how a speaker's culture, background and experience influence topic and focus - Evaluate how context, audience and purpose affect spoken texts - Listen critically to a variety of spoken texts in order to evaluate the underlying ideas - Identify and critically evaluate language structures and features in a range of spoken text types that enable speakers to influence an audience

Speaking

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<p>1.02 Develop an awareness of the use of oral language in different contexts</p> <ul style="list-style-type: none"> - Apply rules of conversation in structured situations - Contribute to discussions and conversations - Recount personal experiences and retell and perform familiar texts - Use speech appropriately for different purposes 	<p>2.02 Respond and interact appropriately in more complex language situations</p> <ul style="list-style-type: none"> - Sustain a conversation for an appropriate time with a familiar adult or peer - Respond to contributions of others, both in small groups and class discussions - Retell familiar texts and recount personal events in sequence - Use knowledge of conventions of oral language to express ideas and information 	<p style="text-align: center;">Level Outcomes</p> <p>3.02 Interact within a wide range of oral language situations, selecting strategies that most accurately convey the intended meaning</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Exchange perceptions and opinions with peers about familiar ideas or events - Interact with and contribute to extended periods of discussion for a variety of purposes - Use a variety of texts to retell, recount or perform with clear meaning - Use common language structures accurately to express ideas and information 	<p>4.02 Use a range of speech modes to make meaning and inference clear</p> <ul style="list-style-type: none"> - Adjust pace, volume, pitch and pronunciation to enhance meaning when speaking - Interact with confidence in a variety of situations to present and develop ideas and information - Choose appropriately from a range of similar texts to present or perform individually or in groups - Use most language structures correctly when presenting ideas and information in a variety of oral texts 	<p>5.02 Use knowledge of text types and structures to achieve the intended purpose</p> <ul style="list-style-type: none"> - Use appropriate text types and structures according to purpose and audience - Express and respond to opinions and ideas clearly and appropriately - Use a wide range of oral text types to present challenging issues in a variety of ways - Compare different oral text types and their specific presentation features

Written Language

Reading

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1.03 Develop an understanding of the nature of reading and the skills to read some simple texts</p> <ul style="list-style-type: none"> - Recognise basic language structures and conventions of print - Recognise that print has meaning - Read simple familiar written material for different purposes - Infer stories from visual texts, identifying characters, plot and settings - Make links to own experience or personal knowledge of a topic when reading or being read to - Use a variety of skills and strategies to read short predictable texts - Read own written texts and select other texts for own enjoyment. - Share a variety of culturally diverse texts 	<p>2.03 Use a range of strategies to read short texts and demonstrate understanding</p> <ul style="list-style-type: none"> - Identify and discuss a range of different text forms, features and language structures - Understand and retell meaning from short texts with familiar topics and vocabulary, supportive illustrations and predictable text - Recognise that texts are constructed for different audiences - Make generalisations using the characters, plot and settings in familiar texts - Respond to texts and relate them to own experiences and knowledge - Use a variety of skills and strategies to read simple texts independently - Select and read appropriate material independently - Read and discuss traditional literature from different cultures 	<p style="text-align: center;">Level Outcomes</p> <p>3.03 Read a wide variety of texts and demonstrate an ability to retell and analyse texts</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Compare and use the language structures and features of different text types - Retell and discuss the main ideas in a variety of texts to determine meaning - Distinguish which texts are suitable for specific purposes - Make inferences and generalisations about ideas, characters, plots, settings and themes in unfamiliar texts - Read and interpret a range of texts containing some unfamiliar ideas and information - Identify and use appropriate skills and strategies for reading fiction and non-fiction texts - Select and read a variety of fiction and non-fiction texts for enjoyment and interest - Identify features of traditional literature 	<p>4.03 Consider and analyse complex texts and the variety of interpretations which can be made</p> <ul style="list-style-type: none"> - Read texts which introduce more complex language structures and features - Explain why people may interpret the meaning of texts differently - Recognise and discuss the different text types used for specific purposes - Interpret complexities of texts with further regard to the interplay between characterisation, plot, setting and theme - Justify interpretation of ideas, information and events in texts with unfamiliar concepts - Select, use and reflect on appropriate strategies for reading different texts - Select and read a variety of challenging texts - Compare and contrast cultural differences in various text forms 	<p>5.03 Analyse the structure, organisation and other elements which give authors their styles and specific audience appeal</p> <ul style="list-style-type: none"> - Explain how texts are constructed using knowledge of language structures and features - Analyse and compare texts to evaluate the effectiveness of each to impart meaning - Justify explanations for the differences in text types and their purpose - Investigate how the author's culture, background and experience influence the text - Make personal reflections and evaluations of suitable texts with challenging ideas - Draw on strategies that enable detailed critical evaluation of texts with multiple levels of meaning - Select, read, explore and analyse complex texts independently - Interpret cultural ideas and issues raised in contemporary fiction

Writing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1.04 Write and revise simple texts using a growing knowledge of words and basic conventions in response to models</p> <ul style="list-style-type: none"> - Use approximations for letters, word forms and spelling to convey an idea or message - Use writing as a form of communication - Produce familiar forms of writing during joint and independent writing activities - Write about experiences of a cultural nature 	<p>2.04 Explore a range of text types and language conventions</p> <ul style="list-style-type: none"> - Produce simple written texts that convey an idea or a message - State some different purposes for writing - Write short, imaginative and factual texts - Write using characters and settings from different cultures 	<p>3.04 Use and manipulate various text types and begin to consider audience when writing about a range of familiar topics</p> <p>Level Outcomes</p> <ul style="list-style-type: none"> - Demonstrate a growing ability to express points of view and to reflect on own experiences - Demonstrate a developing sense of audience by recognising different purposes for certain text types - Use organisational features of text types to develop ideas and information - Write traditional tales, including myths, from a variety of cultures <p>Contributing Outcomes</p>	<p>4.04 Write confidently considering audience in a variety of text types</p> <ul style="list-style-type: none"> - Use writing to develop ideas, events and information - Consider audience, context and purpose when writing - Write a variety of text types using appropriate organisational features - Write texts that explore cultural beliefs and traditions 	<p>5.04 Match writing to the audience and the information being communicated</p> <ul style="list-style-type: none"> - Explore and write personal reflections or evaluations about challenging ideas and topics - Identify the effect of context, audience and purpose on written texts - Use a variety of text types for writing and exploring challenging ideas and issues - Write contemporary texts incorporating issues of a cultural nature

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1.05 Recognise and begin to use basic conventions of punctuation, spelling and grammar</p> <ul style="list-style-type: none"> - Recognize and begin to use simple punctuation - Use knowledge of sight words, letter/sound relationships and text from the classroom environment to spell words - Begin to use simple grammar correctly - Discuss ideas with teacher before writing - Revise own writing with teacher 	<p>2.05 Use basic conventions of spelling, punctuation and grammar in writing</p> <ul style="list-style-type: none"> - Use simple forms of punctuation correctly - Spell frequently used words accurately and attempt unknown words using a variety of strategies - Identify and use basic aspects of grammar when writing - Plan writing using a simple organisational structure - Revise writing with teacher, focussing on a particular aspect 	<p>3.05 Correctly use basic conventions of spelling, punctuation and grammar when writing</p> <p>Level Outcomes</p> <ul style="list-style-type: none"> - Correctly use simple punctuation and attempt more complex forms - Build on a bank of known words and use effective strategies to spell new words - Correctly use basic structures and grammatical features when writing - Plan writing with peers using a jointly designed organisational structure - Accept the importance of editing own writing and begin to proofread independently <p>Contributing Outcomes</p>	<p>4.05 Write using a wide range of vocabulary, spelling strategies, conventions of grammar and punctuation</p> <ul style="list-style-type: none"> - Support meaning of writing using more complex punctuation - Use a wide variety of spelling strategies to attempt unknown words - Choose appropriate vocabulary and grammar according to text type - Plan writing using ideas from a variety of sources, using organisational structures - Independently revise writing, with attention to spelling, punctuation and grammar 	<p>5.05 Write demonstrating a formal understanding of complex grammar and other rules for effective language use</p> <ul style="list-style-type: none"> - Correctly use complex punctuation - Correctly spell a wide vocabulary using more complex strategies - Understand and use more complex grammar - Use planning to produce well researched and well structured texts. - Revise and edit work, focussing on content, organisation and appropriateness of vocabulary for intended audience

Visual Language

Viewing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.06 View and discuss a range of visual presentations and respond to ideas	2.06 Explore different forms of presentations, identifying and describing the visual and verbal features	3.06 Identify the links between verbal and visual features in a range of presentations	4.06 View a range of presentations, interpret the ideas presented and discuss ways in which the verbal and visual effects achieve specific purposes	5.06 Critically view a range of visual and verbal texts and determine how the combination creates different meanings for different audiences and purposes
Level Outcomes				
<ul style="list-style-type: none"> - View a range of visual presentations for entertainment or information and express reasons for preferences - Interpret information provided in visual presentations - Construct meaning from visual sources and retell aspects of a visual presentation - Identify familiar features of a favourite visual presentation 	<ul style="list-style-type: none"> - Obtain information from a variety of visual presentations and describe the visual and verbal features - Distinguish between an information report and a persuasive presentation - Use the verbal and visual features of a presentation to gain meaning - Identify the techniques and features that help to convey the message in visual presentations 	<ul style="list-style-type: none"> - View visual presentations and identify how links between visual and verbal features convey messages - Discuss reasons for the choice of visual images in different visual texts providing information on similar topics. - Show how the linking of visual and verbal features affects meaning - Compare effectiveness of the techniques and features of two different visual presentations 	<ul style="list-style-type: none"> - Compare the effectiveness of different visual presentations in conveying information or messages for different purposes - Identify and describe different types of visual texts used to achieve specific purposes - Identify the purpose of a visual presentation and relate the ideas to personal experience - Discuss techniques used to establish mood and tone for specific purposes in various visual presentations 	<ul style="list-style-type: none"> - View and analyse a range of visual presentations to make appropriate selections for different audiences and purposes - Discuss the techniques used in visual texts to appeal to particular audiences - Identify how meaning can be affected by the viewer's perspective - Recognise that special production techniques are used for particular purposes and audiences in visual presentations
Contributing Outcomes				

Presenting

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.07 Create simple visual presentations using electronic and non-electronic tools to present personal ideas or messages	2.07 Create visual presentations using electronic and non-electronic tools to effectively communicate ideas, information or narratives	3.07 Create presentations using a range of electronic and non-electronic tools to communicate information, ideas or narratives effectively, using a range of layout tools and styles	4.07 Create visual presentations using a wide range of techniques in various media to communicate effectively for a particular purpose	5.07 Create visual presentations, critically selecting tools and techniques to communicate effectively for a particular purpose and audience
Level Outcomes				
<ul style="list-style-type: none"> - Use a variety of media for visual presentations - Produce written symbols and illustrations to convey an idea or message - Use a software program to present a personal idea or message 	<ul style="list-style-type: none"> - Make appropriate choices of media to use in a presentation from a limited range of familiar types - Use words and pictures to communicate ideas, information and narratives - Use a familiar software program, integrating text and graphics to appropriately convey an idea, information or narrative 	<ul style="list-style-type: none"> - Experiment with various ways to present work using a range of layout tools and styles - Use legible handwriting and a variety of print and script styles - Use a range of software to present information, ideas or narratives using a range of layout tools and styles 	<ul style="list-style-type: none"> - Create a variety of visual presentations using a range of techniques to suit a particular purpose - Develop a personal handwriting style that can be used for a range of purposes - Integrate features of a number of software programs to portray a clear message for a particular purpose 	<ul style="list-style-type: none"> - Create complex visual presentations using a wide range of techniques to suit purpose and audience - Choose the appropriate method of presenting for a specific audience or purpose from a variety of options and tools - Select and use a range of computer software appropriate to purpose and audience, demonstrating a thorough understanding of its features

Level 1

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
<p>1.01 Develop an awareness of the need to listen in different contexts</p> <ul style="list-style-type: none"> - Follow short simple instructions in sequence - Display listening skills in ways appropriate to own culture - Listen to spoken texts, and relate them to personal experiences - Listen for basic language structures and features in a variety of classroom situations 	<p>1.03 Develop an understanding of the nature of reading and the skills to read some simple texts</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Recognise basic language structures and conventions of print - Recognise that print has meaning - Read simple familiar written material for different purposes - Infer stories from visual texts, identifying characters, plot and settings - Make links to own experience or personal knowledge of a topic when reading or being read to - Use a variety of skills and strategies to read short predictable texts - Read own written texts and select other texts for own enjoyment. - Share a variety of culturally diverse texts 	<p>1.06 View and discuss a range of visual presentations and respond to ideas</p> <ul style="list-style-type: none"> - View a range of visual presentations for entertainment or information and express reasons for preferences - Interpret information provided in visual presentations - Construct meaning from visual sources and retell aspects of a visual presentation - Identify familiar features of a favourite visual presentation
ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
<p>1.02 Develop an awareness of the use of oral language in different contexts</p> <ul style="list-style-type: none"> - Apply rules of conversation in structured situations - Contribute to discussions and conversations - Recount personal experiences and retell and perform familiar texts - Use speech appropriately for different purposes 	<p>1.04 Write and revise simple texts using a growing knowledge of words and basic conventions in response to models</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Use approximations for letters, word forms and spelling to convey an idea or message - Use writing as a form of communication - Produce familiar forms of writing during joint and independent writing activities - Write about experiences of a cultural nature 	<p>1.07 Create simple visual presentations using electronic and non-electronic tools to present personal ideas or messages</p> <ul style="list-style-type: none"> - Use a variety of media for visual presentations - Produce written symbols and illustrations to convey an idea or message - Use a software program to present a personal idea or message
ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcome		
	<p>1.05 Recognise and begin to use basic conventions of punctuation, spelling and grammar</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Recognize and begin to use simple punctuation - Use knowledge of sight words, letter/sound relationships and text from the classroom environment to spell words - Begin to use simple grammar correctly - Discuss ideas with teacher before writing - Revise own writing with teacher 	

Level 2

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
<p>2.01 Listen appropriately to more complex language situations</p> <ul style="list-style-type: none"> - Follow instructions and directions - Interpret and respond in a culturally appropriate way to non verbal cues - Listen and respond to spoken texts in order to sequence the main ideas - Listen to and identify language structures and features in a range of situations 	<p>2.03 Use a range of strategies to read short texts and demonstrate understanding</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Identify and discuss a range of different text forms, features and language structures - Understand and retell meaning from short texts with familiar topics and vocabulary, supportive illustrations and predictable text - Recognise that texts are constructed for different audiences - Makes generalisations using the characters, plot and settings in familiar texts - Respond to texts and relate them to own experiences and knowledge - Use a variety of skills and strategies to read simple texts independently - Select and read appropriate material independently - Read and discuss traditional literature from different cultures 	<p>2.06 Explore different forms of presentations, identifying and describing the visual and verbal features</p> <ul style="list-style-type: none"> - Obtain information from a variety of visual presentations and describe the visual and verbal features - Distinguish between an information report and a persuasive presentation - Use the verbal and visual features of a presentation to gain meaning - Identify the techniques and features that help to convey the message in visual presentations

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
<p>2.02 Respond and interact appropriately in more complex language situations</p> <ul style="list-style-type: none"> - Sustain a conversation for an appropriate time with a familiar adult or peer - Respond to contributions of others, both in small groups and class discussions - Retell familiar texts and recount personal events in sequence - Use knowledge of conventions of oral language to express ideas and information 	<p>2.04 Explore a range of text types and language conventions</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Produce simple written texts that convey an idea or a message - State some different purposes for writing - Write short, imaginative and factual texts - Write using characters and settings from different cultures 	<p>2.07 Create visual presentations using electronic and non-electronic tools to effectively communicate ideas, information or narratives</p> <ul style="list-style-type: none"> - Make appropriate choices of media to use in a presentation from a limited range of familiar types - Use words and pictures to communicate ideas, information and narratives - Use a familiar software program, integrating text and graphics to appropriately convey an idea, information or narrative

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
	<p>2.05 Use basic conventions of spelling, punctuation and grammar in writing</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Use simple forms of punctuation correctly - Spell frequently used words accurately and attempt unknown words using a variety of strategies - Identify and use basic aspects of grammar when writing - Plan writing using a simple organisational structure - Revise writing with teacher, focussing on a particular aspect 	

Level 3

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
<p>3.01 Begin to identify the purpose of spoken text types</p> <ul style="list-style-type: none"> - Listen in order to make relevant responses to a variety of speakers - Identify cultural aspects in a variety of spoken situations - Listen to and obtain specific information from spoken texts - Listen to and identify language structures and features in a small range of spoken text types 	<p>3.03 Read a wide variety of texts and demonstrate an ability to retell and analyse texts</p> <p style="text-align: center;">Level Outcomes</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Compare and use the language structures and features of different text types - Retell and discuss the main ideas in a variety of texts to determine meaning - Distinguish which texts are suitable for specific purposes - Make inferences and generalisations about ideas, characters, plots, settings and themes in unfamiliar texts - Read and interpret a range of texts containing some unfamiliar ideas and information - Identify and use appropriate skills and strategies for reading fiction and non-fiction texts - Select and read a variety of fiction and non-fiction texts for enjoyment and interest - Identify features of traditional literature 	<p>3.06 Identify the links between verbal and visual features in a range of presentations</p> <ul style="list-style-type: none"> - View visual presentations and identify how links between visual and verbal features convey messages - Discuss reasons for the choice of visual images in different texts providing information on similar topics - Show how the linking of visual and verbal features affects meaning - Compare effectiveness of the techniques and features of two different visual presentations

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
<p>3.02 Interact within a wide range of oral language situations, selecting strategies that most accurately convey the intended meaning</p> <ul style="list-style-type: none"> - Exchange perceptions and opinions with peers about familiar ideas or events - Interact with and contribute to extended periods of discussion for a variety of purposes - Use a variety of texts to retell, recount or perform with clear meaning - Use common language structures accurately to express ideas and information 	<p>3.04 Use and manipulate various text types and begin to consider audience when writing about a range of familiar topics</p> <p style="text-align: center;">Level Outcomes</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Demonstrate a growing ability to express points of view and to reflect on own experiences - Demonstrate a developing sense of audience by recognising different purposes for certain text types - Use organisational features of text types to develop ideas and information - Write traditional tales, including myths, from a variety of cultures 	<p>3.07 Create presentations using a range of electronic and non-electronic tools to communicate information, ideas or narratives effectively, using a range of layout tools and styles</p> <ul style="list-style-type: none"> - Experiment with various ways to present work using a range of layout tools and styles - Use legible handwriting and a variety of print and script styles - Use a range of software to present information, ideas or narratives using a range of layout tools and styles

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
	<p>3.05 Correctly use basic conventions of spelling, punctuation and grammar when writing</p> <p style="text-align: center;">Level Outcomes</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Correctly use simple punctuation and attempt more complex forms - Build on a bank of known words and use effective strategies to spell new words - Correctly use basic structure and grammatical features when writing - Plan writing with others using a jointly designed framework - Accept the importance of editing own writing and begin to proofread 	

Level 4

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
<p>4.01 Analyse the features, structures and purposes of spoken text types</p> <ul style="list-style-type: none"> - Listen attentively to respond to other points of view - Consider cultural implications when listening in a variety of situations - Listen to a range of similar spoken texts and distinguish between main and supporting ideas - Identify and analyse language structures and features in a range of spoken text types 	<p>4.03 Consider and analyse complex texts and the variety of interpretations which can be made</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Read texts which introduce more complex language structures and features - Explain why people may interpret the meaning of texts differently - Recognise and discuss different text types used for specific purposes - Interpret complexities of texts with further regard to the interplay between characterisation, plot, setting and theme - Justify interpretation of ideas, information and events in texts with unfamiliar concepts - Select, use and reflect on appropriate strategies for reading different texts - Select and read a variety of challenging texts - Compare and contrast cultural differences in various text forms 	<p>4.06 View a range of presentations, interpret the ideas presented and discuss ways in which the verbal and visual effects achieve specific purposes</p> <ul style="list-style-type: none"> - Compare the effectiveness of different visual presentations in conveying information or messages for different purposes. - Identify and describe different types of visual texts used to achieve specific purposes - Identify the purpose of a visual presentation and relate the ideas to personal experience - Discuss techniques used to establish mood and tone for specific purposes in various visual presentations

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
<p>4.02 Use a range of speech modes to make meaning and inference clear</p> <ul style="list-style-type: none"> - Adjust pace, volume, pitch and pronunciation to enhance meaning when speaking - Interact with confidence in a variety of situations to present and develop ideas and information - Choose appropriately from a range of similar texts to present or perform individually or in groups - Use most language structures correctly when presenting ideas and information in a variety of oral texts 	<p>4.04 Write confidently considering audience in a variety of text types</p> <p style="text-align: center;">Contributing Outcomes</p> <ul style="list-style-type: none"> - Use writing to develop ideas, events and information - Consider audience, context and purpose when writing - Write a variety of text types using appropriate organisational features - Write texts that explore cultural beliefs and traditions 	<p>4.07 Create visual presentations using a wide range of techniques in various media to communicate effectively for a particular purpose</p> <ul style="list-style-type: none"> - Create a variety of visual presentations using a range of techniques to suit a particular purpose - Develop a personal handwriting style that can be used for a range of purposes - Integrate features of a number of software programs to portray a clear message for a particular purpose

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
	<p>4.05 Write using a wide range of vocabulary, spelling strategies, conventions of grammar and punctuation</p> <p style="text-align: center;">Contributing Outcomes</p> <p>01 Support meaning of writing using more complex punctuation</p> <p>02 Use a wide variety of spelling strategies to attempt unknown words</p> <p>03 Choose appropriate vocabulary and grammar according to text type</p> <p>04 Plan writing using ideas from a variety of sources using organisational structures</p> <p>05 Independently revise writing, with attention to spelling, punctuation and grammar</p>	

Level 5

ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
5.01 Critically analyse the features, structures and purposes of spoken text types	5.03 Analyse the structure, organisation and other elements which give authors their styles and specific audience appeal	5.06 Critically view a range of visual and verbal texts and determine how the combination creates different meanings for different audiences and purposes
Contributing Outcomes		
<ul style="list-style-type: none"> - Listen to understand how a speaker's culture, background and experience influence topic and focus - Evaluate how context, audience and purpose affect spoken texts. - Listen critically to a variety of spoken texts in order to evaluate the underlying ideas - Identify and critically evaluate language structures and features in a range of spoken text types that enable speakers to influence an audience 	<ul style="list-style-type: none"> - Explain how texts are constructed using knowledge of language structures and features - Analyse and compare texts to evaluate the effectiveness of each to impart meaning - Justify explanations for the differences in text types and their purpose. - Investigate how the author's culture, background and experience influence the text. - Make personal reflections and evaluations of suitable texts with challenging ideas - Draw on strategies that enable detailed critical evaluation of texts with multiple levels of meaning - Select, read, explore and analyse complex texts independently - Interpret cultural ideas and issues raised in contemporary fiction 	<ul style="list-style-type: none"> - View and analyse a range of visual presentations to make appropriate selections for different audiences and purposes. - Discuss the techniques used in visual texts to appeal to particular audiences - Identify how meaning can be affected by the viewer's perspective - Recognise that special production techniques are used for particular purposes and audiences in visual presentations
ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
5.02 Use knowledge of text types and structures to achieve the intended purpose	5.04 Match writing to the audience and the information being communicated	5.07 Create visual presentations, critically selecting tools and techniques to communicate effectively for a particular purpose and audience
Contributing Outcomes		
<ul style="list-style-type: none"> - Use appropriate text types and structures according to purpose and audience - Express and respond to opinions and ideas clearly and appropriately - Use a wide range of oral text types to present with challenging issues in a variety of ways - Compare different oral text types and their specific presentation features 	<ul style="list-style-type: none"> - Explore and write personal reflections or evaluations about challenging ideas and topics - Identify the effect of context, audience and purpose on written texts - Use a variety of text types for writing and exploring challenging ideas and issues - Write contemporary texts incorporating issues of a cultural nature 	<ul style="list-style-type: none"> - Create complex visual presentations using a wide range of techniques to suit purpose and audience - Choose the appropriate method of presenting for a specific audience or purpose from a variety of options and tools - Select and use a range of computer software appropriate to purpose and audience, demonstrating a thorough understanding of its features
ORAL LANGUAGE	WRITTEN LANGUAGE	VISUAL LANGUAGE
Level Outcomes		
	5.05 Write demonstrating a formal understanding of complex grammar and other rules for effective language use	
Contributing Outcomes		
	<ul style="list-style-type: none"> - Correctly use complex punctuation - Correctly spell a wide vocabulary using more complex strategies - Understand and use more complex grammar - Use planning to produce well researched and well structured texts. - Revise and edit work, focussing on content, organisation and appropriateness of vocabulary for intended audience 	

Teaching and Learning in English

Successful literacy learning is achieved through sound planning and programming at school and classroom level. Across all primary years a block of uninterrupted time is set aside for the teaching of the English strands on a daily basis.

Students acquire English Language proficiency in an environment that acknowledges and builds on prior learning. Learning is enhanced through immersion in the language, timely and responsive feedback, modelling of language use, high teacher expectations and opportunities for meaningful use and practice of skills and behaviours. Self-directed behaviours are encouraged and may be evident in text and topic selection, presentation formats and responses.

When planning, teachers will take into account:

- the need for focused teaching of the English Language
- the cross-curricula use of English Language
- the need to integrate all strands of the English Language curriculum
- students' language backgrounds.

Students will be exposed to models of reading, writing and oral language. They will participate in guided and independent practice of English Language skills and will have the opportunity to share reading, writing and oral language with peers and others.

In practice students will engage regularly in:

- guided, independent, oral, modelled and shared activities for each of the strands
- formal and informal practice of handwriting.

Immersion in the English Language is vital for ongoing development. Some ways in which this may be evidenced are:

- labeling of everyday items in the junior classroom
- signs within the school and the community
- written language prompts to support the technical language of the senior classrooms
- displays of student work which model correct English usage.

Graphics, Phonics, Semantics and Syntax when used together and in a balanced way are the strategies students will use to learn the English Language

A variety of resources will be used to support learning of the English Language. These resources will incorporate oral, written and visual media. For example Big Books, videos, posters, radio, guest speakers, literature, reference texts and computer software.

Resources are selected to support the individual developmental needs of the student and reflect the international nature of IEA schools. Multiple copies of books are available for use in guided, individual and whole class lessons