

Programming

Planning and programming

Planning and programming for a whole language classroom requires these considerations:

- the students' needs,
- learning outcomes,
- meaningful learning activities,
- relevant assessment strategies,
- cross-subject skills and practices.

There is no language program book for you to use. Use your expertise and experience to compile a language program, outlining which language outcomes you will teach, when and how to teach them, according to the needs of your students.

There are a total of twelve language outcomes for each grade for one year. Organise these outcomes in a plan that ensures all required outcomes for that grade are fully taught. Your plan should help you monitor throughout the year which outcomes you have taught and those you have yet to teach.

The whole language program

Some features of a whole language program include:

- encouraging risk taking and attempts at language learning,
- helping students to understand that it is alright to make mistakes while learning,
- planning and providing for student-centred learning activities, where students take major roles in their learning,
- using shared learning experiences related to a theme,
- teaching all language skills involved in speaking, listening, reading and writing by using integrated teaching methods.

Time allocation

The total time for Language in Upper Primary is 180 minutes per week. You should plan to use or adjust this time, making sure sufficient time is provided for explicit teaching and practising of all four language skills, speaking, listening, reading and writing.

Units of work

You are required to develop integrated units of work using the process modelled in the 'Units of Work' section to effectively teach the required language skills. An integrated unit of work focuses on a small number of learning outcomes. A sequence of teaching and learning activities, based on a central theme, are developed to help students achieve these outcomes. The unit is taught through a sequence of lessons.

For example, to teach the sample integrated unit in the next section of this guide, a total of 720 minutes is required to teach all 18 lessons. The unit of work will most probably be taught over a period of two to three weeks time span.

Weekly program

Your weekly program should be determined by the number of weeks and lessons required in each unit of work that you develop. You are expected to develop a teaching or language program for each week for a unit of work.

Daily lesson planning

Speaking, listening, reading and writing, will be taught together through a sequence of integrated activities. You should carefully plan and teach each activity or lesson, so that students get the chance to practise speaking, listening, thinking, reading and writing at the same time. There are no standard ways or format for planning and teaching the activities.

However, if you are required to write out lesson plans, select and use a format that is appropriate to your language focus for the lesson.

Units of work

It is important to follow a process to deliver a program which will help students achieve language outcomes.

It is essential, as well, to plan the unit beginning from where the students are at in their learning and then proceed through a well thought out sequence of learning activities to support the students as they develop the new skills and knowledge required.

How to develop an integrated unit of work

The following steps describe the process of how to develop an integrated unit of work. A completed sample follows of an integrated unit of work using this approach beginning on the next page.

Step 1: Select outcomes from the syllabuses. For your language outcomes, see pages 14–17 of the Language Syllabus. Make sure that at least one outcome from each Language Strand is included. Work together, if there is more than one teacher across a grade.

Social Science	Personal Development	Language
6.1.3 Examine and describe people's impacts on the local physical environment and take appropriate action	6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life	6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences 6.2.1 Read and respond to a range of texts about real and imaginary worlds 6.3.1 Plan and produce a range of literary and factual texts for a range of purposes and audiences

Step 2: Identify a key topic, theme or concept that naturally ties all the selected outcomes together.

Theme: Cultural Identity

Step 3: State the purpose of the unit of work summarising briefly, what students will achieve from these outcomes.

Purpose of the Unit of Work

In this unit of work, the students will study their own cultural history and examine how this affects them and their environment. Students will also use this opportunity to learn about how to record and present topic related information, through graphs and diagrams, and how to structure written reports.

Step 4: Identify and state the unit content into knowledge, skills and attitudes that you want students to learn. Use the elaborations from other subjects if you need help with this step.

Step 5: Develop an overview of teaching and learning activities for the unit of work.

Step 6: Develop an assessment plan.

Students have to perform assessment tasks to demonstrate their understanding of the learning outcomes. Indicate how to record students' achievements of learning outcomes.

Step 7: Estimate the time required to complete the unit of work.

The type of activities selected, as well as the learning needs and interests of your students should help you decide the total time for the unit of work.

Step 8: List the relevant resources.

Step 9: Develop sequences of weekly and daily lesson activities with appropriate time allocated to each activity.

Sample integrated unit of work – Grade 6

Theme

Cultural Identity

Purpose

In this unit of work, the students will study their own cultural history and examine how this affects them and their environment. Students will also use this opportunity to learn about how to record and present topic related information, through graphs and diagrams, and how to structure written reports.

Learning outcomes

Personal Development

6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life.

Social Science

6.1.3 Examine and describe people's impact on the local physical environment and take appropriate action.

Language

6.1.1 Communicate for different purposes, locally relevant ideas for a variety of audiences.

6.2.1 Read and respond to a range of texts about real and imaginary worlds.

6.3.1 Plan and produce a range of literary and factual texts for a range of purposes and audiences.

Content of unit

Knowledge	Skills	Attitudes
Customs and traditions Damages of local natural environment Structure and features of report texts Questioning techniques Improvising texts Interview techniques Functions of main ideas in texts Facts and opinions	Improvising role plays with variety of characters Create and conduct surveys Use well constructed questions Show interview skills and manners Identify parts of a report text Construct their own family tree diagram Express opinions Use writing process: writing, editing publishing	Work cooperatively in groups Willingly present work to class or teacher Enjoy taking part in role play Talk about who they are with pride

An overview of teaching and learning activities for the unit of work

Subject	Activities	Strategies	Assessment	Number of Lessons	Resources
Personal Development	Identify symbols for different cultural or ethnic groups such as the dukduk dance and the Tolais of East New Britain Province	Research or interview with an identified person		6	Respected traditional leader or Tolai leaders
	List things that make groups different from each other: styles of houses, language, customs	Research			Library Appropriate texts available
	Listen to guest speaker talk on family or clan groups, identities, and relationships	Guest speaker			Local leader or elder
	Present information on family tree or other appropriate graphs to class or groups	Class or group oral presentation	Presentation of family history on family tree		Family members and community members
	Collect and construct in groups mini class museums, with labelled traditional artefacts	Group work			PNG School Journal Article on 'National War Museum'

Subject	Activities	Strategies	Assessment	Number of lessons	Resources
Social Science	Role play a scene set in the future to show the environmental effects of an activity	Role play		6	PNG School Journal – Articles on Environment care — 'Bik Bus Mama'
	Discuss and list traditional and modern ways of improving land	Group discussion			Parents, relatives or village elders
	Present information gathered on traditional and modern ways of improving land	Survey interview	Presentation of information gathered		Land development sites
	Survey characteristics of selected ethnic group within a region	Survey			PNG School Atlas
	Write an environmental care project proposal for the local MP to fund	Project			
	Take appropriate environmental action – creating rubbish pit for rubbish that can rot and for those that cannot	Project			Appropriate land sites
Language	Model different ways of interviewing and recording – graphs, sketches, diagrams, interview record sheets	Teacher modelling		6	PNG School Journals – Examples of different types of reports
	Teach 'what, when who, how' questions	Teacher modelling	Written report		Sample these questions
	Explicitly teach structure and features of reports	Teacher modelling			Sample report text
	Write, rewrite, edit and publish written reports about ways of improving the land	Writer's conference			
	Create a picture and vernacular word dictionary of traditional artefacts	Group work	Class Museum Group Dictionary		PNG School Journal Article on 'National War Museum'

Assessment plan

Subject	Assessment task	Assessment method	Recording methods	Assessment criteria
Personal Development	Construction of family tree	Analysis of written family tree	Checklists	Completely illustrated and labelled family history tree showing relationships between family members
Language and Social Science	Assesment of interviewing skills <ul style="list-style-type: none"> • observation • clear purpose given • checklist • use of range of questions • record of survey • use of appropriate language 	Observation of performance	Checklists	Criteria to be identified to address Social Science Outcome 6.1.3
	Written reports of interview findings	Analysis of written reports with teacher comments - 1st, 2nd and final	Collection of drafts	1. Follow report writing process 2. Make corrections and improvements to 1st and 2nd drafts

Time allocation

- 720 minutes

Relevant Resources

- Papua NewGuinea School Journal
- Social Science Syllabus
- Personal Development Syllabus
- Local Guest Speaker



Sample Lessons

Option 1 Skill modelling lesson

You must always teach language skills or processes prior to engaging students in activities that will require the use of those particular skills. For example, for students to be able to conduct good interviews, you will have to teach them the correct interview procedures before sending them off for the activity.

To model or explicitly teach a skill, use this plan.

Lesson: 1

Time: 60 minutes

Class: 6A

Skills: How to conduct an interview

Content of lesson: What to do in order to conduct good interviews

Objective: Students will be able to explain the steps of preparing and conducting interviews by:

- outlining each step of the interview process,
- stating the type of language used in interviews,
- stating appropriate social behaviours required when conducting face to face interview,
- draw up own record sheet.

Teaching steps

- Show and discuss examples of a written interview.
- Allow some time for discussing the following; - the purpose, audience, topic and language of an interview.
- Model the procedure of conducting an interview, clearly illustrating the above features.
- Explain that interviewing is one way of getting information using questions.
- Explain the topic for the interview – family history.
- In pairs help each other to write appropriate questions for the interview.
- Encourage students to bring their drafts to the teacher for checking.
- Students update their own drafts after conferencing with the teacher.
- Prepare a record sheet for the interviews.
- Practise interviewing each other in pairs.



Teaching strategy: Modelling.

Assessment method: Observation of interview skills — structure of a written interview.

Resources: How to conduct an interview — Samples in PNG School Journals.

Conclusion: Remind students to keep written interviews safely for use during Personal Development interviews.

Homework: Ask students to organise with parents or relatives the time and place of interview.

Option 2 -Sample integrated lesson

After explicitly modeling a skill or process, provide opportunities where students will practise the skills that they have learnt. This format shows one way of providing that opportunity.

You have already modelled and taught main features and procedures of conducting and recording interview details. Now let the students have a go at conducting interviews. This may not be perfect at the start, but as students keep on practising their interviewing skills, they will master some of the skills involved.

In option 2, students will practise interviewing during the Personal Development lesson. If you are required to plan for any follow up lessons to consolidate or reinforce new skills in the context of other subjects, use this plan.

Lesson: 1

Time: 60 minutes

Class: 6A

Topic: Family History

Content of Lesson: Who are members of my family?

Objectives

Using Language	About Language	Through Language
Students will be able to: <ul style="list-style-type: none"> ask existing family members questions about their family history and record the details as preparation for the next activity 	Students will be able to: <ul style="list-style-type: none"> ask questions appropriate to the topic and the activity required. 	Students will be able to: <ul style="list-style-type: none"> understand and value the importance of people’s oral skills in preserving family history information.

Teaching Steps

Lesson preparation and introduction (15minutes).

- The class brainstorms reasons or purposes for creating families and the benefits of belonging to one,
- Students get into pairs or small groups and tell others about their families, where their families come from, the number of members in their families and other relevant information.
- They prepare their own record sheet to use during the interview with parents or relatives.
- The teacher reminds students about politeness and school rules.
- The teacher organises students and supervises the walk to the village or location for interview.





Body of lesson (35 minutes)

- Students conduct the interview . They ask questions and record answers.
- Students return to school if required to,
- Students present oral summaries oftheir interviews in the next few lessons.

Teaching strategy: interviewing.

Assessment method: The teacher observes students conducting the interviews and uses checklist showing assessment criteria to record information about each student.

Resources or aids: Parents or relatives or other available sources.

Homework: Confirm correct spelling of family members' names with parents or relatives.

Resources

The following teacher and student resources, if available in your school, are recommended for use where and when appropriate.

Grade 6 Teachers' Resources

- Language Syllabus Gr 6 - 8
- English for Melanesia Book 1 & 2
- Papua New Guinea School Journals — Senior Series
- Own (teacher or student) created or selected texts
- Other subject texts
- Pacific Series — Using English Teacher's Guide for Grade 6

Grade 6 Students' Resources

- Pacific Series Set Readers
- Pacific Series — Grade 6 Using English Book 1–4
- PNG School Journals — Senior Series
- Teacher or student created or selected texts
- Recommended Literature Texts
 - Magic on Mount Elimbari
 - Toromuimui
 - Huck Finn
 - Fact or Fiction
 - The Cuscus Husband
 - Grandpa's Memories
 - Toromuimui
 - Darkness Ahead
 - Hajowa Rock
 - The Land of Nokondi

Grade 7 Teachers' Resources

- Language Syllabus Grade 6–8
- English for Melanesia Book 1
- Research Skills — Teacher's Guides
- Dictionary Skills — Teachers' Guides
- PNG School Journal — Senior Series
- Primary Dictionary (Longman)
- Teacher and student created and selected texts
- Other Subject Texts

Grade 7 Students' resources

- English for Melanesia Book 1
- PNG School Journal — Senior Series
- Primary Dictionary (Longman)
- Teacher and student created and selected texts
- Recommended Literature Texts
 - Island of Blue Dolphin
 - The Extraordinary Adventures of Kipkip & Wendy
 - My Childhood in New Guinea
 - Island Life
 - Poetry Speaks

Grade 8 Teachers' resources

- The Language Syllabus Grade 6–8
- English for Melanesia Book 2
- Research Skills — Teachers' Guides
- Dictionary Skills — Teachers' Guides
- PNG School Journals — Senior Series
- Other Subject Texts
- Teacher and student created and selected texts
- Primary Dictionary (Longman)

Grade 8 Students' resources

- English for Melanesia Book 2
- PNG School Journals — Senior Series
- Other Subject Texts
- Teacher and student created and selected texts
- Primary Dictionary (Longman)
- Recommended Literature Texts
 - Yomba The Trickster
 - The Good Earth
 - Rice Without Rain
 - The Silent One
 - Kiki 10,000 Years in a Life Time

Glossary

Alliteration	collection of words (phrase or sentence) following each other, or close to each other, which begin with the same letter, for example, silent slithering
Ambiguity	a phrase or a statement that can be misinterpreted
Anecdotal record	informal written or oral records of happenings that have been observed and can be assessed
Annotate	add notes to written work to explain it or to provide feedback on it
Appendix	a section added to a document that gives further information about aspects of the content
Aptitude	the ability demonstrated by someone when given the opportunity or relevant education
Assessment	<p><i>continuous</i>: judging students on the basis of work done during a study course rather than or in addition to, a formal examination at the end</p> <p><i>formative</i>: occurs during lessons to provide information to improve students' learning</p> <p><i>summative</i>: use at the end of a unit of work or course of study to find out a student's level of achievement</p>
Assonance	vowel sound repetition, for example, wrong, long, song
Attainment	what a student has achieved
Audience	the person or people to whom a text is written or spoken
Autobiography	the life story of an individual written by that person
Bibliography	titles of texts consulted by the writer and listed in alphabetical order at the end of a document and usually referred to in the text
Bilingual	the regular use of two languages
Bilingualism	the ability to regularly use two languages
Biography	the life story of an individual written by someone else
Blurb	information usually written in the back cover of a book that is written to attract people's interest
Characters	characters featured in a story, poem or a play
Chronological	organised in terms of sequence of events or dates
Colloquial	language use in familiar, informal contexts
Cognitive	concerned with knowledge and intellectual skills
Cohesion	the flow of language in a text how well it conveys the intended meaning
Competence	a predetermined standard or level of efficiency and effectiveness

Comprehension	<p>the level of understanding of a text</p> <p><i>literal</i>: the reader can understand content which is actually written</p> <p><i>inferred</i>: the reader can understand meaning which is not directly explained For example, in the sentence, "There had been no rain now for over six months", the reader could realise water was scarce or non-existent and there was a huge social and ecological problem</p> <p><i>critical</i>: the reader is able to offer an opinion about the contents of a text, its appropriateness or effectiveness</p>
Contextual information	background knowledge that helps the reader or listener understand
Curriculum	a course of study followed by a student
Developmental	sequence of learning
Dialogue	a conversation between two people or two groups of people
Differentiation	identifying different aspects of a piece of writing or a talk
Draft	one of the first written forms of a document. Texts usually develop through several drafts before reaching a final and finished stage
Edit	checking own or another's work after drafting in order to make sure all necessary amendments have been made such as checking facts, sentence construction, and spelling
Empathy	to be able to share another person's feelings and emotions as if it was yourself
Explicit	to be very clear and exact when teaching or modelling a new skill
Fact	an observable or accepted assertion. However, what is accepted as true can alter over time as new evidence becomes available. Facts must be supported by evidence. If evidence is not available, facts can only be regarded as opinion
Feature	notable part of anything
Fiction	writer or speaker creates imaginary characters, settings and events
Figurative language	use of metaphor or simile to create an image or mood
Folio	a collection of student's work that is representative of the student's achievements. This may be contained within a sheet of paper or card folded in half to make the back and front to form a folio or folder.
Footnote	further information that is given at the bottom of the page instead of in the main part of the text.
Formative years	the period of a person's life when students are most influenced by learning.
Genre	<p>this term refers to different types of writing that have their own specific features. Texts can also be of more than one genre combining some features such as an historical thriller.</p> <p><i>generic structure</i> — the manner in which texts are arranged to suit their purpose, their structures are observable by the reader Examples include: explanatory, instructional, narrative, argumentative, persuasive texts.</p>

Grammar	the conventions which build the relationships between words in any language for example syntax (word order), semantics (meaning)
Idiom	a phrase that is not meant to be taken literally such as under the weather (not feeling well)
Imagery	use of language to create a vivid picture appealing to the senses
Inclusive	a range of different experiences and perspectives presented to students so that all students' experiences are valued
Indicators	are examples of what students should know and do
Language	<p><i>about:</i> in order to gain the skills of the language itself such as syntax, semantics, genres, functions</p> <p><i>acquisition:</i> to acquire (obtain/gain/get) the skills of speaking and listening, reading and writing</p> <p><i>approach:</i> method of teaching language (the word teaching is inferred)</p> <p><i>aptitude:</i> capacity of language</p> <p><i>function:</i> the special purpose of that language such as to question, persuade, argue, describe, and complain</p> <p><i>Indigenous:</i> language natural to a country</p> <p><i>of instruction:</i> the language in which students are being taught</p> <p><i>register:</i> range of speech</p> <p><i>sub-specific:</i> a range of vocabulary and language forms relevant to one particular subject of the curriculum such as conduction, convection, radiation used in the Science Syllabus. It is important students are made aware of and understand subject specific language which can sometimes be technical</p> <p><i>through:</i> using language to learn about the content of the material read or said</p> <p><i>whole:</i> language used in relevant and meaningful texts and contexts. It, therefore, follows that a whole language learning approach is used to explore and extend knowledge whilst using communication skills for a purpose, to a specified audience and in different situations</p>
Legend	a traditional story possibly based on truth which may have been altered or exaggerated over the years
Legible	easily read; clear
Linguistics	the structural formation of language
Literacy	the ability to read and write at least at a functional level, hence functional literacy. This word is now also applied to other forms of communication such as mathematical literacy, media literacy, computer literacy
Literate	able to read and write
Metaphor	a phrase such as 'the jewel of our soil' (referring to kaukau) used by a writer to convey an image that says more than the word (kaukau)
Outcome	an outcome is a clear statement of knowledge, skills and attitudes expected to be gained by most students as a result of effective teaching and learning

Phoneme	smallest unit of sound in a word. This sound can be represented by one of more than one letter. For example, the 'oo' sound in who and through
Scan	to read quickly to find information by locating key words
Simile	image created by the writer or speaker when comparing the subject to something else and using the words 'as' or 'like' such as 'The Mountains were like a row of jagged teeth'
Skim	to read quickly to obtain initial overview of texts and main ideas
Standard English	<p>to communicate effectively in a range of situations using written and oral English Language. English language users need access to Standard English as well as their own interpretation or dialect, so that they can select the appropriated register.</p> <p>In Papua New Guinea, separate forms of English are spoken including first language speakers from England, America, Australia, South Africa, New Zealand with accents of immigrants of English from different regions of those countries and with accents of immigrants who live in those countries and English as a second language (ESL) or English as an additional language (EAL) as well as English as a foreign language (EFL) 65.</p> <p>In addition, archaic forms are also in use (eg bible). A recognised Standard English for coherent communication and the lingua franca of the modern business world and the airways is taught in classrooms across the globe. A language that is alive changes to meet constantly new and future needs of its speakers, its purposes and experiences</p>
Storyboard	a plan which demonstrates plot and events through a sequence of pictures. Students can draw a storyboard to plan a piece of writing or to demonstrate their understanding of a text after reading
Text	refers to any written, spoken or visual communication with language including pictures, novels, newspapers, letters, conversations, speeches and performances
Theme	subject or focus of a piece of writing. This can be stated or inferred
Vernacular	commonly spoken language or languages of a country
Visual processing	decoding and comprehending words and texts based on the appearance of words

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Appendix Time allocations for upper primary subjects

In Upper Primary the subjects to be taught and their time allocations per week are:

Arts	180 minutes
Language	180 minutes
Making a Living	360 minutes
Personal Development	240 minutes
Social Science	180 minutes
Science	180 minutes
Mathematics	180 minutes

All subjects are core subjects and must be allocated the required number of minutes per week. Each subject is equally important for Integral Human Development. Making a Living and Personal Development have more time allocated because of their practical orientation.

All subjects can be externally assessed (*National Assessment and Reporting Policy*, 2003).