



Solomon Islands Government

PRIMARY ENGLISH SYLLABUS



Years 1 - 6



CURRICULUM DEVELOPMENT DIVISION



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Ministry of Education and
Human Resource Development





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MEHRD

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Foreword

The Solomon Island Education system is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Program (ESIRP) and Evaluation Strategic Plans (ESP). The Curriculum Review and Reform Programme (CRRP) is developing a comprehensive curriculum that is responsive to the needs of all Solomon Islanders in order to achieve the vision and goals of the education system as advocated in the National Education Action Plan (NEAP: 2016–2020) and Education Strategic Framework (ESF: 2015-30).

The Primary English Syllabus is a guiding framework for teaching and learning in years 1-6 in all primary schools in the Solomon Islands. The development of strong English and literacy skills is fundamental to learners' success in all subjects in the primary curriculum. The programme of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and as a contributor to his or her society.

This is a key document in the shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. It is a curriculum model based on the achievement of learning outcomes through a learner centred approach which, in English, includes explicit teaching and learner use of English and literacy skills in authentic and meaningful contexts.

This syllabus builds on the learner's home environment and home language and links these to the concepts, skills, attitudes and values of this syllabus. It also forms a background for further learning in Year 7 and beyond, as well as preparing individual learners for future life in the Solomon Islands and beyond.

The development and implementation of this syllabus is a significant step towards relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for the teaching and learning of English in primary schools throughout the Solomon Islands.



Hon: John Dean Kuku

Honourable Minister of Education, 2018

Ministry of Education and Human Resource Development

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Primary English Advisory Committee

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- Primary English Workshop Participants (2006 - 2017)
- Primary English Subject Working Group (2006 - 2017)
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Section 1. INTRODUCTION

English is one of the core national curriculum learning areas. It builds the fundamental knowledge and skills in language and literacy from year one to six, which are necessary for successful learning in all other subjects. The Primary English Syllabus has been developed using an Outcome-Based Education (OBE) approach that was adopted in the Solomon Islands through the Education Sector Investment Reform Programme (ESIRP), begun in 2004. This syllabus replaces the previous 2001 syllabus.

The Primary English Syllabus takes into account educational documents produced by MEHRD, in particular the National Curriculum Statement (2013), Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands (2013), Policy Statement and Guidelines for Learners' Assessment in Schools (2010) and the National Education Action Plan 2013 – 2015 (2012). As well, it draws upon key language documents, such as Policy Statement and Guidelines for the Use of Vernacular Language and English Education in Solomon Islands (2010). The Primary English Syllabus is also designed with reference to international best practice for teaching language in multilingual countries, such as the Solomon Islands.

The Syllabus has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all learners should achieve and demonstrate by the end of year six. An OBE curriculum focuses on what learners can do after a teaching and learning experience, providing a learner-centred approach. This approach relies on the teacher knowing the desired outcomes to be taught, and structuring the learning experiences to enable learners to achieve those outcomes. **Nguzu Nguzu** Readers and Teacher Guides are the core resource used to support this syllabus.

To promote a contemporary and comprehensive English language education, this curriculum has been organised into three learning strands: Listening and Speaking (Oracy), Reading and Writing. These provide the broad learning contexts and are further subdivided into sub-strands in which the development of critical literacy skills is embedded.

Section 2. RATIONALE

English is the official language of the Solomon Islands and the recognised medium of instruction in all formal education institutions throughout the country. This is in accordance with The Education Act of the Solomon Islands (1978), more lately amended to include other languages for instructional purposes. Raising standards in oracy and literacy in English enables learners to function effectively in all areas of the curriculum and develop skills to progress through formal education, future employment and adult life.

Learners develop oracy and literacy skills in English to enable them to communicate confidently and effectively in both spoken and written modes. Literacy skills include fundamental knowledge and skills in alphabetic principles, phonological awareness, phonemic awareness, letter sound relationship and decoding and encoding. Applying phonics strategies will enable learners to read fluently with understanding as they progress through the primary years.

They develop the ability to listen to, read and respond to stories, drama, poems and other forms of speaking and writing about their own and other cultures. In the Solomon Islands, English fulfils a number of roles:

- Fluency in spoken English enables learners to communicate and express their ideas with confidence in the official language of the Solomon Islands,
- A sound understanding of English is necessary for learners to fully access all areas of the primary curriculum, and is essential if they are to progress to secondary and tertiary education,
- Achieving literacy in English gives pupils access to a range of written texts including, magazines, books, poetry and both mass media and social media,
- In adulthood, the ability to read in English promotes access to a range of professional fields, business, science and technology.

The syllabus integrates all language skills – listening, speaking, reading and writing – to promote learning within and across all curriculum areas.

The use of languages other than English in the curriculum

The Primary English Syllabus aims to build learners' proficiency in the use of everyday and academic English. As a multilingual nation with over 70 indigenous languages, children in the Solomon Islands generally enter primary school speaking the vernacular of their home environment and often Pijin, the language of wider communication. Therefore English teaching should explicitly build upon the languages that learners already know in order to support their growing English proficiency. This is done through teaching and learning strategies which promote and value the other languages of learners and teachers, as outlined in Section 8. Using learners' first languages is consistent with the learner-centred nature of the outcome based education approach, and the *Policy Statement and Guidelines for the Use of Vernacular Language and English Education in Solomon Islands*.



Section 3. AIMS

The aims of the Primary English syllabus are to:

- Develop learners' ability to communicate for a variety of purposes confidently and effectively in English,
- Develop learners' appreciation of the links between Solomon Islands' languages and effective learning of English,
- Use English to develop ideas and communicate these to meet particular needs,
- Enhance learners' emotional, imaginative and aesthetic development and appreciation of and delight in language,
- Develop learners' appreciation of the use of English language in all its variety and richness and its power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue,
- Develop and extend learners' vocabulary and knowledge of different texts, both oral and written,
- Equip learners with the English knowledge and literacy skills required for participation and success in all subjects across the curriculum,
- Develop learners' critical and creative thinking, skills and tools,
- Develop learners' ability to engage in increasingly higher level thinking skills, such as predicting, analysing, contrasting and evaluating,
- Provide opportunities for active involvement in the learning of English,
- Familiarise learners with the different types of writing in order to use them effectively for learning and living,
- Develop learners' knowledge of phonics and their ability to apply this effectively to make meaning in reading and writing,
- Promote learners' pleasure in reading, writing and speaking, both individually and socially,
- Develop learners' understanding of the grammar and conventions of English,
- Promote the use of technologies in both the reception and production of English.



Section 4. SYLLABUS STRUCTURE

The structure for the Primary English syllabus provided in Section 12, is consistent with that of other subjects across the primary curriculum, detailing strands, sub-strands, outcomes and assessment. Each page is presented as in the example below.

Subject: <i>English</i> Year: <i>No</i>		
Strand: Title <i>A strand is the main area of study into which the subject is divided. In English, there are three strands: listening and speaking, reading and writing. This section contains the strand title and the statement for the year.</i>		
Sub-strand: Title (periods) <i>A strand is sub-divided into sub-strands. These strands and sub-strands are outlined in Section 5 of this document.</i>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>General Learning Outcomes (GLO) are broad statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed from the domains of:</p> <ul style="list-style-type: none"> • knowledge (k) and understanding (u) • skills (s) • attitudes (a) and values (v) <p>General Learning Outcomes are similar to Objectives from the previous English syllabus. General Learning Outcomes are coded (numbered) in the syllabus to indicate year level, sub-strand number and GLO number.</p> <p>For example 1.1.1 understands that stories carry important messages and that the way tone is varied gives it more meaning (u)</p>	<p>Learners should be able to</p> <p>Specific Learning Outcomes (SLO) are detailed and specific examples of what learners can do, demonstrate or understand if they have achieved the General Learning Outcomes. They are usually observable, measurable and achievable. They are similar to Indicators of attainment. Specific Learning Outcomes are also coded (numbered) in the syllabus in a similar way to GLOs, with the final number identifying each SLO which contributes to the achievement of the GLO. For example</p> <p>1.1.1.1 enjoys listening to the reading of stories, instructions, a show and tell, a classmate's recount or presentation, and personal experiences</p>	<p>Learners can be assessed on</p> <p>For selected Specific Learning Outcomes, the syllabus provides a suggested assessment. These assessments may be formative or summative activities and teachers should record – formally or informally – each learner's progress for the purposes of planning further teaching and learning activities and for reporting on progress. Assessment activities will draw from the domains of knowledge and understanding, skills and attitudes and values.</p>



Section 5. STRAND STATEMENTS

This section contains a brief statement about each of the three strands in the English syllabus. The English language knowledge and literacy skills developed in each strand are fundamental to learners' academic success in all subjects in the Primary and Secondary Curriculum.

Listening and Speaking

The skills of listening and speaking constitute the first ways that children develop proficiency in any language. Developing these skills in English, usually a non-community language, involves understanding the ways in which learners in classrooms receive (listen to) and express (speak about) ideas in various situations. Learners usually already communicate orally in social and informal situations in languages other than English, before they enter primary school. An effective English programme will utilise the learner's first language as a bridge to English (as described in Section 8.1 Learning and Teaching Approaches for the classroom) and also support the continued development of the first language. This strand develops the ability to communicate for particular learning and formal purposes in English as well as extending and building on the ability to communicate socially to build relationships and achieve specific purposes. It assists learners to participate meaningfully in oral situations both within and outside the classroom. This strand builds conceptual knowledge and understanding of meanings which are extended through reading and writing.

Reading

Reading is an active and conscious process which involves making meaning from print (words and ideas) and graphic information (illustrations, diagrams etc). This strand equips learners with the necessary language knowledge to read different types of texts with comprehension. Language knowledge includes the purposes and contexts of texts, vocabulary and word meanings, phonics, the structures and conventions of English (grammar) and the ways in which these work together to build meaning in sentences, paragraphs and whole texts. This strand also develops learners' ability to integrate language knowledge with the use of strategies in order to read efficiently and critically and to respond in a variety of ways to text. These strategies include predicting, skimming, scanning, linking and evaluating ideas, regulating speed and reading ahead. Across all levels, there is an emphasis on developing the ability to read independently and critically for learning and for pleasure. Where possible, this will include learning ways of researching and reading texts on-line.

Writing

Writing enables learners to express their thoughts and make meaning through the creation of texts in print and on screen. Learners draw on their knowledge of language and their own and others' ideas and experiences and other texts, which may be personal or factual, to create new and meaningful texts across a range of topics and for a range of purposes. In this area, particular text types are explicitly taught (narratives, recounts, information reports, procedures, explanations and expositions). Learners develop proficiency in understanding and using the structure, content, style and language features of each text type, in order to write independently, critically, engagingly and accurately.



Section 6. PROCESSES AND SKILLS

The overarching skills in the English 1-6 Syllabus are addressed in **all strands** throughout **all years** of primary education. The overarching skills build strong English and literacy proficiency through integration of the processes indicated in the following table.

Overarching skills	Processes in building English and literacy proficiency
<ul style="list-style-type: none">• Language knowledge	Development of everyday and academic English
<ul style="list-style-type: none">• Understanding texts• Using texts	Development of the literacy skill of comprehension of text through listening and reading
<ul style="list-style-type: none">• Creating texts• Presenting through language	Development of the literacy skill of creation of text through speaking and writing

Section 7. CONTRIBUTION TO KEY LEARNING OUTCOMES

The table below summarises the contribution of English to the general key learning outcomes of the primary curriculum.

Key Learning Outcomes	Primary English contribution
1. Culture promotion <i>Awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness.</i>	Learners develop understanding of their own and others' cultural practices through listening to, reading and responding to texts written by a variety of Solomon Islanders, as well as those produced by other learners.
2. Lifelong learning <i>Realisation that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning post-school.</i>	English develops skills and practices that can be used outside school in the present and future, building confidence and competence in communication for future work and learning.
3. Ethics and good citizenship <i>Development of positive, moral and ethical values, respect for others, based on personal integrity and social responsibility; focused on: values education; civics and citizenship.</i>	The selection of appropriate texts enables learners to engage with ideas that challenge and extend personal attitudes and social responsibility. Themes and topics should help develop good personal attitudes and responsibilities at local, regional and global levels.
4. Peace and Reconciliation <i>Development of positive attitudes with the mind and heart to create peace, reconciliation and living in harmony in a multi-ethnic, diverse community.</i>	Appropriate selection of texts and activities can raise the awareness of young learners to living peacefully and harmoniously in a community. The use of stories as models can emphasise peace building and conflict resolution.
5. Technology <i>Use of appropriate traditional and modern technology to improve livelihoods and community standards of living.</i>	Texts will be provided through the various technologies available to a community or school, in spoken and written forms and learners will use available technologies to create texts.
6. Entrepreneurship <i>The development of entrepreneurial skills for job creation through initiative and creativity.</i>	Learners will develop the skills and attitudes that equip them with the attributes appropriate for active participation in the job market, emphasising creative and innovative ways of visualising their futures through working with various English texts and activities.
7. Financial literacy <i>Development of the skills, competencies and values to become financially competent individuals, contributing to a financially literate community</i>	The ability to make informed decisions about the purchase of products and services is a fundamental aspect of individual and community financial literacy. English strengthens informed decision making through the development of critical literacy skills. These skills allow consumers to read advertising material and visual text in order to compare the costs and benefits of products and services from different providers, such as mobile phone plans and contracts, before making appropriate purchases.



Key Learning Outcomes	Primary English contribution
8. Preservation, Conservation of Environment and Climate Change <i>The development of positive attitudes and values towards the preservation and conservation of the environment and adaptation and management of the effects of climate change.</i>	Selected texts and activities in English will create awareness of environmental issues, encouraging stewardship and care of local, national and global environments.
9. Development of the whole person <i>Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.</i>	The selection of texts and activities in English provides a range of experiences, including personal aspects (story, drama, poetry) as well as those that develop knowledge and understanding of the experiences of other people, places and things.





Section 8. LEARNING, TEACHING AND ASSESSMENT

In developing the most appropriate strategies for the learning, teaching and assessment of English in the Solomon Islands, the most important considerations are that:

- most learners are learning English as a second, third or fourth language
- English is vital for communication within the diverse communities of Solomon Islands
- strategies should be based on international research in multilingual countries and adapted to the Solomon Islands context and the experience of learners.

Children in the Solomon Islands come to school with many different Vernacular languages. They also come with a variety of experiences with, and exposure to, English. However, for most children, primary school provides their first opportunity to engage in ongoing and increasingly complex, or academic, uses of spoken and written English. Hence, teaching strategies must be similar to those used when teaching 'additional', or foreign languages. These should take into account that learners are not only learning to read and write English, many are also learning to understand and speak English at the same time. Given this situation, learning English needs to begin with learning oral English and be linked to the language(s) that learners bring to the classroom to explicitly show how language and English works.

Researchers agree that learners take many years to become academically proficient in an additional language, in this case, English. Multilingual learners like those in the Solomon Islands, who are learning about and in English at school, have different language development pathways to monolingual English learners. To support multilingual learners of English, classroom activities in all subjects must provide a strong focus on the types of activities that help them to hear, comprehend, use and create meaning, ideas and information in English. The process for doing this is outlined in the section below, *The 'Pijin/Vernacular first' English teaching process in multilingual Solomon Islands*.

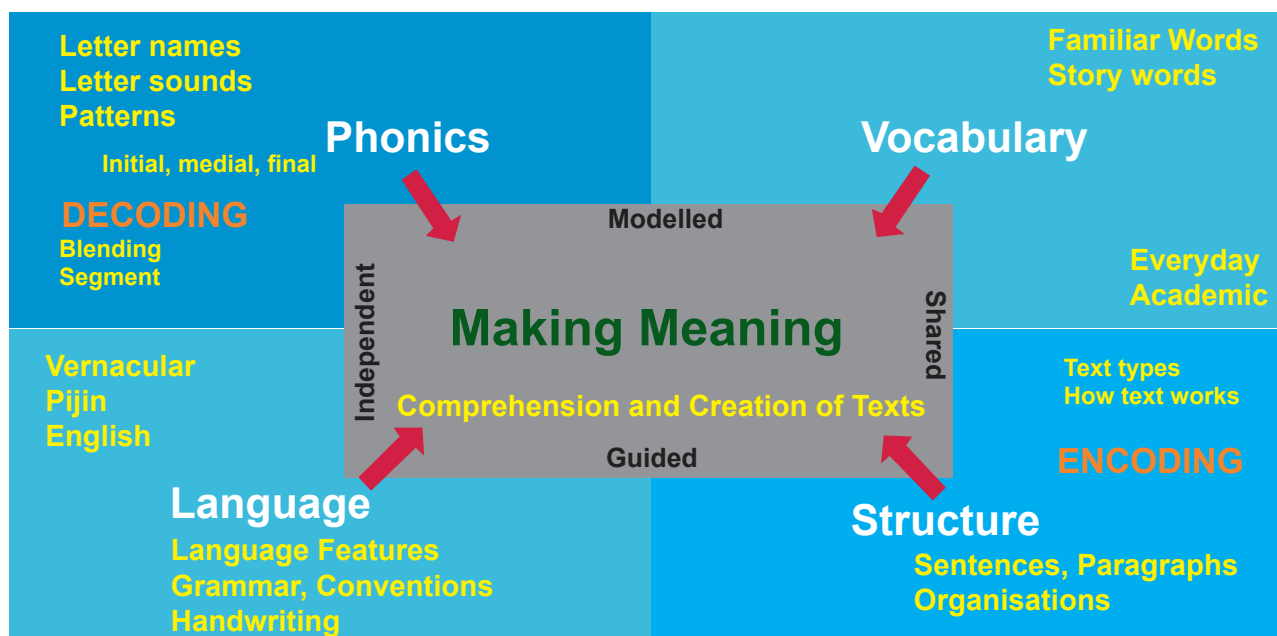
8.1 Model of language and approaches to classroom

Teaching and learning

This syllabus supports a **balanced** approach to language and literacy learning. The model of language it draws on views English and other languages as a resource for meaning making. It situates language in the context of use: how English can be spoken, read and written for various purposes and audiences. Language knowledge and literacy skills are taught in an integrated and explicit way through the study of meaningful texts. Language knowledge includes phonics and vocabulary, spelling text types and grammar. Literacy skills of decoding and encoding meaning develop through speaking and learning about language and by applying language knowledge for a purpose, such as in learning in all curriculum areas. Literacy includes comprehension of texts through reading and listening and creation of texts through writing and speaking. It also includes fluency in handwriting in order to effectively convey meaning.



The following diagram represents the model of language and literacy which underpins this syllabus.



As English and literacy learning is the active construction of meaning, it involves hands, head and heart. Therefore, teachers should:

- support learners to understand how language works, helping them to look closely at words and structures
- support learners to construct ideas, by talking about and writing new ideas
- be explicit about and model how words, sentences and paragraphs work within a text
- explain the need for and model the process of writing and effective writing strategies including handwriting.

Support for teachers

Further information about how to teach key elements of the balanced approach to literacy outlined above, for example, phonics and phonemic awareness, is available in the Nguzu Nguzu Teacher Support Document (currently being updated).

Support for teachers is also given in the teachers' section in the back of each of the Nguzu Nguzu English Years 1-3 books. In this section there is a daily breakdown of the integrated literacy elements to be taught during a week. Guidance is also given about when and how to teach them. For example, the sub-section, Focus on Letters and Sounds, indicates to teachers the phonics focus taken from the weekly story, and also suggests ways in which this can be taught.

The 'Pijin/Vernacular first' English teaching process in multilingual Solomon Islands

Research into successful teaching practices in multilingual contexts has consistently shown that learners achieve better academic outcomes when they begin their schooling in a known language, before moving into learning in the official language of instruction. Therefore, this syllabus recognises that learners must begin to build proficiency in English and literacy through the initial use of Pijin or Vernacular. Teachers should guide learners to do this in ways that are based on



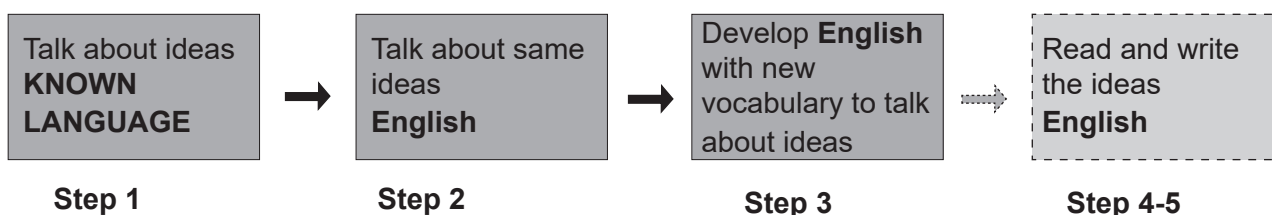
successful practices from similar contexts. The fundamental element of such practices is that learners in all years of primary schooling first engage actively in talk (oracy) about familiar and new ideas and concepts, guided by the teacher, in the languages that they already know. In the case of Solomon Islands, these languages are Pijin or Vernacular. Doing this ensures that learners understand ideas and concepts before the teacher moves on to talking and teaching about the same ideas and concepts in English. Developing learners' ability to think and express ideas first in Pijin or Vernacular is the foundation for developing oral English. Oral English is the crucial foundation for the development of the English reading and writing proficiency learners require to be successful in all subjects in the primary curriculum.

Steps in the 'Pijin/Vernacular first' English teaching process

The steps in this process are as follows:

- **Step 1.** Teach new ideas or concepts orally in a language that learners already know well (e.g. Pijin, a Vernacular language), providing many opportunities for learners to talk in these languages
- **Step 2.** Next, teach and model how to say, or talk about, the same ideas or concepts in English, providing many opportunities for learners to talk in English
- **Step 3.** Then develop and extend the learners' English by explicitly teaching more about the language, the structures and new vocabulary
- **Step 4.** Use the learners' extended English to read with comprehension about the same ideas or concepts
- **Step 5.** Sometimes, further extend learners' English by writing about the same ideas or concepts.

This diagram represents the 'Pijin/Vernacular first' English teaching process (which can be transferred to all Primary subjects).



Example of Implementation

Following is an example of classroom implementation of the steps described above. It is from the *Nguzu Nguzu Teacher Support Document* and depicts a teacher speaking with her class about giants.





Teacher: Orait olketa. Yufela save talim mi enisamting aboat olketa jiant?

Learner 1: Tit

Teacher: Save talim mi moa abaot olketa

Learner 1: Olketa garim bikfela tit

Learner 2: Olketa big tumas

Teacher: Gut tumas. Nao yufela lisen kam hao fo talim lo Inglis. ***Giants have big teeth and they are big.*** O yumi save talim ***Giant are huge, or they are enormous.*** Yumi save raetim hia ***Giants are huge and they have enormous teeth.*** Wanem moa? Yu talim trifela samting abaotim olketa jiant, difrent from olketa ya an waswe yu save talim long Inglis tu. Den yumi save tok abaot olketa ya tugeta.

In this example it can be seen that:

- the teacher starts the discussion about what learners know in Pijin and gives the learners opportunities to speak in Pijin about the concept of giants, “*Orait olketa. Yufela save talim mi enisamting aboat olketa jiant?*” (Step 1)
- she clearly tells the learners that she is moving from Pijin into using English to continue to talk about giants, “*Nao yufela lisen kam hao fo talim lo Inglis.*” (Step 2)
- she then models and teaches sentence structure in English “*Giants have enormous teeth and they are big.*” (Step 2- 3) and....
- she supports the learners to extend their English by inventing and saying similar sentences using other English vocabulary, “*Wanem moa? Yu talim trifela samting abaotim olketa jiant, difrent from olketa ya an waswe yu save talim long Inglis tu.*” (Step 3).

In later lessons the teacher could build on the learning done in Steps1-3, to implement Step 4 reading about giants in English, and possibly Step 5, writing about giants in English.

Key elements of successful implementation

In order for the ‘*Pijin/Vernacular first*’ English teaching process to be successful it is essential that:

- all teaching and learning begins with opportunities for learners to talk purposefully in known languages about the content of lessons
- teachers consistently move into the use of, and instruction about, English, after learners’ understanding of lesson content (ideas and concepts) has been established in Pijin or Vernacular, and that
- learners understand that when the teacher moves into teaching spoken and written English, they are still studying the same ideas and concepts they first learned about in Pijin or Vernacular. (As seen in the preceding example, “*Nao yufela lisen kam hao fo talim lo Inglis*”, the teacher must make it clear to the learners that they are now learning how to speak, read and write in English about concepts that they already understand in Pijin or Vernacular.)

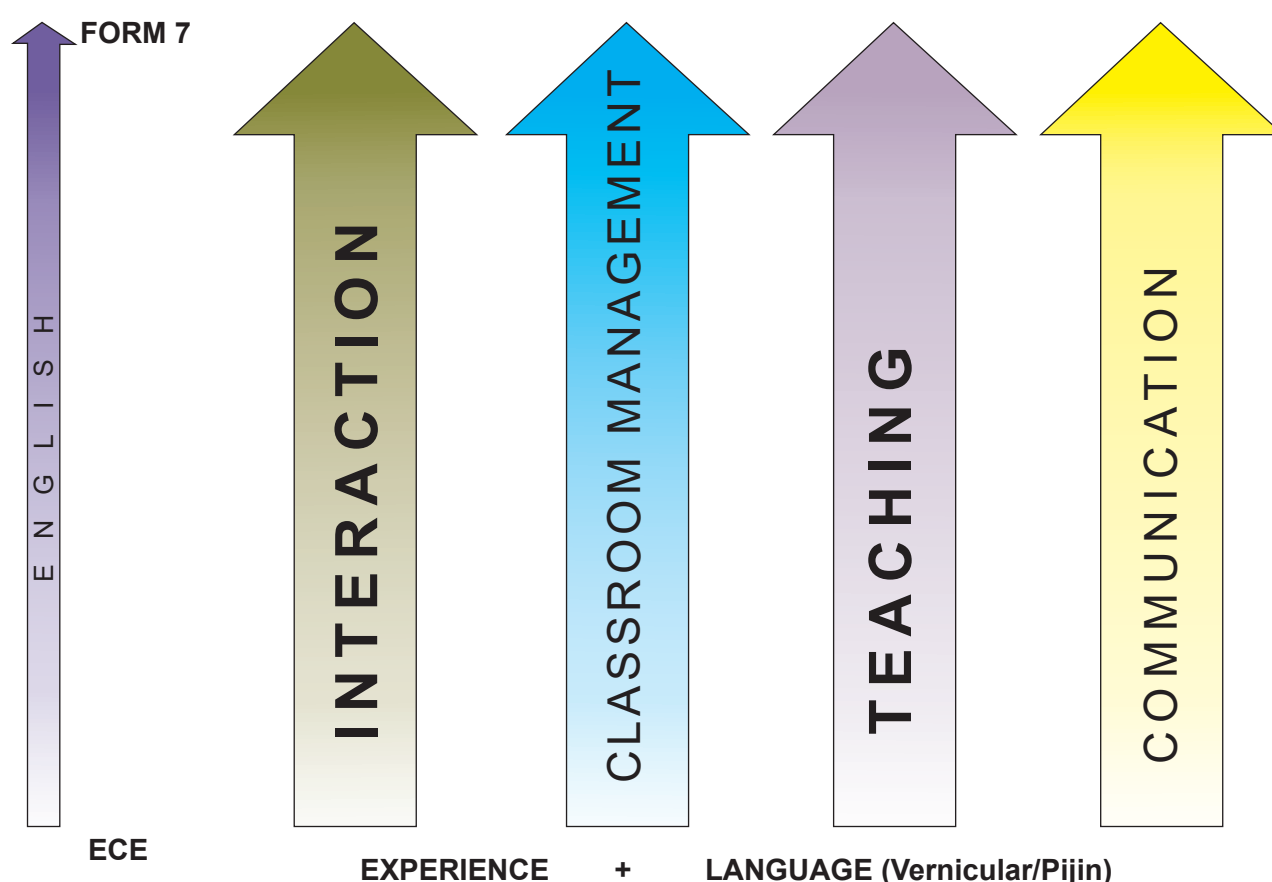
To support the successful implementation of the ‘*Pijin/Vernacular first*’ English teaching process, teachers should provide daily opportunities for formal talk such as morning news and a roster of



topics for learners to present to the class at all year levels. Teachers should also give learners the opportunity to join in a discussion of topics before, during and after reading a book, before starting a new topic, to recap ideas from a previous lesson and to predict what might occur next. These practices are transferable and should be used in all subject areas. To support learning, teachers should provide a rich variety of books and other print material wherever possible and daily opportunities to read and write in English. Learners must have books and other reading materials in their hands, not only on the walls or on the blackboard.

As learners progress through these experiences in the primary years, teachers will gradually use more English in instruction and learners will be supported to speak English in more complex and academic ways before moving into more complex and academic reading and writing in English.

English as MEDIUM of INSTRUCTION



Support for Teachers

Further information about the 'Pijin/Vernacular first' English teaching process is available in the *Nguzu Nguzu Teacher Support Document* (currently being updated). The new *Nguzu Nguzu English Years 4-6* books (currently being written) will provide similar support for teachers.

Support for teachers to implement this process is also given in the teacher's section in the back of each of the *Nguzu Nguzu English Years 1-3* books. This section indicates when and how teachers should use Pijin/Vernacular and English at different stages in the teaching process over a week.

In addition, schools can contact the Ministry of Education and Human Resources Development for information, materials and training in this process.

8.2 Using and creating text

Teachers have the important role of helping learners to make meaning through an understanding of how English texts are constructed, how ideas are formed, how language is chosen and elaborated, and how texts can be innovated. These understandings are developed through focused interaction with texts, in reading and writing. Teachers not only provide opportunities to read and write, but provide explicit teaching about *how* to read and how to write.

To assist learners to learn the many skills and strategies for reading and writing, teachers use a model of literacy support that provides specific strategies based on the lesson outcomes and the text being used. This model uses the following types of support:

Modelled reading and writing	Reading to learners/writing for learners
Shared reading and writing	Reading and writing with learners
Guided reading and writing	
Independent reading and writing	Reading and writing <i>by learners</i>

For explanations of these processes see the Glossary to this Syllabus and the ***Nguzu Nguzu Years 1-3 Teacher' Guide***. ***Nguzu Nguzu*** for Years 4-6 is currently under development.

8.3 Links with other subjects

For learning in the classroom to be integrated and meaningful, teachers should make explicit and ongoing links between the content of English and other subjects. Progress in other subjects depends on learners' ability to understand and use their English language and literacy skills. Learners need to use everyday and academic English vocabulary, knowledge of text structures and purposes, and decoding skills (for comprehension) and encoding skills (for demonstrating their knowledge in formative and summative assessments) in all subjects. At every opportunity should use English language when studying other subjects.

In addition, topics from other subjects provide diverse contexts and content for the English programme and a rich stimulus and motivation for learners to improve their English and literacy skills. Learners not only learn how to read, listen, write and speak in English, but also acquire knowledge and understanding about the content of other subjects at the same time. Teachers should seek opportunities to use books and stories that link to the topics in various subject areas and learners can bring what they have learnt in other subject areas to enrich their reading, discussion and writing in English.

In all subjects teachers can use teaching methods such as those in subject English. For example, they can have an explicit and ongoing focus on language (including links with vernaculars and Pijin) and the way it creates meaning in the content of the different subjects. ***Remember: Literacy is every day, in every subject!***

The table below gives examples of how skills and knowledge developed in English are linked with other subjects.

SUBJECT	EXAMPLE OF LINKS WITH ENGLISH
Mathematics	The skills of using diagrams, illustrations, graphs and timetables to gather and present information in the reading and writing strands, support the development of these skills in mathematical contexts.
Science	Knowledge of the structure of procedural texts developed in the reading and writing strands, supports learners to understand, conduct and report on experiments in Science.
Health Education	The skill of expressing cause and effect relationships in the speaking and listening, reading and writing strands, supports learners to engage in discussions of issues such as the links between diet and good health.
Social Studies	The skill of categorisation of words, sentences and texts developed in the speaking and listening, reading and writing strands in English, supports the use of the skill of classification, e.g. of social and economic systems, required in Social Studies.
Christian Education	Strong English vocabulary knowledge and skills for comprehending written texts built in the reading strand, support learners to read and understand Biblical texts in Christian Education.
Creative Arts and Culture	The ongoing opportunities to express their ideas with fluency and confidence in oral and written English in the speaking and listening and writing strands support learners to confidently express their ideas in spoken word and in various media in Creative Arts and Culture.



8.4 Sensitive issues

Materials used in teaching English may deal with sensitive issues, through the presentation of diverse texts, the discussion of issues and in writing about topics that are personally relevant. The Solomon Islands has diversity in terms of backgrounds e.g. families, customs, genders, ethnic groups, cultures, religions, beliefs, people with different abilities, sexual orientation, social class and age. Thus texts and topics that are considered “local” may have different implications in different parts of the country, just as texts from other countries may bring up issues that are sensitive in terms of local classrooms.

Teachers, then, have the responsibility to deal with issues in a respectful and careful way, as well as the opportunity to expose learners to the diverse ways that people think, feel and act, within the country and beyond. Learning environments should encourage analysis of conflicting values with respect for the differences in people’s abilities, cultures, identities, and world views. Sensitive issues must be presented in a manner consistent with the developmental maturity of the learners.

Material, including illustrations, photographs, films and live performances, should be age appropriate and relevant to the Primary English Syllabus aims and learning outcomes. Learning materials can also be evaluated by learners and teachers for inclusive education purposes.

In learning and applying primary English skills and processes, it is envisaged that learners will learn how to deal appropriately with sensitive issues. They will explore values and viewpoints, participate cooperatively showing the ability to compromise and negotiate a consensus within a group and use strategies to solve problems. They will reflect on their own views, critically analyse events and experiences and recognise bias, prejudice and stereotypes.

8.5 Assessment in English

The main purpose of assessment is to improve learners’ achievement and to help teachers to improve their professional practice. Assessment needs to be *for learning* (formative), as learning (extended tasks over time) as well as *of learning* (summative). Assessment at primary level is carried out mainly within the school, using School-Based Assessment (SBA) ¹. This means that it is the responsibility of the teacher and the school to ensure that learners are assessed carefully and fairly, based on the outcomes of this syllabus. The syllabus outcomes represent the nationally endorsed outcomes for assessment and reporting on progress.

Formative assessment, or *assessment for learning*, is used to evaluate and improve teaching and learning, report achievement and provide feedback to learners on their progress. It is an ongoing process of gathering, analysing and interpreting information and data about learners’ progress and needs and about the effectiveness of the teacher. Teachers and learners use formative assessment to decide how best to build on strengths and address weaknesses. Teachers use formative assessment to support the next learning steps of learners who have achieved a learning outcome, to support learners who have not yet achieved a learning outcome and to review and adapt their teaching strategy when too many learners are not achieving outcomes.

When teachers set tasks for learners to accomplish over longer periods - for example, setting a writing task that requires research or interviewing, reading a longer text over a few days, creating a spoken presentation - learners can learn from the task. This is called *assessment as learning* enables learners to monitor and evaluate their own progress towards criteria which the teacher has

¹ Plans exist to phase out the National Year 6 examinations with a movement to SBA as the assessment final year of primary school.





shared with them or supported them to develop for themselves. *Assessment as learning* enables learners to learn from the task and also provides information to the teacher about the learners' progress.

For every sub-strand, the learning and teaching situation will have purposeful assessment activities which inform teaching and learning. Each sub-strand of this syllabus presents at least one example of an assessment. These assessments may be noted as "Observation", where the teacher will observe or record the learning behaviours that are exhibited in the normal course of everyday teaching. Other assessments are labelled "Task". These are suggested formal tasks that teachers will set up when they judge the class or learner is ready to demonstrate that outcome. Teachers are encouraged to use these suggestions to design assessment tasks based on the learning outcomes to evaluate the four domains of knowledge, understanding, skills and attitudes and values.

Sometimes assessment information is used as the basis of reporting a learner's progress at a point in time, for example, at the completion of a topic or end of year. This is referred to as summative assessment, or *assessment of learning*. A summative assessment may be based on a teacher's ongoing observations and notes, an independent project, a written or oral task or a test.

Recording, Monitoring and Reporting

Teachers should keep accurate and consistent records of learners' achievements of the specific learning outcomes by recording the results from assessments. They must report these achievements in fair, useful and accurate ways to parents, guardians, teachers and learners themselves. Suggested recording methods include anecdotal notes in a journal or diary, checklists, portfolios of learners' work, progressive records and work samples with comments written by the teacher. Teachers should use the records to properly monitor the learners' achievements, progress and performances in a consistent way to help them to provide effective guidance for the learner. Such records should also guide the teacher to plan and implement remedial teaching to assist learners to achieve learning outcomes.

In working with these principles of continuous and learner-centred assessment, assessment should be ongoing (formative) and embedded in class activities, rather than left to one end-of-term (summative) examination.

The following table provides a possible format for recording learner achievement. Each recorded assessment shows an outcome as either achieved (A), partially achieved (PA) nor not achieved (NA).

Teachers should use the information gathered from formative assessments to plan the next steps in their teaching.

Key: A = LO achieved
PA = LO partially achieved
NA = LO not achieved



Formative or Summative Assessment examples (Task and Observation)								
	Strand							
Names	Speaking and listening	Reading and writing	Speaking and listening	Reading and writing	Speaking and listening	Reading and writing	Speaking and listening	Reading and writing
	Plan and carry out a task on translation from English to another language /another language to English, and tell some words that are the same and different. (Task)	Participate in shared reading and ability to answer simple questions about the events in a story. (Observation) Write some high frequency English words in simple, meaningful sentences. (Task)	Understand and follow instructions in English without using another language. (Observation)	Read a book and correctly identify the structure of a story/narrative. Compare it to a book that has been taught in class. (Task)	Use a series of illustrations to retell a story using gesture and voice to enhance the telling of a story. (Task)	Differentiate between a story and a recount, and the purpose for each. (Task)	Presentation of "news" about a personal experience, mostly in English, using simple, but connected sentences. (Task)	Spelling test Use (high frequency words): the, teacher, tree, and phonetically regular words (<i>big, smell, mango</i>) in simple, meaningful sentences. (Task)
Nancy	A	PA	PA	PA	A	PA	NA	PA
Peter	PA	A	A	PA	A	NA	A	NA
Linda	NA	PA	PA	PA	PA	NA	PA	PA
Robert	A	A	PA	NA	PA	PA	PA	PA
Caroline	PA	A	NA	A	PA	A	NA	PA

Section 9. CURRICULUM PROFILE

These tables show the subjects of the primary curriculum for Years 1 to 3 and for Years 4 to 6. They also show the number of learning periods per week. Each learning period is 40 minutes for Years 4 to 6, and 35 minutes for Years 1 to 3 (except for RE and ICT, with 30 minutes). Primary English is highlighted.

Primary Curriculum Profile: Years 1 - 3				
Subject	Periods per week	Minutes/period	Minutes per week	% of total timetable (1345 minutes)
English Language	10	35	350	26.02
Mathematics	8	35	280	20.82
Science	4	35	140	10.41
Social Studies	4	35	140	10.41
Health Education	3	35	105	7.81
Physical Education	3	35	105	7.81
Creative Arts	3	35	105	7.81
RE	2	30	60	4.46
ICT	2	30	60	4.46
Total	39		1345	100.00

Primary Curriculum Profile: Years 4 - 6				
Subject	Periods per week	Minutes/period	Minutes per week	% of total timetable (1345 minutes)
English Language	10	40	400	26.32
Mathematics	8	40	320	21.05
Science	5	40	200	13.16
Social Studies	5	40	200	13.16
Health Education	2	40	80	5.26
Physical Education	2	40	80	5.26
Creative Arts	2	40	80	5.26
RE	2	40	80	5.26
ICT	2	40	80	5.26
Total	38		1520	100.00

Section 10. SCOPE AND SEQUENCE

The full scope of the outcomes for English 1-6 is outlined in Section 12 Detailed Syllabus. Unlike other subjects which have different strands and topics for each year, English teaches the same strands in Year 1-3 and consolidates and extends these in Years 4-6. In English the strands and skills are interconnected and all skills are built on a daily basis through a balanced approach which uses *Nguzu Nguzu* English as its core resource.

Table A: This table shows the SPEAKING AND LISTENING strand and its sub-strands Scope and Sequence for Years 1-6

STRAND: SPEAKING AND LISTENING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning English through linking with other languages At Years 1 – 3, there is an explicit and focused link between English and the other languages which learners speak. Learners use their known languages to make the bridge into English. Bilingual approaches support learners to develop strong spoken English.	*	*	*			
Language for talking with others In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.	*	*	*	*	*	*
Language for learning and presenting ideas This sub-strand teaches learners how to use oral language to learn content in the classroom. Learners also learn the ways in which they are able to publicly show what they have learnt and know, in formal modes. At Years 1 – 3 , the texts that learners use will be largely stories, personal recounts and short descriptions. Learners will also use poems, rhyme and songs to explore sound, rhythm and stress in language. At Years 4 – 6 , a public speaking component is introduced to support learners to develop this skill which is valued and encouraged in the Solomon Islands. Learners will be encouraged to participate in community and national public speaking events that are available	*	*	*	*	*	*

Table B: This table shows the READING strand and its sub-strands Scope and Sequence for Years 1-6

STRAND: READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning and developing reading In this sub-strand, learners will learn about how print works and how English in print makes meaning while they are learning and extending their oral English skills. This sub-strand teaches learners the specific skills of reading in order to build their ability to comprehend written texts.	*	*	*			
Reading to find out facts In this sub-strand learners will learn about how to make meaning from different information texts and how these texts are constructed for different purposes. Learners begin to develop skills and strategies needed to be an effective and efficient reader. They learn to research information for curriculum content and for pleasure. Learners will be reading mainly personal recounts and some short descriptive information texts.	*	*	*			
Reading to find out information This sub-strand teaches learners about how to make meaning of different information texts and how these are constructed for different purposes. Learners continue to develop the skills and strategies needed to be effective and efficient readers of increasingly complex factual texts. They learn to research information for curriculum content and for pleasure. At Years 4-6, more variety of information texts is included: explanations, procedures, reports and expositions. This sub-strand includes a focus on critical literacy, helping learners to understand how texts express particular perspectives and opinions through the way language is used. This knowledge assists learners to evaluate texts and to think more deeply about the power of language, particularly in persuasive texts.				*	*	*
Reading to understand stories In this sub-strand learners will be introduced to the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes. At Years 1 – 3, stories are simple narratives with single storylines and clear messages. The sub-strand also includes poems and fictional recounts.	*	*	*			
Reading for literary purposes This sub-strand teaches learners the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes, and increasingly complex narratives. At Years 4 – 6, more variety of literary texts is offered so that learners can experience and understand how themes and messages are portrayed through literature. Literary texts include poems and fictional recounts. This sub-strand includes a focus on critical literacy, helping learners to understand how texts express particular perspectives in story forms.				*	*	*

Table C: This table shows the WRITING strand and its sub-strands Scope and Sequence for Years 1-6

STRAND: WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Beginning and developing writing In this sub-strand, learners develop the particular skills to write in English, while they are developing their oral skills in English. These skills include recognising and being able to write letters, words, sentences, use print conventions and develop handwriting that is consistent and legible. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text and how graphics add meaning to the written text.</p>	*	*	*			
<p>Consolidating writing In this sub-strand, learners consolidate and extend the ability to handwrite in legible and efficient ways, developing a personal style which allows them to write quickly and accurately. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text. Learners are also developing a repertoire of ways to present written information along with graphic images. Where available, learners use information technology to present ideas.</p>				*	*	*
<p>Writing to present facts In this sub-strand, learners will learn various types of texts that they can use to express factual meanings. They will also learn about the link between purpose and text structure and organisation. Learners will be mainly writing factual personal recounts, short factual descriptions and some other short information texts, supporting what they are reading.</p>	*	*	*			
<p>Writing to present information In this sub-strand, learners extend their understanding of various types of texts which they can use to express factual meanings, developing the link between purpose and text organisation. At Years 4 – 6, more variety of texts is included with the use of information texts: explanations, procedures, reports and expositions. Texts become increasingly linked to displaying the content learnt in other curriculum subjects.</p>				*	*	*
<p>Writing to express stories and ideas In this sub-strand, learners begin to understand how to develop narratives around simple and familiar topics, using those modelled in the reading strand. Texts will be mainly stories, poems, fictional recounts and personal reflections.</p>	*	*	*			
<p>Writing for literary purposes In this sub-strand, learners further develop their ability to write narratives about more complex and less familiar topics, using those modelled in the Reading strand. Learners develop an understanding of how writers reflect on and express the world through writing. Texts will include stories, poems, fictional recounts and personal reflections.</p>				*	*	*

Section 11. LEARNING PROGRAMME PLANNER

In Years 1- 3 one **Nguzu Nguzu English** book is covered per week, or eight books per term. In years 4-6 one unit is taught over two weeks.

The following table shows the order of **Nguzu Nguzu English** books taught each term in Years 1- 3.

	Weeks	Year 1	Year 2	Year 3
TERM 1	1	The feast	The garden	The clam shell
	2	The colorful octopus	Timi the tease	The big noses
	3	Kima the giant	Ono's new hat	The dragonfly and the firefly
	4	Dan the dog	A visit to the dentist	The two wishes
	5	Seven eggs	John's germs	Kuba the giant
	6	On my beach	The terrible crocodile	The secret place
	7	Have you seen the crocodile?	Mr Bamboo the builder	The tapa cocoon
	8	Flying fox	The dream	Why herons have long necks
TERM 2	1	Plop!	The giggly giant	The village feast
	2	I can't find my pencil	The day the sun fell down	My first fish
	3	Who's the biggest?	Kesoko	Forgetful Frank
	4	My school	Benati and the giant	Girls don't play soccer
	5	Sleepy goat	Zeep the greedy bedbug	The determined teacher
	6	Turi the fly	Seva and the turtle	Shell money
	7	Tina's seed	Selo the fisherman	The dancing spirit
	8	But I can wriggle	What's for lunch?	Picnic island
TERM 3	1	The hiti's feast	The island of the tall trees and noisy parrots	The Kavuri spirit of Rendova
	2	Little pig	Why flying foxes only fly at night	Canoes
	3	The hungry mamula	How sharks came to have sharp teeth	The tomoko
	4	When I grow up	Kari's corn	Cogs, wheels, springs and screws
	5	Tome's fish	Next week	The clay pot
	6	The good cook	Adi's visit	Emmanuel and the crocodile
	7	First day at school	The wise, old woman and the crocodile	Under the ngali tree
	8	Nguzu Nguzu	Frog's ark	Gugutapongi
TERM 4	1	Sika the beetle	The lazy dog	Gwasu's coin
	2	I want to fly	The dog and the Heron	Mautikitiki and the giant coconut crab
	3	Naughty Tema	The faraway island	Zalesoko's secret
	4	A duck in a canoe	Tisa's voice	Granny Maria
	5	There's no water	The canoe race	The malauhu
	6	The storm	Green bananas and other poems	Kanaka boy
	7	Gordon the gecko from Gizo	The fishing lesson	The boe-boe man
	8	The spider's web	A painful lesson	Christina goes to Lata

In Years 4-6 one Nguzu Nguzu English unit is taught over two weeks.

The following table shows the order of existing *Nguzu Nguzu English* units (currently being updated) taught each term in Years 4-6.

	Weeks	Year 4	Year 5	Year 6
TERM 1	1 - 2	Where animals live	Plant life	Connections in the community
	3 - 4	Animal poetry	Cycles of life	Citizenship
	5 - 6	Community Workers	Movement and Change	Feelings, gender
	7- 8	Finding our way around	Changes in our lifestyles	Endangered species
TERM 2	1 - 2	Animal stories	Stories from our ancestors	How my brain works
	3 - 4	Hot and cold	My island	Poetry from around the world
	5 - 6	Forms of transport	Taking care of ourselves	Children who changed the world
	7- 8	Human rights	Using money	Conflict, reconciliation and peace
TERM 3	1 - 2	Health messages	Celebrating through poetry	Government and good governance
	3 - 4	Importance of water	Modern heroes	Performing stories
	5 - 6	Life stories	Keeping our community healthy	Protecting the environment/heritage
	7- 8	Farming	Music throughout cultures	Money matters
TERM 4	1 - 2	Preparing food	Marine resources	Creative arts
	3 - 4	Looking to the stars	Weather	Space adventures
	5 - 6	Arrivals	The land	Social issues in modern society
	7- 8	Special events	Celebrating through story	Where I am and where I am going



12.1 Primary English Year 1 Syllabus

Solomon Islands Years 1 - 6 English Syllabus



Subject: English

Year: 1

Strand: Listening and Speaking

Sub-strand: 1.2 Language for talking with others (90 periods)

In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 1.2.1 know when it is appropriate to listen, and respond appropriately to others within the classroom (u, a, v)	<i>Learners should be able to</i> 1.2.1.1 speak in class during discussions and demonstrate understanding of turn taking 1.2.1.2 retell what other classmates have said 1.2.1.3 use appropriate greetings to address others in the classroom and in the school 1.2.1.4 make appropriate eye contact when speaking to peers and adults 1.2.1.5 identify simple gestures and use to enhance meaning 1.2.1.6 retell stories and anecdotes to amuse and entertain 1.2.1.7 use phrases and expressions for politeness in the classroom: please, thank you, pardon 1.2.1.8 use words to get attention, rather than only gestures (tapping, throwing things) 1.2.1.9 identify how to behave with a guest speaker or classroom visitor 1.2.1.10 carry out instructions and ask for clarification if needed	<i>Learners can be assessed on</i> 1. follow classroom procedures and spoken instructions (not just copying what others are doing) (Observation)



Subject: English

Year: 1

Strand: Listening and Speaking

Sub-strand: 1.3 Language for learning and presenting ideas (90 periods)

In this sub-strand learners will learn the ways in which they can use oral language to learn content in the classroom. It will also help learners to be able to publicly show what they have learnt and know, in formal settings.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 1.3.1 understand situations in which to listen and respond in appropriate ways in the classroom (u) 1.3.2 identify the general ideas and purposes of spoken texts, mainly in stories and recounts and classroom uses (s) 1.3.3 participate with growing confidence in class oral activities (s)	<i>Learners should be able to</i> 1.3.1.1 follow simple instructions in the classroom, in English with the support of other languages 1.3.1.2 express feelings and reactions to particular stories and events 1.3.1.3 identify and describe objects, events and ideas that they have experienced, using a mix of English and other languages 1.3.1.4 link speaking to writing by first rehearsing ideas orally before writing 1.3.2.1 identify characters, setting, features from a spoken text, usually with a written text support 1.3.2.2 retell stories and events in their own words in correct sequence 1.3.2.3 form simple questions using What...? Who...? Why...? 1.3.3.1 participate in class oral activities such as Turn and Talk, groups and individual (morning talks, class discussions) 1.3.3.2 say sentences in a clear and audible way, so that others can hear 1.3.3.3 present the views of a group of learners that they have been working with (take group spokesperson role)	<i>Learners can be assessed on</i> 1. participation in classroom discussion (small groups or pairs or whole group) (<i>Observation</i>) 2. retell a discussion or experience from the previous lesson (<i>Task</i>) 3. retell a story with all main events in order, in English or another language (<i>Task</i>)



Subject: English		Year: 1
Strand: Reading		
Sub-strand: 1.4 Beginning and developing reading (90 periods) In this sub-strand learners will learn about how print works and how English in print makes meaning while they are learning and extending their oral English skills. This sub-strand teaches learners the specific skills of reading in order to build their ability to comprehend written texts.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 1.4.1 know the connection between print and illustrations to make meaning (<i>k</i>) 1.4.2 understand how to decode English print (<i>u</i>)	Learners should be able to 1.4.1.1 draw illustrations to retell a story 1.4.1.2 use illustrations in a book as prompts to retell a story about the text 1.4.1.3 identify words in a text that match the illustrations 1.4.1.4 use illustrations to understand and predict what they read in stories 1.4.1.5 use read-on strategies for unknown words to develop context cues 1.4.2.1 use first languages and Pijin to develop awareness of sounds that are also in English 1.4.2.2 sound out and read aloud new words by using knowledge of the sounds of their language 1.4.2.3 read letters and associated sounds (consonants and vowels, initial, medial and final) and patterns and use this knowledge to decode and say words in print 1.4.2.4 identify the location of individual sentences in texts, individual words in sentences, individual letters in words 1.4.2.5 use punctuation such as full stops and capital letters to help read and understand texts 1.4.2.6 use high frequency words, familiar words and sight words to help decode sentences, 100 basic words (<i>See Teacher Support Document</i>) 1.4.2.7 use first languages and Pijin to establish meanings that are written in English	Learners can be assessed on 1. after briefly skimming a book and its title, make predictions about possible characters and events that may occur (<i>Task</i>) 2. diagnostic and summative assessment: a. recognise and say the following letters in upper and lower case letters and name the letter: <i>b, d, f, g, h, k, l, m, n, p, r, s, t, w, a, e, i, o, u</i> b. give a correct sound for the following letters: <i>b, d, f, g, h, k, l, m, n, p, r, s, t, w, a, e, i, o, u</i> c. locate and explain the function of a full stop and capital letter in a written text d. sound out an unknown word with a regular phonetic pattern (one syllable, no blends or diagraphs) e. read familiar words <i>a, and, he, the, in, is, it, of, that, to was, I</i> (<i>Task</i>)



Subject: English Year: 1		
Strand: Reading		
Sub-strand: 1.4 Beginning and developing reading (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>1.4.3 appreciate that reading is an activity that people enjoy <i>(a,v)</i></p>	<p>Learners should be able to</p> <p>1.4.3.1 read with another person to share stories and information texts</p> <p>1.4.3.2 choose and read stories independently</p> <p>1.4.3.3 talk about stories or texts they like</p> <p>1.4.3.4 name the different parts of a book such as the cover page, title page, table of contents (Concepts of Print)</p>	<p>Learners can be assessed on</p> <p>3. willingness to read or share books with other learners in free reading time <i>(Observation)</i></p> <p>4. book choice skills: choose a book by first looking at the range of books available <i>(Observation)</i></p>



Subject: English

Year: 1

Strand: Reading

Sub-strand: 1.5 Reading to find out facts (90 periods)

In this sub-strand learners will learn about how to make meaning from different information texts and how these texts are constructed for their purposes. Learners begin to develop skills and strategies needed to be an effective and efficient reader. They learn to research information for curriculum content and for pleasure. Learners will be reading mainly personal recounts and some short descriptive information texts.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 1.5.1 recognise short factual/ information texts, particularly simple recounts and descriptions (k)	<i>Learners should be able to</i> 1.5.1.1 identify separate events in a recount of personal activity including who, where and when 1.5.1.2 locate simple words that indicate time and order in a recount (first, then, later, after that) 1.5.1.3 link a simple cause and effect in a text - how and why an event took place 1.5.1. 4 locate words that provide description or attributes, of a person or thing 1.5.1.5 talk about information from charts, posters and illustrations	<i>Learners can be assessed on</i> 1. ability to order events from a recount in a logical time order (Task)



Subject: English Year: 1		
Strand: Reading		
Sub-strand: 1.6 Reading to understand stories (90 periods) In this sub-strand learners will be introduced to the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes. At Years 1 – 3, stories are simple narratives with single storylines and clear messages. The sub-strand also includes poems and fictional recounts.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 1.6.1 understand and respond to short, predictable texts, such as stories, poems and rhymes (u) 1.6.2 use strategies to understand and comprehend a story (s)	Learners should be able to 1.6.1.1 follow a story in a book that is modelled or shared with the class 1.6.1.2 answer questions about the story, using the words from the story including who, where, when, how, why and what 1.6.1.3 pick out main ideas, characters and objects from books read in class 1.6.1.4 role-play characters from stories 1.6.1.5 perform simple puppet-plays to retell a story 1.6.2.1 make predictions about what will happen next during a Modelled or Guided Reading activity 1.6.2.2 identify simple text structures, e.g. story orientation, problem, solution 1.6.2.3 use sequence cards or picture cards to show the order of events in a story 1.6.2.4 identify what actions take place in the story and link to verbs 1.6.2.5 identify what people, things or places are in a text and link to noun groups 1.6.2.6 talk about the meanings of words from stories 1.6.2.7 change details of an existing text to make new version of the text	Learners can be assessed on 1. participate in shared reading and ability to answer simple questions about the events in a story <i>(Observation)</i> 2. prediction based on previous events in the story. Link events and knowledge of story structures, for example, repeated actions by characters <i>(Task)</i> 3. when shown a text without illustrations, ability to identify the meaning by using word solving strategies such as sounding out and using known words <i>(Task)</i>





Subject: English

Year: 1

Strand: Writing

Sub-strand: 1.7 Beginning and developing writing (90 periods)

In this sub-strand, learners develop the particular skills to write in English, while they are developing their oral skills in English. These skills include recognising and being able to write letters, words, sentences, use print conventions and develop handwriting that is consistent and legible. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text and how graphics add meaning to the written text.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 1.7.1 know that print conveys meaning and write short personal texts in English with support of other languages (k) 1.7.2 use some simple conventions in English that assist the reader to understand the message (s)	Learners should be able to 1.7.1.1 distinguish between writing and drawing, knowing that both can convey meaning in a text 1.7.1.2 draw picture as a first step to writing a story or recount 1.7.1.3 label illustrations with names and actions 1.7.1.4 contribute ideas to class Shared writing 1.7.1.5 choose favourite events to remember through writing or drawing 1.7.1.6 use writing to make cards or messages to loved ones 1.7.2.1 recognise and write letters of the alphabet that appear frequently in English and other community languages 1.7.2.2 use upper and lower case letters that appear frequently in English and other community languages 1.7.2.3 begin to use upper case letters (at the beginning of a sentences, names of people or places) 1.7.2.4 use left to right orientation for writing 1.7.2.5 follow a simple model to develop short written texts of one or two sentences 1.7.2.6 write sentences with one clause/one thing happening 1.7.2.7 locate words in texts to use in their own writing (does not copy the entire text)	Learners can be assessed on 1. draw a picture and write a sentence that explains an activity from their life <i>(Task)</i> 2. develop birthday or wedding cards and explain how s/he has made it specifically for a person. (Include illustrations of items the person likes, used their names) <i>(Task)</i> 3. diagnostic and summative testing: • write the following letters in upper and lower case letters and name the letter and sound: b, d, f, g, h, k, l, m, n, p, r, s, t, w, a, e, i, o, u • write at least 20 high frequency words in English <i>(See list in Teacher Support Document)</i> • can provide the initial and final sounds in a words and other consonant sounds <i>(Task)</i> 4. ability to say/rehearse in English what s/he wants to write <i>(Observation)</i>





Subject: English Year: 1		
Strand: Writing		
Sub-strand: 1.7 Beginning and developing writing (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>.....</p> <p>1.7.3 form letter shapes that are recognisable and legible (s)</p>	<p>Learners should be able to</p> <p>1.7.2.8 invent spellings that contain most of the sounds in a word</p> <p>1.7.2.9 locate the initial and final sounds in a word, and most consonant medial sounds, such as in canoe may be spelt know and kanoo</p> <p>1.7.2.10 begin to use spoken vocabulary in writing</p> <p>1.7.2.11 talk about their text, plan and rehearse the text in English and other languages before writing or drawing</p> <p>.....</p> <p>1.7.3.1 develop a pencil grip that allows for easy movement in writing and drawing</p> <p>1.7.3.2 write all lower and upper case letters in a recognisable manner, if not consistent in height and shape</p> <p>1.7.3.3 form lower and upper case letters and numerals correctly</p>	<p>Learners can be assessed on</p> <p>5. learner writes common letters legibly using correct starting point (<i>Task or Observation</i>)</p>



Subject: English

Year: 1

Strand: Writing

Sub-strand: 1.8 Writing to present facts (90 periods)

In this sub-strand, learners will learn various types of texts that they can use to express factual meanings. They will also learn about the link between purpose and text structure and organisation. Learners will be mainly writing factual personal recounts, short factual descriptions and some other short information texts, supporting what they are reading.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 1.8.1 use some language features of factual texts (s)	<i>Learners should be able to</i> 1.8.1.1 write simple sentences to retell their own experiences 1.8.1.2 plan a personal recount orally and through illustrations before attempting to write words 1.8.1.3 construct a recount about someone else's experiences or a community event 1.8.1.4 use vocabulary to indicate order (then, after that, next) to sequence and organise recounts 1.8.1.5 use prepositional phrases (When? Where? How?) to add detail and precision to writing, particularly in recounts (This may be done orally in the early stages) 1.8.1.6 talk about their reactions to an experience of personal or others' recount 1.8.1.7 write short descriptions to accompany illustrations or drawings 1.8.1.8 identify the difference between factual and emotive descriptions of people, places and things in texts, and which to use in factual writing	<i>Learners can be assessed on</i> 1. writing a simple recount with a short orientation, events in time and sequence order and reflection on the activity (<i>Task</i>)





Subject: English Year: 1		
Strand: Writing		
Sub-strand: 1.9 Writing to express stories and ideas (90 periods) In this sub-strand, learners begin to understand how to develop narratives around simple and familiar topics, using those modelled in the Reading strand. Texts will be mainly stories, poems, personal recounts, fictional recounts and personal reflections.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 1.9.1 plan and write story texts using a number of appropriate language features <i>(k,u)</i>	Learners should be able to 1.9.1.1 write simple sentences to express ideas from reading: what they liked or did not like in the story 1.9.1.2 plan short stories from their own experiences or from stories they have read: tell stories as preparation to writing or drawing 1.9.1.3 retell known stories in their own words, individually or jointly 1.9.1.4 innovate texts by changing endings and other features of stories they have read 1.9.1.5 listen to a story and suggest endings or resolutions to a complication 1.9.1.6 listen to an orientation and suggest complication and associated events 1.9.1.7 use illustrations to plan out the events in a story 1.9.1.8 sequence story events logically, ensuring there is a complication that is resolved 1.9.1.9 include some reflection (action + reaction) within the story 1.9.1.10 write either positive or negative portrayals of characters and settings and compare the effect on the story 1.9.1.11 write details which explain When? Where? How? in a story 1.9.1.12 create rhyme and word sounds to create engaging texts to entertain	Learners can be assessed on 1. retell a story from a series of illustrations with correct sequencing, mentioning settings and naming and describing characters <i>(Task)</i>



Subject: English Year: 1		
Strand: Writing		
Sub-strand: 1.9 Writing to express stories and ideas (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 1.9.2 appreciate and prefer some writing over other (a,v)	<i>Learners should be able to</i> 1.9.2.1 talk about stories with peers and give a preference for one story over another: provide a reason 1.9.2.2 contribute to Shared Writing by providing reasons for using certain words or events 1.9.2.3 give a suggestion to a peer about what to include in a story	<i>Learners can be assessed on</i>

12.2 Primary English Year 2 Syllabus

Subject: English Year: 2		
Strand: Listening and speaking		
Sub-strand: 2.1 Learning English through linking with other languages (90 periods) At Years 1 – 3, there is an explicit and focused link between English and the other languages which learners speak. Learners use their known languages to make the bridge into English. Bilingual approaches support learners to develop strong spoken English		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 2.1.1 listen to and use English in the classroom for familiar topics and situations (k) 2.1.2 use English sounds and structures accurately when speaking (k, s)	Learners should be able to 2.1.1.1 respond accurately to questions and directions in English, with some support from other languages 2.1.1.2 listen to stories in English and respond to ideas, trying to use new English language from these stories 2.1.1.3 explain in simple language reasons for actions or choices 2.1.1.4 retell personal experiences and community events, sometimes with support from other languages 2.1.1.5 join in with songs, rhymes and poems, using the correct words and rhythm to emphasise patterns in language 2.1.2.1 use standard English structuring for simple sentences 2.1.2.2 listen and identify vowels, consonant and consonant clusters in familiar words 2.1.2.3 distinguish between some similar consonant sounds, (e.g. p-t, b/v-d, s/sh-ch) 2.1.2.4 make simple translations between English and other known languages	Learners can be assessed on 1. follow instructions in English with little or no use of another language <i>(Observation)</i> 2. give reasons for using particular languages in different situations <i>(Task)</i> 3. use English words with confidence to form rhymes and songs <i>(Observation)</i> 4. say a simple sentence in English with one action with simple nouns and some prepositional phrases, e.g. Yesterday, my family went to Gizo <i>(Task)</i> 5. make initial and final sounds correctly, most medial sounds. <i>(Observation)</i>

Subject: English

Year: 2

Strand: Listening and speaking

Sub-strand: 2.2 Language for talking with others (90 periods)

In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 2.2.1 listen and respond appropriately to others for a variety of purposes within the school (<i>k</i>)	<i>Learners should be able to</i> 2.2.1.1 give simple directions to other learners and discuss tasks in groups 2.2.1.2 pay attention to others when they are speaking and make eye contact with the speaker 2.2.1.3 summarise an opinion of a peer demonstrating that they were listening 2.2.1.4 listen to and identify other speakers' main ideas and opinions and give their own point of view when asked 2.2.1.5 identify non-verbal communication and use it to enhance meaning as appropriate (actions, gestures, facial expressions) 2.2.1.6 speak to a familiar adult in a clear and audible manner, using English or another language 2.2.1.7 speak confidently to an unfamiliar adult in the school setting 2.2.1.8 wait for their turn to speak in a class or group situation 2.2.1.9 speak to younger learners with respect	<i>Learners can be assessed on</i> 1. ask questions of and respond to peers in group situations in order to complete class activities (<i>Observation</i>)

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Subject: English Year: 2		
Strand: Listening and speaking		
Sub-strand: 2.3 Language for learning and presenting ideas (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>2.3.3 work with others to present ideas clearly to the class (s)</p>	<p>Learners should be able to</p> <p>2.3.3.1 plan a short presentation with a partner, deciding who will present which information</p> <p>2.3.3.2 speak directly to an audience</p> <p>2.3.3.3 make some eye-contact with the audience when reading from writing</p> <p>2.3.3.4 make appropriate introductions of people and topics before beginning a presentation</p> <p>2.3.3.5 speak loudly when presenting to the whole class</p>	<p>Learners can be assessed on</p> <p>3. make a short information presentation to the class <i>(Task)</i></p>

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Subject: English			Year: 2		
Strand: Reading					
Sub-strand: 2.4 Beginning and developing reading (90 periods)					
General Learning Outcomes		Specific Learning Outcomes		Suggested Assessment	
<p>Learners should</p> <p>.....</p> <p>2.4.3 Express preferences for types of stories or books (s)</p>		<p>Learners should be able to</p> <p>2.4.2.7 decode words until automatic decoding is become embedded and reading is fluent</p> <p>2.4.2.8 identify and read accurately the 300 basic words in English</p> <p>2.4.2.9 develop one-to-one correspondence between words spoken and words on a page</p> <p>.....</p> <p>2.4.3.1 choose a story they like and give (at least) two reasons for the choice</p> <p>2.4.3.2 use examples from the text to support their thinking about the message</p> <p>2.4.3.3 talk to others about reading that they like to do, where and when they read; express opinions in oral presentations</p>		<p>Learners can be assessed on</p> <p>5. after reading a book, give some reasons why they would or would not read the book again (<i>Task</i>)</p>	



Subject: English

Year: 2

Strand: Reading

Sub-strand: 2.5 Reading to find out facts (90 periods)

In this sub-strand learners will learn about how to make meaning of different information texts and how these texts are constructed for their purposes. Learners begin to develop skills and strategies needed to be an effective and efficient reader. They learn to research information for curriculum content and for pleasure. Learners will be reading mainly personal recounts and some short descriptive information texts.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 2.5.1 comprehend and respond to factual and information texts, primarily recounts and descriptions (s)	Learners should be able to 2.5.1.1 use simple factual texts to find out about various topics 2.5.1.2 respond to factual texts by relating them to personal experiences or compare to other texts read 2.5.1.3 read simple factual texts to support information they read about in stories 2.5.1.4 use the recount structure to locate parts of a recount text: identify orientation, sequence of events and any reflection or evaluation offered 2.5.1.5 identify phrases and words that provide detail about a topic 2.5.1.6 identify phrases and words that help sequence a recount text e.g., then, later, yesterday, first, after that 2.5.1.7 locate information from a text to support their point of view on a topic 2.5.1.8 identify the difference between the way people, places, things and action are described in factual/information text compared to stories (e.g. the large tree snake can move swiftly across all types of ground [factual/informational]/ the gigantic frightening snake slithering silently and hungrily across the ground [story]) 2.5.1.9 make suggestions about when factual texts should be used and for what purpose	Learners can be assessed on 1. ability to recognise texts that have been taught in class (<i>Task</i>) 2. compare information provided in a story with an informational text (<i>Task</i>) 3. answer comprehension questions to locate information – literal – who, where, when. Inferential – how, why. Response – what, how (<i>Task</i>)



Subject: English		Year: 2
Strand: Reading		
Sub-strand: 2.6 Reading to understand stories (90 periods) In this sub-strand learners will be introduced to the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes. At Years 1 – 3, stories are simple narratives with single storylines and clear messages. The sub-strand also includes poems and fictional recounts.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 2.6.1 understand and respond to stories, poems and rhymes on topics that are familiar (u) 2.6.2 Reflect on how a story makes them feel or think (a/v)	Learners should be able to 2.6.1.1 respond to stories by relating them to personal experiences or compare to other texts read 2.6.1.2 make groupings of stories, those that are similar in some way: explain the grouping (all animal stories, all about traditions in SI, all are about fishing) 2.6.1.3 explain what happened in a text that they have read (Sequence of events) 2.6.1.4 identify the structure of a simple story (orientation/ complication/resolution) 2.6.1.5 read stories to find details: Who? What happened? Why? Where? How? When? 2.6.1.6 locate the phrases and words in a text that provide circumstances in a story: When? Where? How? 2.6.1.7 link dialogue in a story correctly to story characters 2.6.1.8 identify the words that make a story or poem more emotional and reflective, (words that don't appear in factual texts) 2.6.1.9 read and rehearse the performance of a story or poem 2.6.2.1 share with others their feeling about what they have read using evidence from text 2.6.2.2 choose a range of stories to read individually and independently 2.6.2.3 ask for the opinions of others about a story, poem, song or rhyme 2.6.2.4 talk about how a rhyme or wordplay is entertaining or funny	Learners can be assessed on 1. recognise the structure of a story/narrative and compare it to a book that has been taught in class (Task) 2. answer comprehension questions about the story: • Literal – who, where, when • Inferential – how, why • Response – what, how (Task) 3. demonstrate emotional or immediate reaction to a new story (Observation) 4. give a preference for story, rhyme and song used in class justifying their response with reference to the text (Task)

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Subject: English Year: 2		
Strand: Writing		
Sub-strand:2.7 Beginning and developing writing (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>.....</p> <p>2.7.3 form all letters clearly and correctly with confidence (s)</p>	<p>Learners should be able to</p> <p>2.7.2.7 use books and other texts as a model for writing (not copying the entire text)</p> <p>2.7.2.8 represent all sounds– as used by the learner – by a letter or letter combinations in a word when writing</p> <p>2.7.2.9 use a growing number of sight words in writing</p> <p>2.7.2.10 use Look-Say-Cover-Say-Write-Check strategy to improve own spelling</p> <p>.....</p> <p>2.7.3.1 form letters with consistent shape and size, spaced to identify words</p> <p>2.7.3.2 write numerals with consistent shape which are spaced to indicate numbers clearly</p> <p>2.7.3.3 differentiate styles of printed letters, (a/a, g/g)</p>	<p>Learners can be assessed on</p> <p>2. spelling test of high frequency words (the, teacher, tree) and phonetically regular words (<i>big, smell, mango</i>) (<i>Task</i>)</p> <p>3. write all letters in the alphabet and numerals in a recognisable way and with consistent size (<i>Observation</i>)</p>



Subject: English

Year: 2

Strand: Writing

Sub-strand: 2.8 Writing to present facts (90 periods)

In this sub-strand, learners will learn various types of texts that they can use to express factual meanings. They will also learn about the link between purpose and text structure and organisation. Learners will be mainly writing factual personal recounts, short factual descriptions and some other short information texts, supporting what they are reading.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 2.8.1 plan and write simple factual texts, mainly recounts, informational texts and descriptions (<i>k,s</i>)	<i>Learners should be able to</i> 2.8.1.1 identify the structure for a recount: orientation, series of events and evaluation 2.8.1.2 listen to a verbal recount and re-construct with accuracy (not copied) 2.8.1.3 add some simple cause and effect to the retelling of events, using because, so 2.8.1.4 edits own and others' recounts to include detail within sentences 2.8.1.5 explain some of the language choices in their own writing 2.8.1.6 recognise other factual texts such as descriptions, procedures, information reports used in other content areas 2.8.1.7 include some simple visual elements to support writing, such as diagrams (e.g. life cycles) 2.8.1.8 discuss purposes for visual texts in their writing (maps, diagrams, illustrations and how it helps the reader)	<i>Learners can be assessed on</i> 1. write a personal recount with; recount structure, technical vocabulary, detailed, extended sentences, use of conjunctions of reason or cause (<i>Task</i>) 2. demonstrate evidence of editing of recount (<i>Task</i>)





Subject: English			Year: 2		
Strand: Writing					
Sub-strand: 2.9 Writing to express stories and ideas (90 periods) In this sub-strand, learners begin to understand how to develop narratives around simple and familiar topics, using those modelled in the Reading strand. Texts will be mainly stories, poems, fictional recounts and personal reflections.					
General Learning Outcomes		Specific Learning Outcomes		Suggested Assessment	
Learners should 2.9.1 plan and write stories with characters, series of events and detail (k) 2.9.2 appreciate the value of actively improving story writing through revising and editing (a,v)		Learners should be able to 2.9.1.1 differentiate the sections in a story: (orientation>complication>resolution + evaluation and can discuss this with peers for planning and editing texts) 2.9.1.2 listen to a verbal story and re-construct with accuracy (not copied) in writing 2.9.1.3 connect sentences to build cohesion within the story, using time markers (after that, next, the next day) or cause and effect (because, so, therefore) 2.9.1.4 use dialogue to enhance the experiences in a story: Learners might not use accurate punctuation 2.9.1.5 write poetry with rhyme as the main element 2.9.1.6 use appropriate illustrations to enhance the written text, explaining the choice of events to illustrate 2.9.2.1 identify the type of story they are writing and why 2.9.2.2 explain why they like one drawing or story over another 2.9.2.3 write to amuse or entertain people 2.9.2.4 review and edit own and others' stories to include detail within sentences 2.9.2.5 construct a word bank to use in later stories		Learners can be assessed on 1. plan and retell a story heard/read using notes and picture sequence (Task) 2. write a story from plan, including some of their own details or innovations (Task) 3. demonstrate evidence of editing of story retelling (Observation)	

12.3 Primary English Year 3 Syllabus

Subject: English Year: 3		
Strand: Speaking and Listening		
Sub-strand: 3.1 Learning English through linking with other language (90 periods) At Years 1 – 3, there is an explicit and focused link between English and the other languages which learners speak. Learners use their known languages to bridge into English. Bilingual approaches support learners to develop strong spoken English.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 3.1.1 use an increasing amount of English to retell stories and present ideas (s)	Learners should be able to 3.1.1.1 listen and identify a range of new English words in spoken texts 3.1.1.2 use and respond to English short question and answer structures, such as “ <i>How are you today?</i> ” “ <i>I am well, and how are you?</i> ” 3.1.1.3 provide short explanations to answer personal questions (e.g. “ <i>Why are you late?</i> ”) with increasing amounts of English 3.1.1.4 follow classroom instructions in English, sometimes using other languages to clarify details	Learners can be assessed on 1. use more complicated grammatical structures, such as extended noun groups and prepositional phrases when speaking in English during class activities (<i>Observation</i>)

Subject: English Year: 3

Strand: Speaking and Listening

Sub-strand: 3.2 Language for talking with others (90 periods)

In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 3.2.1 demonstrate when and how to adjust speaking and listening for different audiences and purposes (<i>u, a & v</i>)	<i>Learners should be able to</i> 3.2.1.1 greet and address visitors to the school in English 3.2.1.2 identify how individuals adjust their speaking and listening in different situations 3.2.1.3 use the appropriate tone of voice (soft/loud, angry/calm, happy/sad) for particular situations 3.2.1.4 select appropriate language and gestures for conversations with different audiences 3.2.1.5 identify the types of speaking that occur in the community (public meetings, celebration speeches, weddings, church services) and replicate the ways in which these are delivered 3.2.1.6 speak with younger learners in the school to assist in their work 3.2.1.7 identify polite and impolite (appropriate and inappropriate) forms of address and ways of speaking	<i>Learners can be assessed on</i> 1. speak to a variety of people in the school with appropriate adjustments in vocabulary and volume (<i>Observation</i>)

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Subject: English Year: 3		
Strand: Speaking and Listening		
Sub-strand: 3.3 Language for learning and presenting ideas (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>3.3.3 recognise how oral patterns (tone, stress, pace, volume) and other features affect meaning in spoken texts (k)</p>	<p>Learners should be able to</p> <p>3.3.3.1 identify and demonstrate how changing the tone of voice changes the meaning of a message</p> <p>3.3.3.2 rehearse and read a story to the class, engaging the audience in the story</p> <p>3.3.3.3 rehearse and perform spoken texts such as stories with a group (Readers' Theatre), suggesting ways to enhance the story</p> <p>3.3.3.4 evaluate their own and others' oral performance or presentation</p> <p>3.3.3.5 explain how they made choices for a performance based on the audience</p>	<p>Learners can be assessed on</p> <p>3. performance of a story which has been read to the class, using various oral skills to enhance the story (Task)</p>



Subject: English			Year: 3		
Strand: Reading					
Sub-strand: 3.4 Beginning and developing reading (90 periods)					
In this sub-strand learners will learn about how print works and how English in print makes meaning while they are learning and extending their oral English skills. This sub-strand teaches learners the specific skills of reading in order to build their ability to comprehend written texts.					
General Learning Outcomes		Specific Learning Outcomes		Suggested Assessment	
Learners should		Learners should be able to		Learners can be assessed on	
<p>3.4.1 identify how print and illustrations convey particular meanings (k)</p> <p>.....</p> <p>3.4.2 select appropriate skills and strategies to read and comprehend story (u)</p>		<p>3.4.1.1 use the title and illustrations of texts to predict the topic and content, and words that would appear</p> <p>3.4.1.2 identify the purpose of illustrations, photographs and other visual texts in a book or poster</p> <p>3.4.1.3 identify signs and notices, such as road signs, notices on church walls and market places, banners and advertisements, have different messages for different purposes</p> <p>3.4.1.4 identify the features of illustrations that are in the print/ words and those that are not: explain why the illustrator would choose particular sections to illustrate</p> <p>3.4.1.5 describe why and how some characters have positive or negative depictions in stories and words</p> <p>3.4.1.6 identify how the images show particular features of the words: dreams or thoughts, movement or onomatopoeia</p> <p>.....</p> <p>3.4.2.1 predict what characters may do at different stages of a story</p> <p>3.4.2.2 use the clues in illustrations and the texts to select the main idea in a text</p> <p>3.4.2.3 identify the main parts of narratives, recounts and other simple texts, and their purpose in the text</p> <p>3.4.2.4 read aloud with expression and appropriate tone, in groups or individually to an audience</p>		<p>1. link words in a text directly to parts of illustrations: illustration should have a number of features (a thought bubble, indication of movement or sound) to allow linking (Task)</p> <p>2. discussions: in groups, suggest events that will happen next (predict) based on the previous events in the book (Observation)</p> <p>3. read the first part of a story and predict the next events, linking to story so far (Task)</p> <p>4. differentiate between a story and a recount, and the purpose for each (Task)</p>	



Subject: English Year: 3		
Strand: Reading		
Sub-strand: 3.4 Beginning and developing reading (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>.....</p> <p>3.4.3 apply phonic skills to read and understand meaning of new words in texts</p> <p>.....</p> <p>3.4.4 expand use of vocabulary and sentence structures to understand texts (s)</p>	<p>Learners should be able to</p> <p>3.4.2.5 talk about the structure and language features of stories and recounts</p> <p>.....</p> <p>3.4.3.1 read more words, noting unusual correspondences between spelling and sound, and where they occur in the word</p> <p>.....</p> <p>3.4.4.1 use various vowel sounds and letter clusters to decode print</p> <p>3.4.4.2 use growing vocabulary to help understand more texts</p> <p>3.4.4.3 use a growing bank of sight words</p> <p>3.4.4.4 identify compound sentences with more detailed information and hold the meaning for these longer sentences when reading</p> <p>3.4.4.5 categorise types of verbs and their purpose in a text</p> <p>3.4.4.6 locate noun groups and discuss how the objects are represented in a text (the big brown bear, the mighty giant)</p> <p>3.4.4.7 identify prepositional phrases in a text to tell where, when and how actions were occurring (Yesterday I ran quickly to the store)</p> <p>3.4.4.8 identify how pronouns and simple reference elements (this, that, there) are used in the text, and can keep track of meanings</p> <p>3.4.4.9 identify different types of words based on their context in a text</p> <p>3.4.4.10 recognise and read new words with fluency</p>	<p>Learners can be assessed on</p> <p>5. use of new and accurate vocabulary (taken from reading) when speaking (<i>Observation</i>)</p> <p>6. using a cloze passage, read ahead in order to find a plausible word to fill in the gap and make meaning (<i>Task</i>)</p>

Subject: English Year: 3		
Strand: Reading		
Sub-strand: 3.4 Beginning and developing reading (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i>	<i>Learners should be able to</i> 3.4.4.11 use punctuation such as; commas, full stops, exclamation marks when reading to help understanding 3.4.4.12 use pause and stress appropriately to show the meaning of words and phrases when reading aloud	<i>Learners can be assessed on</i>



Subject: English Year: 3		
Strand: Reading		
Sub-strand: 3.5 Reading to find out facts (90 periods) In this sub-strand learners will learn about how to make meaning of different information texts and how these texts are constructed for their purposes. Learners begin to develop skills and strategies needed to be an effective and efficient reader. They learn to research information for curriculum content and for pleasure. Learners will be reading mainly personal recounts and some short descriptive information texts.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 3.5.1 understand how to read and respond to factual texts, sometimes on topics outside their immediate experience (u) 3.5.2 use a variety of print and graphic features in texts to find out facts (s)	Learners should be able to 3.5.1.1 read recounts about people's experiences and lives 3.5.1.2 discuss and identify the purposes of particular simple written texts, such as letters, notes, labels and lists 3.5.1.3 research factual information in simple texts (reports, procedures, descriptions, recounts) 3.5.1.4 use a content page and index to locate information within an informational text 3.5.1.5 order alphabetically the first three letters to locate words in a dictionary or glossary 3.5.1.6 distinguish between fact and opinion. Use evaluation in a text (simple examples only) 3.5.2.1 use diagrams, illustrations, photographs and timelines to gather information to support particular texts they are reading 3.5.2.2 read a graph and identify the information it is providing, compare and contrast data 3.5.2.3 read simple maps to give position and directions	Learners can be assessed on 1. put a list of words into alphabetical order, including words that have the same 2-letter beginning (<i>elephant, element, dog, dolphin, monkey, mouse</i>) <i>(Task)</i> 2. read a short text and locate particular facts from the text <i>(Task)</i> 3. use a pie or bar graph to draw out some simple facts <i>(Task)</i> 4. read a text and links it to a choice of illustrations or diagrams <i>(Task)</i>

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Subject: English Year: 3		
Strand: Writing		
Sub-strand: 3.7 Beginning and developing writing (90 periods) In this sub-strand, learners develop the particular skills to write in English, while they are developing their oral skills in English. These skills include recognising and being able to write letters, words, sentences, use print conventions and develop handwriting that is consistent and legible. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text and how graphics add meaning to the written text.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 3.7.1 respond to reading and other experiences, writing jointly and independently (s) 3.7.2 create short texts that use spelling, punctuation and grammar features in a cohesive manner (k)	Learners should be able to 3.7.1.1 plan for writing using notes and drawing to represent the content of each text stage 3.7.1.2 contribute to Shared Writing, with their teacher or with peers 3.7.1.3 discuss stories with their peers as part of the writing process 3.7.1.4 write simple written texts, such as letters, notes, labels and lists 3.7.1.5 write invitations or cards for special events such as Christmas, Easter, Birthdays, Get Well, Mother's Day 3.7.1.6 explain why they admire a peer's writing 3.7.2.1 use compound sentences that show logical relationship between the two parts; <i>I went to the river and had a swim</i> 3.7.2.2 use simple conjunctions correctly; <i>and, because, when, but, if, so</i> 3.7.2.3 group ideas into short paragraphs around structure of a text; orientation, complication and resolution 3.7.2.4 select vocabulary from reading to use in writing 3.7.2.5 use capital letters for proper nouns and to start a sentence, full stops to end a sentence and questions marks for questions; starts to use exclamation marks and commas in writing	Learners can be assessed on 1. use writing to record ideas from talking (<i>Observation</i>) 2. write cohesive texts with compound sentences, conjunctions, paragraphs, capital letters and full stops, mostly accurate spelling, some complex vocabulary and consistent tense (<i>Task</i>)



Subject: English Year: 3		
Strand: Writing		
Sub-strand: 3.7 Beginning and developing writing (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p><i>Learners should</i></p> <p>..... 3.7.3 form joined writing/ cursive (s)</p>	<p><i>Learners should be able to</i></p> <p>3.7.2.6 use correct verb-noun agreement in many cases 3.7.2.7 distinguish sound and spelling patterns between English and other known languages (time vs taem [Pijin]) 3.7.2.8 use most features of spelling words up to three syllables that have regular patterns or are high frequency words (<i>people, winter, elephant</i>) 3.7.2.9 use rules for words that end in -sh, -ch, -ss (<i>e.g. scratch/ scratches/ scratched/scratching</i>)</p> <p>.....</p> <p>3.7.3.1 identify the ways that letters link to one another in cursive styles 3.7.3.2 form various letter forms in cursive styles; f /f, s/s /s /s 3.7.3.3 link letters in writing in various subjects, not only in handwriting lessons</p>	<p><i>Learners can be assessed on</i></p> <p>3. legibility of joined letters in story writing (<i>Task</i>)</p>



Subject: English

Year: 3

Strand: Writing

Sub-strand: 3.8 Writing to present facts (90 periods)

In this sub-strand, learners will learn various types of texts that they can use to express factual meanings. They will also learn about the link between purpose and text structure and organisation. Learners will be mainly writing factual personal recounts, short factual descriptions and some other short information texts, supporting what they are reading.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 3.8.1 create factual texts that respond to experiences and reading, that are extended into a few paragraphs and include detail (s)	<i>Learners should be able to</i> 3.8.1.1 write recounts with events organised into a series of simple paragraphs 3.8.1.2 write labels and descriptions for illustrations and objects 3.8.1.3 identify description texts and short informational reports 3.8.1.4 take notes using simple organisers ("spider" diagram, fact grid) and reconstruct these into paragraphs. 3.8.1.5 select vocabulary and structures from reading to re-use within new texts 3.8.1.6 use some connectives to add further detail to writing (Another characteristic, also, as well as) 3.8.1.7 make some evaluation comment in factual texts, mainly opinion (<i>I think that....</i>) 3.8.1.8 use a mix of simple and compound sentences, and some complex sentences within a text 3.8.1.9 use technical details within noun groups, prepositional phrases and adverbials (adverbs) accurately. 3.8.1.10 write procedural texts, using imperative verbs at the front of the sentence (Boil the water, Add the vegetables) 3.8.1.11 choose appropriate visual texts to illustrate writing: flowcharts (recounts, procedures), diagrams (descriptions, reports)	<i>Learners can be assessed on</i> 1. a writing sample of at least two paragraphs: factual text that has been taught (<i>Task</i>)



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12.4 Primary English Year 4 Syllabus

Subject: English Year: 4		
Strand: Speaking and Listening		
Sub-strand: 4.1 Language for talking with others (90 periods) In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 4.1.1 appreciate different ways of talking to and listening to different audiences and for different purposes (a,v)	Learners should be able to 4.1.1.1 participate in whole class discussions 4.1.1.2 contribute to small group discussions 4.1.1.3 identify the level of formality needed for different audiences (school principal, other learners, visitors to the school) 4.1.1.4 receive and deliver oral messages accurately 4.1.1.5 differentiate between spoken statements, questions and exclamations, and use appropriate inflection when using in their own speaking 4.1.1.6 dramatise how to engage their audience: example spoken question, statement or exclamation	Learners can be assessed on 1. use techniques to try engage their audience when they are speaking <i>(Observation)</i> 2. correctly identify a spoken question, statement or exclamation <i>(Task)</i>



Subject: English Year: 4		
Strand: Speaking and Listening		
Sub-strand: 4.2 Language for learning and presenting ideas (90 periods) In this sub-strand learners will learn the ways in which they can use oral language to learn the content in the classroom. They will also learn the ways in which they can publicly show what they have learnt and know, in formal modes.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 4.2.1 recognise the language features of various texts, including information texts (s) 4.2.2 use a range of spoken text types to listen to and respond in relation to familiar and local topics (s) 4.2.3 know how to present short impromptu talks for the class on a variety of familiar topics (k,s)	Learners should be able to 4.2.1.1 differentiate the main points from supporting details in a variety of short spoken texts 4.2.1.2 retell a sequence of events in longer texts they have heard 4.2.2.1 ask and respond to various types of questions (literal, inferential, evaluative) when presenting their own experiences or when discussing a written text 4.2.2.2 use sentences to explain, instruct, persuade and classify/ describe objects and events 4.2.2.3 listen to and tell stories that are longer and contain increasingly complex events 4.2.2.4 create stories to retell to the class 4.2.2.5 read aloud in groups in ways that enhance meaning and engage the listener (rehearsed reading) 4.2.3.1 identify topics of personal interest to talk about to the class 4.2.3.2 plan, select two or three points to speak about, introduce and conclude a talk 4.2.3.3 use gestures and mannerisms to enhance meaning 4.2.3.4 distinguish between formal and informal modes of speech (e.g. When to use forms of address, when to use contracted forms of words) 4.2.3.5 give feedback to peers on presentations	Learners can be assessed on 1. choose a text they have heard and re-tell accurately <i>(Task)</i> 2. ask and respond orally to comprehension questions <i>(Task)</i> 3. listen to a number of texts and correctly identify the text type/ purpose for each <i>(Task)</i> 4. listen to the teacher or peers read some texts in different ways and evaluate what makes them engaging or not for particular audiences <i>(Task)</i> 5. form an answer with increasing accuracy and speed in English <i>(Observation)</i> 6. talk about a given familiar topic for one minute <i>(Task)</i>





Subject: English

Year: 4

Strand: Reading

Sub-strand: 4.3 Reading to find out information (90 periods)

This sub-strand teaches learners about how to make meaning of different information texts and how these texts are constructed for their purposes. Learners continue to develop skills and strategies needed to be effective and efficient readers of increasingly complex factual texts. They learn to research information for curriculum content and for pleasure.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 4.3.1. apply knowledge of root words (prefix, suffixes) 4.3.2 know the ways that visual texts support print meanings and use both to make meaning (k)	<i>Learners should be able to</i> 4.3.1.1 read further exception(unusual) words, noting the link between spelling and sound where they occur in the word 4.3.2.1 discuss the different purposes of information texts 4.3.2.2 read and share information gained from a variety of text types, in English lessons and across the curriculum 4.3.2.3 identify the types of texts that are used in other subjects 4.3.2.4 identify the differences and similarities in structures and the language features and word use in informational texts 4.3.2.5 read texts such as posters, charts, maps, graphs and diagrams from other subjects and use the information for specific tasks 4.3.2.6 read and discuss the purposes of environmental print such as road signs and other public signs and notices, that contain written and visual messages 4.3.2.7 explore and compare the various visual messages that are used in non-literate communities in Solomon Islands 4.3.2.8 continue to use illustration to predict the topic of a text and how well illustrations are linked to written text	<i>Learners can be assessed on</i> 1. match visual texts to written texts (e.g. Map to a description of that country, diagram to an explanation of an electrical circuit) (Task)





Subject: English Year: 4		
Strand: Reading		
Sub-strand: 4.3 Reading to find out information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>4.3.3 appreciate the different use for texts in the community and how they affect people (a/v)</p> <p>.....</p> <p>4.3.4 use strategies to retrieve and respond to specific information from a wide range of texts (s)</p>	<p>Learners should be able to</p> <p>4.3.3.1 identify the times when messages are given to the community and the importance of written and visual texts</p> <p>4.3.3.2 conduct a community survey to find out who reads and what, and other ways to get information</p> <p>4.3.3.3 practice ways to read with expression and effective characterisation to younger children, parents or other community members</p> <p>4.3.3.4 choose texts to read to younger or older community members and reflect on the effect of the text on listeners</p> <p>.....</p> <p>4.3.4.1 identify text purposes to assist in knowing how to read (chronologically, across the text etc.)</p> <p>4.3.4.2 use reading scanning technique to locate information quickly</p> <p>4.3.4.3 use headings and captions to preview texts before close reading</p> <p>4.3.4.4 group ideas in longer texts to assist with summarising; make diagrams to show the way a text is organised</p> <p>4.3.4.5 make simple notes about a text</p> <p>4.3.4.6 identify sequences of events in procedures, explanations and recounts</p> <p>4.3.4.7 identify characteristics in reports</p> <p>4.3.4.8 identify simple opinions in expositions</p> <p>4.3.4.9 identify technical vocabulary within a subject or context to use when reading information texts</p>	<p>Learners can be assessed on</p> <p>2. choose a text that is relevant to a family member. Read and report back on the experience (Task)</p> <p>.....</p> <p>3. comprehension tasks, such as matching words with meanings, paragraphs with summaries, and cause and effect in various texts (Task)</p>



Subject: English Year: 4		
Strand: Reading		
Sub-strand: 4.3 Reading to find out information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i>	<i>Learners should be able to</i> 4.3.4.10 use familiar compound words such as playground in reading 4.3.4.11 identify common linking words (but, so, then, because) in texts to aid faster comprehension and identify cause and effect 4.4.4.12 identify cause and effects in texts 4.3.4.13 explain how reported speech projects actions 4.3.4.14 use alphabetical skills to find topics in an index and then locate page numbers and the information; use table of contents, index, page numbers, headings, captions and key words to find information	<i>Learners can be assessed on</i> 4. alphabetical order exercise (Put these in order <i>Aurora, August, Austria, Astoria, Australia</i>) (Task)

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Subject: English

Year: 4

Strand: Writing

Sub-strand: 4.5 Writing to present information (90 periods)

In this sub-strand, learners extend their understanding of various types of texts which they can use to express factual meanings, developing the link between purpose and text organisation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 4.5.1 select and apply knowledge of writing conventions to plan, review and edit texts (s) 4.5.2 appreciate how the community uses writing and for what purposes, and how those who cannot write use other means of communicating (a,v)	Learners should be able to 4.5.1.1 identify the times when messages are given to the community and the importance of written and visual texts 4.5.1.2 conduct a survey to find out who writes in the community and for what purposes; look at alternative ways of recording messages (link to community literacy programs if available) 4.5.2.1 use text structures for procedures, explanations, reports and expositions to write simple texts 4.5.2.2 write recounts of class activities in other subjects 4.5.2.3 use simple and compound sentences correctly and cohesively in short texts 4.5.2.4 connect sentences in logical ways using connectives/linking words 4.5.2.5 use pronouns (he, she, it) and other references (this girl, that day, this) within a sentence 4.5.2.6 suggest other words to maintain meaning (synonyms) or change meanings (antonyms) 4.5.2.7 use minimal repetition of words by exploring new vocabulary 4.5.2.8 use comparative language (e.g. better than, faster than) and superlatives (e.g. best, fastest) 4.5.1.9 give and accept feedback on writing in progress	Learners can be assessed on 1. conduct a survey of who writes in the immediate community and finds out what other means there are to convey messages; presents result to explore advantages and disadvantages of being able to write (Task) 2. write a specific text for a curriculum purpose (Task) 3. edit and demonstrate improvement in writing own writing (Task or Observation)

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Subject: English

Year: 4

Strand: Writing

Sub-strand: 4.7 Consolidating writing (90 periods)

In this sub-strand, learners consolidate and extend the ability to handwrite in legible and efficient ways, developing a personal style which allows them to write quickly and accurately. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text. Learners are also developing a repertoire of ways to present written information along with graphic images. Where available, learners use information technology to present ideas.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 4.7.1 develop greater fluency in a cursive style of handwriting (s)	<i>Learners should be able to</i> 4.7.1.1 use cursive style in a correct size and with correct spacing across all subjects 4.7.1.2 write quickly and fluently 4.7.1.3 practise with fonts and writing styles for giving clear messages 4.7.1.4 practise with ways to display work, linked to the text purpose 4.7.1.5 experiment with non-standard ways of communicating messages: codes, symbols	<i>Learners can be assessed on</i> 1. throughout their exercise book(s), demonstrate handwriting that is legible, clear size, appropriate spacing and has correct formation of all letters <i>(Observation)</i>

12.5 Primary English Year 5 Syllabus

Subject: English Year: 5		
Strand: Speaking and Listening		
Sub-strand: 5.1 Language for talking with others (90 periods) In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 5.1.1 appreciate the positive and negative effects of different language choices in communicating messages (a,v)	Learners should be able to 5.1.1.1 develop questions to collect specific information from community members or from visitors to the classroom 5.1.1.2 use verbal features for encouragement and to show understanding (yes; I see) when listening to a speaker, as well as non-verbal (nods, smiles) 5.1.1.3 identify the times when it is appropriate to use a particular language, to build trust, to build formality, to exclude, to include 5.1.1.4 use formal and informal speech in appropriate situations 5.1.1.5 use role play to compare and contrast the way actors use body language and voice to show feelings, moods and humour 5.1.1.6 discuss how speakers use languages to create various effects and meanings	Learners can be assessed on 1. use a text on a particular topic, show ways to present this topic to two different audiences. Decide who these audiences are and what their needs might be (a group of teachers, a group of parents, a group of younger children) and then discuss how to make the topic suit them (Task)



Subject: English Year: 5		
Strand: Speaking and Listening		
Sub-strand: 5.2 Language for learning and presenting ideas (90 periods)		
<p>In this sub-strand learners learn the ways in which learners use oral language to learn content in the classroom. This sub-strand also teaches learners the ways in which learners are able to publicly show what they have learnt and know, in formal modes.</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>5.2.1 use various structures and language features to share information in different situations (s)</p> <p>.....</p> <p>5.2.2 use a growing number of spoken texts in relation to regional and general national topics (k)</p>	<p>Learners should be able to</p> <p>5.2.1.1 use the correct tense forms in spoken language</p> <p>5.2.1.2 compare pronunciation of different ways of speaking English (ship as <i>[sh]ip</i> or <i>[s]ip</i>; the use of <i>[th]</i>)</p> <p>5.2.1.3 use word endings to indicate tense and plurals correctly (-ed, -ing, -s,)</p> <p>5.2.1.4 distinguish between fact and opinion</p> <p>5.2.1.5 use questions such as; <i>why, what if and how?</i> to make inferences and analyse information</p> <p>5.2.1.6 identify main ideas to summarise short spoken texts</p> <p>5.2.1.7 use various parts of speech correctly such as; nouns, verbs, adjectives, pronouns, prepositions and conjunctions in oral interactions</p> <p>.....</p> <p>5.2.2.1 discuss current events and issues, linked to their reading or study across the curriculum</p> <p>5.2.2.2 express own and others' points of view, and give reasons to support those views</p> <p>5.2.2.3 provide more detailed descriptions of people, objects and places, from outside their immediate experience</p> <p>5.2.2.4 collect information through surveys and interviews with the community and presents reports of findings</p> <p>5.2.2.5 conduct a survey and present information that was gathered</p>	<p>Learners can be assessed on</p> <p>1. speak during class activities using complete and logical sentence structures and accurate tense (<i>Observation</i>)</p> <p>2. choose an issue from any curriculum area (Social studies, Science, English) and conduct a survey on chosen issue and present findings in class (<i>Task</i>)</p>



Subject: English Year: 5		
Strand: Speaking and Listening		
Sub-strand: 5.2 Language for learning and presenting ideas (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p><i>Learners should</i></p> <p>.....</p> <p>5.2.3 plan, present and evaluate short prepared speeches on a relevant topics, particularly those topics studied across the curriculum (s)</p>	<p><i>Learners should be able to</i></p> <p>5.2.2.6 experiment with voice, pitch and rhythm to enhance meaning in role plays, drama and prepared readings</p> <p>.....</p> <p>5.2.3.1 participate in debates about familiar community, local and regional topics, issues, e.g., chewing betel nut, logging and littering the environment</p> <p>5.2.3.2 select and present main ideas as items of interest in any subject for discussion purposes</p>	<p><i>Learners can be assessed on</i></p> <p>3. choose a topic of interest (can be from other curriculum area) and present main points orally to class <i>(Task)</i></p>



Subject: English Year: 5		
Strand: Reading		
Sub-strand: 5.3 Reading to find out information (90 periods) This sub-strand teaches learners about how to make meaning of different information texts and how these texts are constructed for their purposes. Learners continue to develop skills and strategies needed to be effective and efficient readers of increasingly complex factual texts. They learn to research information for curriculum content and for pleasure.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 5.3.1 apply knowledge of root words (prefix, suffixes) 5.3.2 read a range of factual texts with understanding and growing confidence (u) 5.3.3 know how to read an increasing number of visual texts (types of diagrams, graphs etc.) to support written texts (k)	Learners should be able to 5.3.1.1 read further exception(unusual) words, noting the link between spelling and sound where they occur in the word 5.3.2.1 compare information and fiction texts and identify major differences 5.3.2.2 read texts for information to support oral and written class activities in other subjects 5.3.2.3 read a variety of recounts such as autobiographies and biographies and carry out research on aspects of the text to understand the lives of others 5.3.2.4 read across text types within a topic, e.g. read a story and an informational piece about the same topic 5.3.2.5 distinguish the types of texts read in different subjects and why 5.3.2.6 read and share current information from newspapers if available 5.3.3.1 read a range of multimodal texts (written and visual information in various layouts, including using ICT where available), and know how to navigate through the text 5.3.3.2 illustrate or dramatise own interpretation of texts 5.3.3.3 read complex maps, graphs, diagrams and tables to obtain information 5.3.3.4 identify key messages from posters and advertisements	Learners can be assessed on 1. choose a topic to read about, including both factual and fictional texts and find examples of the text type that will help them to write their own factual texts. (Task) 2. on a page of various writing and visual features, find specific information and know where to read (<i>Observation or Task</i>) 3. use 2 (or more) advertisements, in English or a mix of languages, and identify what techniques the writer has used to get the reader's attention and identify who the reader might be (<i>Task</i>)



Subject: English Year: 5		
Strand: Reading		
Sub-strand: 5.3 Reading to find out information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 5.3.4 use a range of skills and strategies to understand information texts in all subjects (s)	Learners should be able to 5.3.4.1 locate and understand increasingly detailed sentences 5.3.4.2 re-read different sections of the texts to gain clear understanding; read ahead to gain understanding of the context 5.3.4.3 skim texts to gain an idea about the text and test/make predictions; continue to refine scanning skills to locate information 5.3.4.4 demonstrate how to read quickly and when to read carefully 5.3.4.5 use table of contents, index, page numbers, headings, captions, key words chapter headings to locate information in factual texts to find information, and in fiction texts to predict what will happen next 5.3.4.6 locate and explain abstract nouns (happiness, transportation) in texts 5.3.4.7 use modal verbs (should eat, can see) and how they are used in some texts 5.3.4.8 identify the words that help readers to distinguish between fact, opinion and fiction 5.3.4.9 use knowledge of letter and word patterns in English to decode words quickly and accurately 5.3.4.10 use a dictionary competently to locate unfamiliar words	Learners can be assessed on 4. use a factual book and a fictional book to demonstrate how the reader might read those books differently and why (Task) 5. talk about what purposes different readers might have (Task or Observation)





Subject: English		Year: 5
Strand: Reading		
Sub-strand: 5.4 Reading for literary purposes (90 periods) This sub-strand teaches learners the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes, and increasingly complex narratives.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 5.4.1 read a range of fictional texts with understanding and growing confidence (<i>u,s</i>) 5.4.2 recognise how particular writers use language to represent different ideas (<i>s</i>)	Learners should be able to 5.4.1.1 use reading time to read one or more books 5.4.1.2 read class books of learners' writing as well as commercially published materials 5.3.1.3 share and describe favourite books or books written by favourite authors with peers or younger children 5.4.1.4 express likes and dislikes in response to different stories 5.4.1.5 read a story they have written from their own personal experience and explain how they shaped the story to take account of audience and purpose 5.4.1.6 prepare to read texts aloud for an audience, using appropriate stress, pause and intonation 5.4.1.7 use punctuation features, such as speech marks, to assist expression when reading texts 5.4.2.1 identify similarities and differences in the structures of vernacular stories and stories told in English 5.4.2.2 experiment with re-telling stories from different characters' perspectives to understand story complexity 5.4.2.3 identify the use of particular words and expressions that create a character and influence way the reader sees the character 5.4.2.4 identify and discuss different authors and their individual styles 5.4.2.5 identify features of "Solomon Island" stories by comparing to how stories from other cultures are written	Learners can be assessed on 1. discuss books with peers and suggest good books that others may like to read (<i>Observation</i>) 2. read a short text with expression to a small group of classmates (<i>Task</i>) 3. compare two stories to identify how the writer has constructed characters and setting in particular ways (<i>Task</i>)

Subject: English Year: 5		
Strand: Writing		
Sub-strand: 5.5 Writing to present information (90 periods) In this sub-strand, learners extend their understanding of various types of texts which they can use to express factual meanings, developing the link between purpose and text organisation.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 5.5.1 appreciate the value of writing as a worthwhile activity for particular purposes (a,v) 5.5.2 plan, produce and edit a range of texts, to give information or to entertain (k,u) 5.5.3 control many conventions of English writing and vocabulary in the construction of texts (s)	Learners should be able to 5.5.1.1 compare using memory and writing as ways to remember details and events 5.5.1.2 share written jokes, poems and riddles with classmates 5.5.1.3 contribute to class books for sharing 5.5.2.1 explain the purposes of various text types 5.5.2.2 distinguish between texts that entertain, those that persuade and those that present information 5.5.2.3 create new texts to extend and innovate known texts. 5.5.2.4 collect information from people in the community to write biographies of others; organise information to construct an autobiography 5.5.3.1 identify language features that distinguish particular text types 5.5.3.2 identify and use verb features found in procedures (imperatives), explanations (passive), reports (identifying, present tense) expositions (modulated) and recounts (past tense)	Learners can be assessed on 1. use examples remembered from reading when sharing an opinion or information <i>(Observation)</i> 2. Major Writing Task <i>(Link to Reading tasks at this level)</i> Choose a familiar topic and write two short texts on that topic, showing the difference between a factual and fictional text, e.g. A story about a dog and a report about dogs

Subject: English Year: 5		
Strand: Writing		
Sub-strand: 5.5 Writing to present information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i>	<i>Learners should be able to</i> 5.5.3.3 use detail within the noun group that is appropriate to the text type (exposition: <i>the ridiculous examples of government action, procedure: one straight copper wire</i>) 5.5.3.4 create factual texts that use technical rather than emotive language 5.5.3.5 link sentences with a range of logical connectives 5.5.3.6 experiment with use of first, second and third person writing 5.5.3.7 use punctuations for factual texts, (colon, dash, brackets) 5.5.3.8 identify and use many letter combinations in English (eg. <i>-ough, -tion/-sion/-cion</i>)	<i>Learners can be assessed on</i>

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Subject: English

Year: 5

Strand: Writing

Sub-strand: 5.7 Consolidating writing (90 periods)

In this sub-strand, learners consolidate and extend the ability to handwrite in legible and efficient ways, developing a personal style which allows them to write quickly and accurately. This sub-strand helps learners to recognise how fonts and styles of print can support meanings in a text. Learners are also developing a repertoire of ways to present written information along with graphic images. Where available, learners use information technology to present ideas.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 5.7.1 develop a personal style of handwriting that is legible and efficient (s)	<i>Learners should be able to</i> 5.7.1.1 experiment with various fonts to match the message of texts 5.7.1.2 choose between printing and cursive styles for submitted writing 5.7.1.3 identify and explain when cursive styles are not appropriate (e.g. posters and public messages) 5.7.1.4 produce multimodal texts, those with a mix of writing and visual texts (including using ICT if available) 5.7.1.5 choose ways to present what they have written to the class, through drama, formal reading, poster etc.	<i>Learners can be assessed on</i> 1. write legibly, allowing meaning to be conveyed. Form all letters clearly (<i>Observation</i>)

12.6 Primary English Year 6 Syllabus

Subject: English Year: 6		
Strand: Speaking and Listening		
Sub-strand: 6.1 Language for talking with others (90 periods) In this sub-strand learners will develop their ability to communicate orally in various ways with a range of people, including peers, teachers, the community and others, for informal and formal purposes.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 6.1.1 appreciate how language builds particular relationships <i>(k,a,v)</i>	Learners should be able to 6.1.1.1 contribute to class discussion by providing responses and posing questions for clarification and elaboration 6.1.1.2 lead group discussions when their turn 6.1.1.3 compare the ways that speakers talk in particular situations 6.1.1.4 speak with a variety of people – learners /peers and adults – within the school with respect and patience 6.1.1.5 use appropriate language to welcome visitors to the school and classroom 6.1.1.6 identify the language in poems used to evoke feelings in the reader and listener 6.1.1.7 re-use phrases and vocabulary from reading, study and reference books in their speaking with others	Learners can be assessed on 1. practice or roleplay how to speak in a variety of situations <i>(Task)</i> 2. speak with confidence in a variety of situations, including to school staff, head teacher, visitors to the school and community members <i>(Observation)</i>



Subject: English Year: 6		
Strand: Speaking and Listening		
Sub-strand: 6.2 Language for learning and presenting ideas (90 periods)		
<p>In this sub-strand learners learn the ways in which learners use oral language to learn content in the classroom. This sub-strand also teaches learners the ways in which learners are able to publicly show what they have learnt and know, in formal modes.</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>6.2.1 use a range of spoken texts about particular national and international issues (k)</p> <p>.....</p> <p>6.2.2 apply a range of strategies to communicate within the school and the local community as appropriate (s)</p>	<p>Learners should be able to</p> <p>6.2.1.1 identify the source and purpose of a wide range of different texts, such as television or radio broadcasts (where available), public speakers in the community</p> <p>6.2.1.2 retell the details and main ideas of national issues, both current (upcoming elections, health epidemics, logging) and historical (the events of independence, European exploration)</p> <p>6.2.1.3 evaluate and recommend to their classmates books or articles they have read</p> <p>.....</p> <p>6.2.2.1 form responses that provide evidences, reasons and cause and effect statements</p> <p>6.2.2.2 present ideas clearly and confidently at school assemblies</p> <p>6.2.2.3 use connective words to build a discussion or debate, such as <i>however, on the other hand, despite, although, if</i></p> <p>6.2.2.4 use eye contact and gestures to emphasise and strengthen a message</p> <p>6.2.2.5 identify rhetorical devices that speakers use, such as superlatives, use of repetition, giving examples etc.</p> <p>6.2.2.6 perform poetry pieces to reflect the images and feelings created by the writer</p>	<p>Learners can be assessed on</p> <p>1. Link to Major Writing Task Present a brief speech giving details of a current or historical issue of national importance (Task)</p> <p>2. Link to Major Writing Task Choose a point of view about a current or historical national issue to present to the class, using evidence from research or facts, structure of an exposition and language of persuasion (Task)</p>

Subject: English Year: 6		
Strand: Speaking and Listening		
Sub-strand: 6.2 Language for learning and presenting ideas (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>6.2.3 compose arguments and points of view to sustain opinions and ideas (s)</p>	<p>Learners should be able to</p> <p>6.2.3.1 use rhetorical devices to shape debate topics</p> <p>6.2.3.2 form arguments and counter-arguments to explore a topic; the points 'for' and 'against' a topic</p> <p>6.2.3.3 provide reasons that are logically linked to a statement or opinion</p>	<p>Learners can be assessed on</p> <p>3. Link to Major Writing Task</p> <p>1. develop a position on an issue, e.g. marrying at a young age, and present to a class audience <i>(Task)</i></p> <p>2. listen to a speaker present one point of view, then present the opposite point of view to a group or whole class <i>(Task)</i></p>



Subject: English			Year: 6		
Strand: Reading					
Sub-strand: 6.3 Reading to find out information (90 periods)					
This sub-strand teaches learners about how to make meaning of different information texts and how these texts are constructed for their purposes. Learners continue to develop skills and strategies needed to be effective and efficient readers of increasingly complex factual texts. They learn to research information for curriculum content and for pleasure.					
General Learning Outcomes		Specific Learning Outcomes		Suggested Assessment	
Learners should		Learners should be able to		Learners can be assessed on	
<p>6.3.1 understand and select a range of texts with confidence (u)</p> <p>.....</p> <p>6.3.2 use knowledge of diagrams, graphs and other information graphic features to make meaning of written texts (k/s)</p>		<p>6.3.1.1 choose books or other texts appropriately to help them with research</p> <p>6.3.1.2 discuss main ideas and events with understanding</p> <p>6.3.1.3 take notes from reading which can be re-constructed into new sentences</p> <p>6.3.1.4 compare texts for a task and select most appropriate</p> <p>6.3.1.5 draw on knowledge of previous texts they have read to build knowledge, particularly across subjects</p> <p>6.3.1.6 read a variety of texts to talk and write about a topic</p> <p>6.3.1.7 use the variety of text types within a text genre (Procedure: recipe, a game, directions or experiment)</p> <p>.....</p> <p>6.3.2.1 locate information quickly in a multimodal text</p> <p>6.3.2.2 choose diagrams, graphs to support a written text of their own or in a published source</p> <p>6.3.2.3 produce a short picture sequence from a text</p> <p>6.3.2.4 use a diagram to indicate story structure and/or changing intensity in story events</p> <p>6.3.2.5 extract factual information from graphs and tables of figures</p>		<p>1. choose a curriculum topic to research and prepare a point or view (e.g. Expansion of towns, village life, logging, importance of education). Read and understand a number of sources to develop knowledge and take notes to prepare point of view (Task)</p> <p>2. using a topic, suggest the type of appropriate visual texts that would support an argument. Locate these if possible, or construct examples. e.g. Population statistics of Solomon Islands to compare residents in villages vs those in towns (Task) Read and locate information in graphs and tables in response to comprehension questions e.g. – Literal – <i>who, where, when, how many?</i> Inferential –<i>why?</i> (Task)</p>	



Subject: English Year: 6		
Strand: Reading		
Sub-strand: 6.3 Reading to find out information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 6.3.3 use appropriate skill or strategy to locate and use multiple pieces of information within a text (s)	Learners should be able to 6.3.3.1 evaluate the reliability of information, depending on when it was written and source 6.3.3.2 locate relevant information quickly using headings, scanning, contents and index 6.3.3.3 make viable predictions when progressing through a text 6.3.3.4 use logical connectives (if, although, despite) to join two parts of a sentence 6.3.3.5 locate author, publisher and year details in a text to use in referencing 6.3.3.6 use a range of word strategies to decode and understand new words in a text 6.3.3.7 locate different rhythm patterns in poetry and use them to assist performance in reading aloud tasks 6.3.3.8 locate arguments in texts and the evidence which supports the writer's position	Learners can be assessed on 3. find relevant information quickly on a page in order to begin a class task (<i>Observation</i>) 4. in Guided Reading, make accurate or viable predictions of the next stage/events in a text (<i>Observation or Task</i>) 5. use a set text to quickly locate and note the main points of the text (<i>Task</i>)





Subject: English Year: 6		
Strand: Reading		
Sub-strand: 6.4 Reading for literary purposes (90 periods) This sub-strand teaches learners the particular ways in which stories and other literary texts are constructed to present messages and themes. Texts deal with fantasy as well as realistic settings and themes, and increasingly complex narratives.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 6.4.1 understand how to select a range of fictional texts, expressing preferences for particular types of texts (<i>u,a</i>) 6.4.2 recognise a writer's purpose in writing a particular story (<i>u</i>)	Learners should be able to 6.4.1.1 identify a variety of texts available to read (informational and fictional) 6.4.1.2 express likes and dislikes in response to different texts 6.4.1.3 discuss the preferences of others in regard to reading 6.4.1.4 review books they have read and express views about various aspects of the those books 6.4.1.5 map out the main stages of a story in order to explore narrative order 6.4.1.6 make accurate predictions of story events based on previous events within the story 6.4.1.7 predict about a story plot, setting or characters based on previous experience of similar types of stories (E.g. How a fairy tale might finish, what creatures there might be in the story) 6.4.2.1 identify themes and morals in stories 6.4.2.2 analyse the "message" of a story, what it is telling us about the world or an element of the world 6.4.2.3 analyse the portrayal of particular groups of people in a story: women and girls, men and boys, "outsiders", Solomon Islanders, disabled etc	Learners can be assessed on 1. survey classmates (and/or others) about preferences for reading and report on results in relation to own reading, e.g. Who likes the same types of stories that I do? <i>Who likes fiction? Who likes factual texts? (Task)</i> 2. comprehension questions – literal – who, where, when. Inferential – how, why. Response – what, how 3. identify the "message" of particular stories; identify which language features construct that message or view of the world (<i>Task</i>)

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Subject: English Year: 6		
Strand: Writing		
Sub-strand: 6.5 Writing to present information (90 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<p>Learners should</p> <p>.....</p> <p>6.5.3 understand and evaluate texts in terms of the construction of ideas and use of language to achieve a purpose (u)</p>	<p>Learners should be able to</p> <p>6.5.2.7 use a variety of prepositional phrases within a sentence and as appropriate to the text</p> <p>6.5.2.8 extend vocabulary to include a variety of homonyms and antonyms</p> <p>6.5.2.9 re-read and edit for clarity and cohesiveness</p> <p>6.5.2.10 organise notes in preparation to write, using appropriate graphic organisers or diagrams</p> <p>6.5.2.11 read texts aloud as part of the writing process to check clarity and word omissions</p> <p>6.5.2.12 control spelling patterns, including multi-syllable words and non-phonetic patterns</p> <p>6.5.2.13 use a variety of punctuation correctly, including speech marks</p> <p>.....</p> <p>6.5.3.1 compare texts and discuss their own and peers' presentation of ideas in a text and give feedback to help make ideas more clear and cohesive</p> <p>6.5.3.2 explore a range of rhetorical devices in expositions</p> <p>6.5.3.3 comment of the emotional impact of texts and how it is created, experiment with these aspects, particularly in writing expositions</p>	<p>Learners can be assessed on</p> <p>4. read each other's writing and evaluate and provide feedback in relation to the structures and language features studied in class (<i>Task</i>)</p> <p>5. discuss how to write texts with others during a variety of class tasks (<i>Observation</i>)</p>

Subject: English

Year: 6

Strand: Writing

Sub-strand: 6.6 Writing for literary purposes (90 periods)

In this sub-strand, learners further develop their ability to write narratives around more complex and less familiar topics, using those modelled in the reading strand. Learners develop an understanding of how writers reflect on and express the world through writing. Texts will include stories, poems, fictional recounts and personal reflections.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should 6.6.1 draw on a range of prompts and experiences to develop story and poetic texts (s) 6.6.2 understand and evaluate story poetic forms in terms of the construction of ideas and use of language in achieving a purpose (k,u)	Learners should be able to 6.6.1.1 use a variety of prompts, (e.g. illustrations, events, and personal experiences, guest speakers) to develop stories and descriptions 6.6.1.2 identify situations for particular writing tasks and create texts for those 6.6.1.3 use structures and themes from reading to develop story ideas 6.6.2.1 compare stories to evaluate how clearly they and peers present an idea in a text 6.6.2.2 comment on the emotional impact of stories and poems and experiment with using these aspects in their own writing 6.6.2.3 explore a range of poetic devices used by authors in creating imagery and emotion 6.6.2.4 compare how particular poetic forms strengthen a message (shape poems, blank verse) 6.6.2.5 identify how evaluation and judgment have been used in words and phrases to develop overall themes (negative and positive judgement)	Learners can be assessed on 1. write a story about a current social issue (e.g. inclusion of disabled learners at school; domestic violence), from a particular perspective, after research or study in class. Embed facts and evaluative descriptions and maintain a consistent theme (Task)

Subject: English

Year: 6

Strand: Writing

Sub-strand: 6.7 Consolidating writing (90 periods)

In this sub-strand, learners consolidate and extend the ability to handwrite in legible and efficient ways, developing a personal style that allows them to write quickly and accurately. This sub-strand helps learners to recognise how fonts and styles of print (handwriting) can support meanings in a text. Learners are also developing a repertoire of ways to present written information along with graphic images. Where available, learners use information technology to present ideas locally and globally.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
<i>Learners should</i> 6.7.1 choose appropriate handwriting and visual features for tasks, both personal and public (s)	<i>Learners should be able to</i> 6.7.1.1 form all letters consistently, in print and cursive styles 6.7.1.2 write texts and tasks clearly and legibly 6.7.1.3 choose letter size and font for posters and other public writing which will be read at a distance 6.7.1.4 design posters with a balance of written and visual features 6.7.1.5 choose visual features appropriate to a particular text to enhance the overall message of that text	<i>Learners can be assessed on</i> 1. demonstrate clarity of handwriting in the final draft for presentation Task in 6.5.1 maybe used for this assessment



Section 13. LEARNING AND TEACHING RESOURCES

In teaching this syllabus, there are a number of materials that teachers can draw on and use to achieve the outcomes. The main reading materials in Solomon Island classrooms are the **Nguzu Nguzu English** reading materials, sets of readers for whole class and group use. These have been in classrooms since 1995. The books, provide texts which can be used within the English syllabus and rich opportunities for teaching language in the Solomon Islands context.

At Years 1 – 3, 96 titles form the basis of the programme, with 32 titles per year level, 8 taught per term. Years 4 – 6, **Nguzu Nguzu English** books are in development.

In addition, teachers should use a variety of other books and materials to teach this syllabus. Learners need to have access to books that are appropriate for use in Guided Reading activities. This means having texts that a group of learners of similar ability can read with some help from their teacher, but can largely read by themselves (independently) and understand. These are the texts that teachers use to teach a particular point to a small group of learners. Teachers need to know the level of their learners and make sure that they have books to help learners progress in their reading. Such texts would include the *Fitzroy Readers*, available for schools to buy. Other graded readers are also available regionally.

Learners also need to have access to books in their classroom for individual reading. The classroom library is crucial in providing learners opportunities to engage with texts on a *daily basis* and may be in addition to a separate school library. Teachers need to have a set of books – perhaps borrowed and changed each term from the library – which learners can read from *every day*. Sometimes the books learners choose will be harder than what they can read individually, but they will enjoy the challenge and may use illustrations to help make meaning. These collections should contain a mix of fact and fiction books. Such books are available for schools to request from the National Library and other donation sources.

Classrooms also need a selection of reference materials aimed at the level of reading in the class. Early primary years need picture dictionaries and those with simple explanations. Middle and upper years need increasingly complex reference materials such as more technical dictionaries, thesauruses and encyclopaedias. These will assist learners to find out more about English and to encounter more ideas about which to speak and write.

Learners need to learn language, particularly a new language, through interaction with language materials. While posters and prompts are useful, these are better on cards and materials that learners can hold, look at and manipulate. In the early primary years this is critical. Teachers (and community members) can make alphabet and word cards from cardboard and other items found in the community. Teachers should also consider what can be brought in from the community to learn about, to talk about, and to write about. In this way, schools are not reliant on commercial products, but can generate learning experiences in English based on learners' existing knowledge in their first language/s.





Section 14. TOOLS AND EQUIPMENT

The teaching of English is primarily reliant on texts and for most Solomon Islands classrooms, these are paper-based in the form of books and magazines. In terms of equipment, then, it is important that classrooms have items that display and make easily available to learners the texts for reading. It is imperative that learners at all levels have daily access to books in their hands, thus, it is vital that display and organisation is considered in setting up a classroom. Teachers and other staff may want to consider how to build display areas using local materials and involving the parents in assisting in making and providing materials.

In the case of younger years, it is important to have display stands for teachers to use big books or posters while they are talking to learners about the text. This way learners can see the text while the teacher explains or reads it.

In terms of the texts available to learners, classrooms should aim to have as wide a range as possible, and in a range of languages if possible. Teachers and schools should consider novels, books of stories, poems, songs, community texts (where available), newspapers, magazines, posters, reference materials...whatever will be used by learners to see language and stimulate ideas and talk. Learners need to be able to handle and look at these with peers: these are not for display on walls.

Since learners need to interact with language every day, it is useful to have boxes and containers with cards that contain words and illustrations for manipulating language. In the early years, these may be letter cards and letter blends, moving into sight words and other words; in the older years this would provide a range of types of words and new vocabulary. While charts have their place, they are not as useful or learning-focused as the items in the hands of the learners. Teachers should consider how they can get cardboard - from boxes and other items – to make into classroom resources for English and how to have these available for easy use.

Schools may have the room for a school library where learners can access books on a weekly (or more regular) basis. In this case, the space should be easily accessible. There should be systems for borrowing (ideally administered by learners themselves) and organised in such a way that teachers and learners want to read books. Schools should ensure that all teachers are responsible for the care of the library so all learners benefit.

Reference materials, such as dictionaries and thesauruses, are useful for learners and teachers to increase their knowledge of language.

Where available, the English syllabus is enhanced with the use of electronic and internet access, for both reading and writing. However, learning technologies can add to, but can never replace the quality teaching that is already happening in classrooms.



Section 15. GLOSSARY

abbreviation

A short form of a word or phrase such as MP for Member of Parliament, Dr for Doctor or Rev. for Reverend

achievement level

Particular level in the development of a learner towards a learning outcome, where the top level is the achievement of the learning outcome

active voice

Organisation of the noun group and verb group in a sentence to show who or what is involved in the activity. It is usually the most direct way of organising a sentence (see Passive voice for opposite) E.g. I broke the window. You sing hymns at church

aims

Broad statement of curriculum intent (Key Learning Outcomes)

acronym

A word formed of the first letters of a group of words such as UNESCO, SINTA or AIDS

adjective

A word that describes a noun (or pronoun). For example fat, smelly

adverbial

A word or phrase that describes a verb. For example, slowly, angrily, greedily, in the rain, up a tree.

alliteration

A sentence or phrase in which the same consonant sound appears a number of times, such as s in 'Stop stealing staples from my study, Steven'

analysis

Looking carefully at a text to examine its structure, purpose and language features.

anthologies

Published collections of poetry, stories or other text types

antonyms

Words which have opposite meanings. For example, rich and poor

apostrophe (')

A punctuation mark used to show: a) possession as in Tahi's book or The children's parents; and, b) that letters have been missed out as in didn't or can't

argument

A point of view or reasoned opinion, such as 'I believe smoking in public places should be banned because it is a health hazard'.

article

A word that accompanies the object in a sentence such as a, an, some, the, these, those

assess

To judge strengths, weaknesses and progress

assessment activity

Opportunity for a learner to demonstrate achievement of a specific learning outcome (usually recorded to give record of a learner's progress for various purposes, including communicating findings to stakeholders, planning further tasks, and for improving teaching and learning)

attitude

Positive or negative feelings toward particular school activities

audience

A group of listeners or readers. The audience of a text is the people for whom it was written.

baseline

Starting point, a line against which to measure progress or improvement

**bilingual**

The ability to use two (or more) languages to make meaning and communicate; usually one language is more developed than others

bilingual practice

Using known languages to help to teach a new language; making connections between languages to help strengthen learners' proficiency in all languages

blend

Forming a new sound within a word by joining parts

brainstorm

Throwing out the first ideas on a given topic without analysis, usually in a group or whole class

colloquial

Words and expressions used in everyday language

comma (,)

A punctuation mark used to indicate a pause, or to separate parts of a sentence or items in a list.

command

An order or instruction such as "Get me a pencil" or "Sit down"

comparative

A word describing the difference between two objects or people such as bigger, smaller, sweeter, friendlier

complication

A stage in a story that introduces a problem or crisis

concept map

A chart showing the connection between ideas about a given topic, using some analysis of the ideas and topic

conjunction/

A word within a sentence that links two ideas, such as and, but, or

connective

A word that connects one sentence to another, often forming the first word in the sentence, such as however, later, despite

consonant

The letters of the alphabet that are not vowels. b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

consonant blend

Sounds made by putting two consonants together, such as st as in stone and fast; pr in pray and princess

consonant cluster

Sounds made by putting a group of consonants together such as ght as in light, night and fight, or str as in string and strong

context

The place or setting of a text, sentence or word, the purpose, community or time in which it is found

contraction

A word formed by blending together and shortening two words, such as didn't, (did not) can't (can not) or I'll (I will)

conventions

Aspects such as punctuation, grammar and spelling which make it possible for a learner to convey meaning through writing

cursive writing

Any type of handwriting where the letters are joined together in a flowing way in order to make writing faster



determiner

A word which shows the number of things such as a, an, some, any, much, as in 'I got a pumpkin and an orange but I didn't have much money so I couldn't get any fish'

diagnostic test

A test given to a learner before teaching begins. Its purpose is to try to determine what learner already know about the concepts and skills to be covered by instruction. For example, a letter recognition test before teaching aspects of phonics

draft

First rough attempts at a piece of writing or speaking, which can later be improved

edit

To re-structure, re-order, clarify, and polish a text

evaluate

To make a judgement about something or someone

explanation

A text that tells the reader how to do something or why something happens, such as 'How to mend a puncture' or 'Why urban drift occurs'.

explicit

Clearly stated and/or demonstrated so that everyone can understand

exposition

A text that tries to convince the reader of a particular point of view or argument, such as a political speech or a sermon

factual

Containing real or true information

fictional

Imaginary or made-up events or ideas, such as a story

first language

or vernacular or mother tongue: the language that the learner has used from birth and that which is strongly spoken within the family and usually the community

form

The shape of a text – how it is organised or structured

formative assessment

Formative assessment is used to evaluate and improve teaching and learning, report achievement and to provide feedback to learners on their progress. It is an ongoing process of gathering, analysing and interpreting information and data about learners' progress and needs and about the effectiveness of the teacher

framework

A structure used to plan a given piece of writing – sometimes called a skeleton

free writing

A type of writing for idea generation and expression in which learners write freely about a topic

full stop (.)

A punctuation mark used to indicate the end of a sentence

general learning outcome (GLO)

General Learning Outcomes (GLO) are broad statements that specify what learners will know or be able to do as a result of a learning activity

genre

A particular set of texts which have a distinct purpose and structure, such as a narrative, a report or an exposition

growing

Increase in size, height, quantity, degree, or in any way regarded as measurable

grammar

A standard system in which language is organised to make meanings, within texts, using sentences, words and word parts. All languages have their own grammar and some languages share similar features

guided reading

Reading activity conducted in small groups (formed on the basis of reading level). The teacher provides differentiated teaching about the reading process based on learner needs and guides the learners to be able to read the text independently

guided writing

Writing activity in which the teacher gives clear guidelines and explicit ways to complete a writing task and then supports learners throughout the task

high frequency words

Words most often encountered in writing and speech and which learners need to know to function quickly and efficiently at school

homonym

A word that is spelled and sounds like another word but which has a different meaning e.g. 'plot' (plot of land) and 'plot' (make a plan or scheme)

homophone

a word that sounds the same as another word but is spelt differently e.g. site/sight, hole/whole, wait/weight

imaginary

Something that has been imagined or made-up, possibly based on true events or facts, but told in a manner that entertains or makes a point

imperative

Command or order; something that must be done

implicit

Suggested, but not stated directly – the opposite of explicit, something an author hints at

independent reading

Reading individually, sometimes from a chosen text

indigenous language

The language native to a particular place

inferred meaning

Information or ideas the author might have which can be guessed at or deduced by reading a text

instruction

A direction given to tell someone to do something, such as 'Fill the bucket with fresh water before you rinse the plates'

instructional level

The level of a text that the learners can read with some help, but can read most of by themselves. Not all learners in a class are at the same instructional level, so they should be grouped into similar levels for Guided Reading

intonation

The rising and falling of the voice when speaking, used to emphasise meaning and make speech more interesting

irregular

Not following the usual pattern, such as in irregular verbs, light/lit irregular plural forms child/children

knowledge objective

A syllabus objective that describes what facts and rules pupils should learn through the Curriculum

LSCSWC

A strategy for learning to spell new words – Look, Say, Cover, Say, Write and Check

legible

Easy to read – describes handwriting or print that is clear enough so that the reader can understand the message

literacy

The ability to read and write

lower case

Small letters a,b,c, (not capitals, A,B,C)

meaning making

The process of making sense of, or understanding words, sentences and text

modelled reading

A strategy where the teacher reads a text to the class in order to explicitly demonstrate 'model' the process of reading by 'thinking aloud' (talking about) the strategies that he/she is using to decode words, make meaning and read with fluency and expression

modelled writing

A strategy where the teacher shows learners how to think about ideas and then how to put these ideas into words and sentences. The teacher 'thinks aloud' (talks about) the thinking that goes on when writing

multilingual

Knowing and using several languages

narrative

A type of text that is written to tell a story or entertain the reader, such as a legend or novel

notes

Words, lists or short phrases written down to summarise ideas from a text, or as reminders

noun/noun group

A word or group of words used to identify a thing, e.g. object, place, person or idea. The noun group includes modifiers before the noun (adjectives: blue car) and after the noun (dog with the broken leg) to give detail and precision

objectives

The intended learning outcome of a lesson or activity, such as what the teacher is trying to achieve or teach

oracy

The ability to speak and listen so that messages are understood and clear; that purposes can be achieved in speaking and listening

orientation

The setting or scene for a story or recount, usually the first paragraph and includes information about who, what, where and when

outcomes-based education (OBE)

Education based on expected outcomes related to knowing, understanding, doing and appreciating. The expected outcomes are different for learners at each year of schooling and in each subject. In an OBE system learners are assessed on their achievement of these outcomes

participants

The characters or things that are responsible for the activity in a text, usually people animals or things

**passive voice**

Organisation of the verb group in a sentence to remove human (or other) agency. (see Active voice for opposite) E.g. The window was broken. The hymns are sung at church

phonemic/ phonetic awareness

The knowledge of how sounds in a particular language are represented by symbols or letters in that language. It may also involve understanding the similarity and differences between various sound/symbol relationships in different languages

phonics

The set of teaching strategies that concentrate on the learning of the sounds of letters and words

phrase

A group of words forming an isolated meaning, often connected up to form sentences (The fat cat sat on the round mat)

plan

An outline or sketch of what will be developed, through thinking, writing or speaking

plural

More than one object, person or thing such as children (plural of child) sticks (plural of stick) and people (plural of person)

portfolio

A portfolio is an organised collection of samples of a learner's work which shows his/her progress over the school year

predict

To guess and explain what might happen next, e.g. to predict the ending of a story

prefix

Letters added to the beginning of a word which change the meaning of the word such as dis-, un- and re-, as in disagree, untidy and rebuild

preposition

A word that describes a position in place or time, such as in, on, under, before, after, during

prepositional phrase

Those words within a sentence that indicate position, such as under the bed, before dinner, over the road

present simple tense

A form of verb that is talking about now and usually in the most direct way, such as 'My dog sleeps under the house' or 'Sera has rice for breakfast'

procedure

A type of text that tells the reader how to make or do something such as a recipe or assembly instructions

pronoun

A word which takes the place of a noun such as it, she, he, they, them, us, as in 'The ship sank, it was over crowded' or 'Lesley was crying because she lost her bag'

pronunciation

The way in which letter and words sound when they are spoken

proof read

To review a piece of writing looking carefully for mistakes or improvements that can be made

punctuation

Marks used in writing to let the reader know how to understand the words in relation to each other, both to link and to separate parts of the idea



**purpose**

The intention, aim or function of a piece of writing, what the writer is trying to achieve. e.g. the purpose of a story is to entertain people and of a factual report is to give information

question mark

A punctuation mark used at the end of a sentence to indicate a question, such as 'When will the Laura arrive at Point Cruz?'

rationale

The underlying reasons for something

reader

A person who reads a text, or to whom a text is addressed

recount

A type of text that tells the reader about something that has happened, such as a diary entry or a newspaper report

redraft

To write something for the second or further time in order to improve it

regular

Following a set rule or pattern, as in regular verbs all add –ed to make the past tense, walked, jumped

report

A type of text that classifies and describes an object or entity, such as a scientific paper about snakes or a study of coral reefs

research

To find out information from texts or people, such as by reading books, talking to people or listening to the radio

resolution

The ending of a story – the solution to the crisis or problem in the story

role-play

An activity in which participants take the roles of different people in a situation and act out an interpretation of events

running record

A way of assessing and recording children's reading ability

sentence

A series of words put together to contain a distinct and contained meaning. There may be a number of things happening within the sentence, but it must contain at least one verb (action)

sequence

A number of related activities taking place in a specific order, such as actions in a procedure or events in a story

setting

Where and when an event is occurring, often the first part of a story to help the reader understand the events

shared reading

A strategy where the teacher takes the lead in reading aloud a story or text which everyone can see, and encourages learners to read parts they know

shared writing

A strategy where the teacher takes the lead in writing a story or text in front of the class and encourages learners to give ideas or to do parts of the writing



silent letter

A letter that appears in the spelling of a word but has no sound when the word is pronounced such as the k in know and knock, the N in Ngella, and Ngattokae and the g in gnat

skills objective

A syllabus objective that describes what pupils should be able to do in the areas of reading, writing, speaking and listening

specific learning outcomes (SLO)

Specific Learning Outcomes (SLO) are detailed and specific examples of what learners can do, demonstrate or understand if they have achieved the General Learning Outcomes. They are usually observable, measurable and achievable. These are similar to Indicators of attainment

speech marks (“ ”)

Punctuation marks used to show direct speech in a sentence, such as The Giant was furious, “How dare you!”, he yelled

strands

Sections of the content of a syllabus which define what a student should know and be able to do as a result of engagement in the study of a subject

stress

The emphasis on part of a word to make the meaning clear, such as present (a noun) and present (a verb); or, the emphasis on a word in a sentence to bring attention to that part, such as ‘The crocodile was *absolutely enormous*’

structure

The way in which a text is organised or put together, such as a narrative has a setting, a complication and a resolution

style

The particular way a writer or speaker uses language to make meaning, such as the style of legends, the style of speeches

sub-strands

The smaller sections which make up one strand in the Syllabus. For example, in Year 1, the Reading strand is made up of three sub-strands; Beginning and Consolidating Reading, Reading to find out facts and Reading to understand stories

sub-heading

A title of a section of text to show that the text contains aspects or parts

suffix

Letters added to the end of a word to change its meaning such as -ed, -ing and -s, as in walk, walked, walking and walks, kindness, helpful

summary

A brief statement covering the main points of a text

summative assessment

An assessment which is conducted at the end of a unit or period of teaching. For example, an end of term examination

superlative

A word describing the highest degree of a certain quality such as biggest, kindest, worst, best

syllable

Parts of a word that are around a distinct vowel sound, making up the “beats” of a word, such as /yes/ter/day/, /night/, /So/lo/mon/

**synonym**

A word (or phrase) which means exactly or almost the same as another word or phrase in the same language. For example, in English, intelligent and clever are synonyms

teacher-directed activity

Not to be confused with teacher-centred. Teacher-directed activities are those planned and facilitated by the teacher to enable learning to occur, including facilitating activity where learners work together on a set task with an explicit goal and input. Good teacher-direction takes into consideration the needs of the learner when planning the activity

tenor

The ways that words or phrases create relationships within the text or between the reader and the text. These relationships could be positive or negative, formal or informal, expert/apprentice etc

tense

The form of a verb which shows the time when an action happened, happens or will happen. For example past tense 'he drank' present tense, 'he drinks', future tense 'he will drink'

test

To check knowledge or skills by a short examination

text type

A kind of writing that is organised around standard structures and word choices, such as narrative or explanation. Sometimes called genre

theme

An idea that is present throughout a book, poem or other text. For example, the theme of a children's book might be the importance of friendship or of respecting your parents etc

tone

The modulation of the voice that expresses a particular meaning, feeling, attitude of the speaker

topic

What a text or activity is about, the subject

upper case

Letters written in capitals such as A B C.

verb

A word that describes what is occurring or happening, usually an action or event, such as eat, happen, fight, fly

verb group

The collection of words that give all the parts of what is happening around the verb, including negative elements, such as *could* have eaten, *will* happen, *will not* fight, *could not* ever try to fly

vernacular

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue.

This now includes Pijin.

vocabulary

The range of words and phrases in a language

vowel

An open speech sound, such as a, e, i, o and u in English

whole language

An approach to learning a language by embedding it within the context of use; learning the parts of language in relation to the whole meaning, not through separate unrelated parts



Section 16. USEFUL REFERENCES

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