English

English

Years 1–8
PRIMARY SCHOOL CURRICULUM

Contents

Introduction: language education and learning in the Sāmoan context

Language in society

Sāmoa has two official languages: Sāmoan, the majority language, and English, the second language. Both languages are widely used in many areas of public life in formal and informal contexts, particularly in the urban areas. They are used in parliament, in the courts, media, government ministries, workplaces, media, church and celebrations. Increasingly, English is also present in homes through widespread radio and television coverage, internet technology, and movies available on DVDs.

Language is a vehicle for communication and an instrument of history. It shapes the pride and identity of an individual, a community, and a nation. Knowing one's languages well contributes to self-esteem, a sense of identity, and achievement throughout life.

In primary and secondary schools, both Sāmoan and English are used as the medium of instruction, although, officially, secondary schools are to use only English. Most of the resources for teaching and learning at secondary level are in English and assessment is always in English. Therefore, for students to succeed at secondary, English has to be well established in basic education. All students will need to develop the ability and confidence to communicate competently in English, in both its spoken and written forms.

Bilingual literacy policy context

The bilingual and literacy development of students is central to Sāmoa's language policy in education. The aim of the policy is to ensure students continue to develop and maintain their Sāmoan language as they learn English, and that students become fully literate in both languages.

To be fully literate in both Sāmoan and English is to be able to communicate effectively in any situation or community where either of the languages is being used. This means being able to use reading, writing, listening and speaking to understand, to process information and to communicate in ways appropriate for different social and academic purposes. It is being able to use these skills to operate on a wide range of print and oral material at different levels of understanding. Students can understand information that is stated directly, they can reflect on the implications of it, or they can think beyond information given directly by making inferences and generalisations. It further involves being able to synthesise and transform information into coherent texts appropriate for different purposes and audiences.

An important principle in bilingual literacy development is the interdependence of two languages. The interdependence principle states that when learners are adequately motivated and have a lot of opportunities to hear and use both languages, then whatever is developed in one language will be helpful to them in the other language. This is particularly so in situations where language use is abstract and demanding, for example, in academic literacy tasks. It means that if students use their Samoan for higher order thinking skills such as analysis, evaluating, and critical review, they can apply these skills to their learning in English.

The English curriculum statement upholds the bilingual literacy policy and the interdependence of the students' languages. Students learning English as a second language depend on their language and

literacy knowledge and skills in Sāmoan to help them with their English. For young children it is especially important that they use their Samoan to explore ideas and to develop higher level thinking skills. There is also a need to devote specific time to the learning of the literacy skills associated with both languages including reading, writing, listening and speaking skills as well as using both languages to learn in a variety of contexts.

Who are the learners of English in this curriculum?

The English curriculum caters for students who have Sāmoan as their first or dominant language and are learning English as a second language. In the first two years of schooling, they learn English primarily during oral activities. Through listening and imitation of rhymes, songs, chants and basic social phrases students become familiar with the sounds of English. At Year 3, they are introduced formally to written English with the addition of reading and writing in their programme.

Some students, particularly in the Apia urban area, are entering school with developing competencies in both Samoan and English. For these students programmes need to foster their dual language ability from the outset of their schooling. A successfully tried option is to immerse these students in Sāmoan literacy development and begin formal literacy instruction in English as with all children in Year 3.

Alternatively, if a school has the resources, and wishes to begin English literacy instruction for English-speaking children arriving in Year 1 with English as their other or dominant language, programmes catering for them can be developed beginning with the targets set for Year 3. The implications of taking this option need to be thought through carefully as it requires differential programme arrangement for only a portion of a class.

Teachers are often tempted to begin to teach English literacy from Year 1. The Ministry's language policy does not advise this for very sound principles particularly if your children are Sāmoan as first language speakers. Based on those principles and the ministry's language policy, this curriculum sets formal English literacy expectations from Year 3 onwards.

General aims

The overall aims of the English Language Curriculum of Sāmoa are:
- to provide students with opportunities to learn about other cultures through English medium texts;
- to develop learners' English language knowledge and skills for learning in school contexts and further studies;
- to develop learners' ability to use oral, written and visual English for interpersonal communication as well as for learning;
- to develop students' ability to engage with information technology and to interpret, use and produce English texts for social, academic and work purposes.

To achieve these aims, students will:
- be exposed to language programmes in the local context of Sāmoa;
- develop an understanding of how English language varies in the way that we present, listen to and interpret information according to the user, audience and purpose;
- develop an understanding of how to use appropriate English language in a variety of situations in order to actively participate in all areas of society;
- respond personally to and think critically about a range of texts, including literary texts;
- use language skills to identify information needs and to find and communicate information;
- develop an understanding of the grammar and conventions of English;
- understand and appreciate their Sāmoan heritage through experiencing a wide range of texts written in English.

The nature of language

The following insights into the nature of language shape the framework for teaching and learning English, and the choices made in the curriculum:

- Language is a system for making meaning.
- It is a means of communication and expression.
- Language use is determined by purpose, audience, context and culture.
- Language has a grammar and linguistic structures and patterns, which can be used to create various text types depending on the linguistic choices made.

Learners have to be taught how to make linguistic choices to suit purpose, audience context and culture. Knowledge of grammar and how it functions contributes to effective language use. However, knowing a language is much more than knowing its grammar. Two of the key issues from the MESC research on language use at primary level (1999) are the overemphasis on grammar based instruction and the high frequency of minimal as opposed to extended language use. Knowing a language is much more than its grammar and repetition in choral chanting of set phrases.

The selection of curriculum strands, the key aspects, and learning outcomes are based on research-based principles on the nature of language, literacy, and bilingual literacy development. These are identified in the section Principles: language and literacy. The principles relate to literacy development in general, followed by a listing of principles under Reading and Viewing, Vocabulary, and Listening, Speaking, Writing, Grammar and Punctuation. The last set of principles relate specifically to the interrelationship between the learning of Sāmoan and English.

Strands, specific aims, and substrands

Strands are broad groupings of knowledge, skills, attitudes and values in a learning area. Each strand has a specific aim which links to the organised sequence of achievement objectives and learning outcomes with elaboration of knowledge and skills in the teaching areas.

The English Curriculum is organised around three strands:

1   Listening and Speaking
2   Reading and Viewing
3   Writing and Presenting

Specific Aims

Strand 1: Listening And Speaking

This strand focuses on developing students' understanding of English through listening, and developing their proficiency to use English when speaking in a range contexts, purposes and audiences.

Specific aims:
Through listening and speaking students

- develop their understanding of the English language system in terms of its sounds and their features in order to hear, differentiate, and attend to individual sounds in words as foundation to early success in reading
- develop their understanding of how the English language system is organised and used grammatically in oral texts from the sentence level to whole texts

- learn to use English proficiently to communicate in a range of social and learning purposes
- develop active listening skills and strategies for dealing with meaning or communication breakdown e.g. clarifying and checking information, asking the speaker to speak differently

Strand 2: Reading And Viewing

This strands focuses on written and visual forms of language. It focuses on developing students' ability to understand the texts they read or view.

Specific aims:
In reading and viewing students
- develop their English language knowledge in terms of its grammar, sound system and vocabulary
- develop their understanding of different types of texts in terms of their purposes, audiences, ideas and text form and features
- develop processes and strategies that assist with decoding, comprehension, improving fluency, and integrating multiple sources of information

Strand 3: Writing And Presenting

This strands focuses on using language to communicate meaning through written and visual texts. It focuses on developing students' ability to understand the features of their texts and be able to communicate their ideas for a range of purposes and audiences effectively.

Specific aims:
In writing and presenting students
- develop their knowledge of the English grammar and combine grammatical structures to communicate their ideas effectively in writing and presenting
- develop their awareness of the relationships between text, context, purpose and audience, ideas
- produce a range of text types with appropriate format and features

Substrands

The three strands are further organised into substrands. For students to be able to understand and use language through listening and speaking, reading and viewing, writing and presenting, they need to have the knowledge and skills to do with
1   processes and strategies
2   language
3   texts, and
4   interpersonal communication.

These four areas are the substrands of the English curriculum.

Substrand 1: Processes and Strategies

Processes and strategies refer to a series of actions or steps which are carried out in order to achieve a purpose. In listening, reading and viewing, for example, it includes actions before, during or after listening and reading that assist with decoding, comprehension, improving fluency, integrating multiple sources and so on.

In speaking, writing and presenting it includes all those processes and strategies for the production of texts such as planning, generating, collecting ideas, drafting, editing, revision etc. In interpersonal communication, it is important students use appropriate communication strategies to sustain interaction.

These include, for example, turn-taking strategies, and strategies to negotiate meaning such as seeking clarification and asking for repetition. An important area of processes and strategies are those that involve reflecting about understandings, seeking feedback, monitoring and evaluating understanding and production.

Substrand 2: Language

The Language strand focuses on grammar and punctuation, English phonology, and vocabulary.

Grammar includes the syntactic functions of words (e.g. as verbs, nouns, adjectives, or adverbs), the forms of words (e.g. in terms of tense or singular or plural forms), the rules of grammar that govern how words are put together to form sentences, clauses and phrases, and the length and complexity of sentences. It includes spelling – being able to use conventional spelling to communicate clearly, fluently and accurately. In order to become proficient spellers, students need to develop knowledge of spelling patterns, and of how words are constructed, strategies for spelling unfamiliar words, and awareness of when and how to use their knowledge and strategies. Grammatical functions are identified separately for the purposes of showing what is expected to be covered in different years. **Phonology** is just one of the aspects of language. It refers to how sounds of a language are organised and used. The sound system of a language includes the sounds and their features, and the rules which specify how sounds interact with each other.

The component of English phonology most important to reading and writing is the English **phoneme**, or the individual sounds that make up a word. The letters in the alphabet are used to represent these different phonemes. The sound system of English is different from Sāmoan and children need to recognise those differences as an aid to meaning making in reading and writing English. In Year 1 and Year 2, children will have been developing literacy in Sāmoan, and will have learnt the letter-sound relationships for Sāmoan language. At Year 3 when English is introduced formally, they are beginning to develop their **phonemic awareness** in English or their ability to hear, differentiate and attend to individual sounds within words.

Phonemic awareness is fundamental to early success in reading and writing. It enables children to develop the understanding of letter-sound relationships that is essential to **decoding** and **encoding**. Children have to be able to distinguish sounds before they can match them with the letters that represent them. Children need to have an understanding of **phonics**. They need to learn, through deliberate, focused instruction, which letters represent which sounds. Through reading and writing activities, children increase their understanding of phonics and learn to explore more complex letter-sound relationships, for example, by discovering that in English 'one sound can be represented by different spellings: character, kitten, castle, phone, fair, threw and through' (NZMOE Effective Literacy).

Vocabulary includes the words that are used in different contexts. In the study and use of English, distinction is made between high-frequency vocabulary or the most common words of English; academic vocabulary or the words common in secondary and tertiary studies; technical vocabulary or the words specific to a particular topic or field; and low-frequency words or words that are not very common.

Substrand 3: Texts

A text is a piece of spoken or written communication that constitutes an identifiable whole or complete thought. In the English learning area, the term includes visual communication too.

The **Texts Strand** focuses on three aspects: **Purposes, Audiences and Ideas; Text Form and Features; and Comprehension**.

Purposes and Audiences refer to the development of learners' understanding of and ability to use language in various contexts. It focuses on the need for learners to be aware of the relationships between text, context, purpose and audience, and to be able to produce a range of text types with appropriate format and associated **rhetorical patterns**. In primary schools, some of the purposes for texts students are expected to understand and produce may be to give information, to persuade people to a point of view, to explain something or give reasons for something, to describe a person, to recount events, to narrate a

story, to report an experiment and so on. Audiences include those who receive the texts either as listeners, readers, or viewers. Different audience have different characteristics which influence the choices language users make. Some of the audiences for primary school texts include the teacher, class peers, the whole school, friends, family and sometimes the public.

An important area included here is reading voluntarily, independently and fostering a love of reading through students selecting their own material and spending time in sustained silent reading (SSR).

Ideas refer to the nature of the subject matter or messages learners are required to interpret, at different levels of comprehension, and communicate. As learners progress through different levels of schooling, ideas become less familiar and increasingly complex. Towards the end of secondary schooling, learners have to understand abstract subject matter, challenging themes and issues and be able to discuss different perspectives on complex themes and issues using writing, speaking and presenting in English.

Text form and features focus on the essential conventions of print, and developing students' awareness of the relationships between text, context, purpose and audience. It is expected that students will apply their knowledge of concepts of print in Sāmoan to their English literacy development. Children need to become aware of selected oral and written texts and explore the ways in which these may appear in different formats. Literacy development should reflect increasing control and mastery of different types of texts. This involves learning the purposes of those texts, the way they are organised and what language features are associated with each type.

Comprehension refers to listening, reading and viewing for meaning. It involves being able to recall, interpret and make generalisations in response to texts that they hear, read or view. At its most basic level it is being able to recall, locate facts, ideas and information actually stated. Comprehension is next being able to interpret what is implied or meant by drawing inferences, relating information to personal experience, and making logical connections between ideas. A deeper understanding involves being able to apply what they hear, read or see by extending the ideas beyond the situation. It involves being able to analyse, synthesise and apply information to other information. The curriculum identifies learning outcomes that require the development of these three levels of comprehension: literal comprehension (what is actually stated); interpretive comprehension (what is implied or meant); and applied comprehension (taking what was **said**: (literal) and then what was **meant** by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation).

Substrand 4: Interpersonal Communication

This strand focuses on students being able to understand and use language to communicate with others in familiar and some unfamiliar contexts. It requires that they have the knowledge, understanding and English language skills to be able to facilitate communication, establish and maintain relationships with people they communicate with, exchange ideas and information and generally to get things done.

Table 1 outlines the structure of strands, substrands and key aspects selected to focus the learning outcomes.

Table 1: Strands, substrands and key aspects

YEAR 3 & 4			
STRANDS ⟶ SUBSTRANDS ⤵	LISTENING & SPEAKING (LS)	READING & VIEWING (RV)	WRITING & PRESENTING (WP)
Processes & Strategies (P)	• Grammar • Phonology • Vocabulary	• Grammar • Phonology • Vocabulary	• Grammar • Mechanics: spelling, punctuation, captilisation • Vocabulary
Language (L)	• Purposes, audiences, ideas • Text form and features • Comprehension	• Purposes, audiences, ideas • Text form and features • Comprehension	• Purposes, audience, ideas • Text form and features
Texts (T)	• Comprehension • Communication • Thinking critically • Monitor, self evaluate, reflective	• Processing strategies • Comprehension strategies	• Encoding • Composing
Interpersonal Communication (I)	• Interpersonal context • Content • Delivery: fluency, pronunciation, non-verbal		

Achievement objectives, learning outcomes

Sāmoa's basic education curriculum is outcomes based. An outcomes-based curriculum clearly identifies the knowledge, skills, attitudes and values that all learners should be able to demonstrate at a particular year level, in a particular subject. Teachers are able to teach and learners are able to learn more effectively when the outcomes of learning are made explicit and are shared.

Within each of the organising strands and substrands of the English curriculum, achievement objectives, and learning outcomes are prescribed for key language aspects at each year. Achievement objectives are broad statements of what students are expected to learn. They describe what students need to know and be able to do for each subject and year level i.e. the 'content standards' associated with each learning area and year level. Learning outcomes are statements that describe what learners demonstrate they know or are able to do as a result of a learning activity. Key language aspects, selected for their importance to knowing and learning a language, focus the learning outcomes so that the progression of knowledge, skills and understandings is easy to follow from year to year through the strands and substrands.

Outcomes-based education (OBE) shifts from the traditional focus on the topics teachers teach (content) and for how much time, to a focus on what learners are expected to demonstrate they know and are able to do. The characteristics of good learning outcomes show that:

- learning is observable;
- learning is measurable;
- learners can demonstrate the application of their knowledge/skill/attitude;
- what learners are expected to know and to be able to do with their knowledge is highly focused and made explicit to learners, teachers and parents;
- high expectations are held for all learners, in the knowledge that all are capable of achievement;

- there is a focus on development, which emphasises the likely sequence of conceptual and cognitive development;
- a range of teaching contexts, opportunities and means of support are necessary to enable learners to gain knowledge and demonstrate achievement of outcomes. All learners have diffrent learning needs and learning styles and will not always be ready to demonstrate learning outcomes in the same way at the same time, or even at the same year level.

The ultimate test of a good learning outcome is whether or not the action taken by the participants can be assessed in an authentic way. Learning outcomes enable teachers to closely monitor the progress of learners, and to report accurately to parents on learner progress. It follows that there is a close connection between learning outcomes and ongoing assessment of learners.

Year level learning outcomes

The curriculum identifies year level achievement objectives, learning outcomes and teaching ideas from Years 3 to 8.

Year 1 and 2

Although the policy identifies these as being the informal years of English exposure, the curriculum provides guidelines with regard to what this involves. It outlines the learning outcomes for interpersonal communication for these two years.

Integration of strands

Based on the interdependence of language knowledge and skills, the learning outcomes are to be achieved through learning experiences that integrate the strands and substrands. When planning units of work, teachers need to select learning outcomes from:

- within a strand or across strands (listening and speaking; reading and viewing, and writing and presenting); and across the substrands of language, texts, processes and strategies, and interpersonal communication;
- across subject areas, e.g. where there are common skills such as investigative skills, reading, writing and so on.

The structure of the curriculum

The structure of the English Curriculum is illustrated in the following diagram.

Figure 1: Structure of the English Curriculum

General Aims

Strands ⟶ Specific Aims

Listening and Speaking	Reading and Viewing	Writing and Presenting

Substrands
- Processes and Strategies
- Language
- Texts
- Interpersonal communication

Achievement Objectives, Learning Outcomes, Teaching Ideas

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8

| Principles

Essential Skills

Values |
| --- |
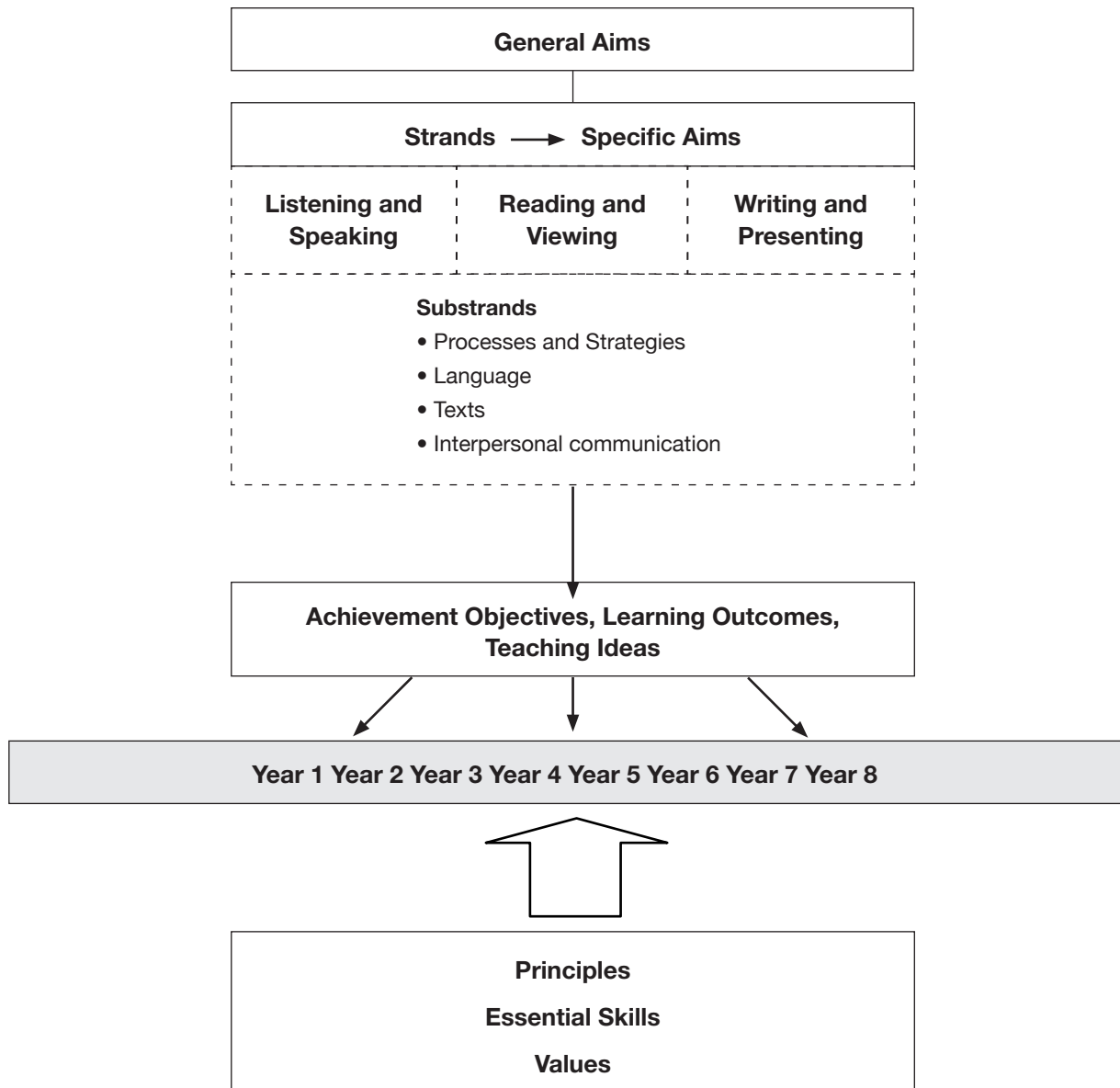
Key principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Sāmoan education including the development of the curriculum. They are:

Equity

Equity requires that the system will treat all individuals fairly and justly in provision of educational opportunity. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behaviour, and results from complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will focus on the learning institutions and specifically on day-to-day classroom practices including the monitoring, assessment and reporting of student outcomes and teaching effectiveness.

Relevance

Relevance in education implies a system which is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

Curriculum principles

The principles emphasise the notion that the individual student is at the centre of all teaching and learning, which lends itself to an outcomes-based curriculum, and that the curriculum for all students will be of the highest quality.

In planning and implementing their programmes, teachers must take account of the principles promoted in Sāmoa's National Curriculum Policy Framework. These are as follows.

All students can be successful learners

The Sāmoan Curriculum recognises that *all* students can be successful learners when they are provided with sufficient time and support.

Students need to be engaged

The Sāmoan Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.

Programmes must be planned

The Sāmoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.

Programmes must develop the whole person

The Sāmoan Curriculum recognises that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further studies.

Assessment must inform practice

The Sāmoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

Teachers make a difference

The Sāmoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

Community involvement assists learning

The Sāmoan Curriculum recognises that 'faasāmoa' must be upheld and that the community plays a large role in the education of students.

A sustainable future

The Sāmoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

Essential skills

Essential skills are the broad skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities. They are used by students in all school activities as well as in their social and cultural world outside the school.

Sāmoa's National Curriculum Policy Framework specifies seven essential skills.

Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation, non-verbal communication and the use of number and data to convey meaning.

In English, this means that students are required to read, write, discuss and develop the skills of discrimination and critical analysis when they interpret oral, written and visual texts. It also requires students to be competent in using information and communication technologies essential for participation in society.

Solving problems

This involves the use of enquiry and reasoning, gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems.

In English, this means that the students will develop the ability to gather, interpret and use information, determine its relevance, and present it constructively and appropriately, as a basis for solving problems and making decisions. The interpretation and writing up of information presented in graphs, tables and charts, and presenting information, is an integral part of both visual and written strands of English.

Utilising aesthetic judgement

This involves the use of visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences.

In English, this means that students will be able to develop artistic and creative skills through visual language, personal writing, story-telling, dramatisation and other opportunities presented which require individual innovation and creativity.

Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, of cultural norms and expectations and the ability to negotiate and reach consensus. It also involves individuals developing their ethical framework including an informed understanding of the issues associated with gender.

In English, this means recognising the importance of social and cooperative skills for learning and language development. Many of the approaches to learning and teaching English include group and cooperative activities that are designed to help students develop their ability to use language and communicate with others. This statement also recognises the need for students to develop respect for individual differences, and to participate in a range of social and cultural settings.

Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allows all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness.

These are an integral part of any language programme. Students should take increasing responsibility for their own learning and for working independently and in groups. Learning and teaching programmes provide opportunities for self-monitoring and self-evaluation and enable students to set goals for themselves.

Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings developed.

In English, this means language learning and teaching programmes should incorporate integrated, holistic approaches, and use a combination of approaches. Sharing books, expressing students' own experiences orally and in writing, using guided reading texts, and writing in different genres are examples which involve the integration of reading, speaking and listening. Importantly, when making sense of what they hear, read and view, students need to bring together their experience and knowledge of how texts work in order to construct meaning and develop new understandings.

Effectively using technology

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. Technology also involves the use of technology used to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

In English, students are exposed to technological skills that are important in language learning. Information and communication technologies are integrated into the teaching and learning processes to enhance learning. Students develop knowledge and understanding of tools such as word processors, electronic spell checks and dictionaries, and electronic display and presentation devices. Access to computer technology will enhance the learning of English, and assist the development of oral, written and visual communication skills.

As information technology becomes widely available in Sāmoa, children are growing up in a world where vast stores of information in a variety of formats are all around them. In order for them to function in this environment they must be able to acquire, evaluate and use information effectively. Information Literacy Skills emphasise the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. Students need to actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Recognising that technology is only a tool for accessing, communicating and storing information, the new curriculum develops students' expertise in accessing, evaluating and using information. It provides the essential knowledge and skills that prepare students to locate, analyse, evaluate, interpret and communicate information and ideas in an information-intensive environment.

Values in the curriculum

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Like the essential skills, they are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. The school curriculum will help individuals to develop and clarify their own beliefs and values. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values that underpin the Sāmoan curriculum include:

Fairness, in order to endure that:
decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just.

Honesty, in order to ensure that:
there is consistency and sincerity in what is said and done.

Excellence, in order to ensure that:
high achievement is valued and celebrated.

Responsibility, in order to ensure that:
students are responsible for their actions and undertake actions to assist others.

Respect, in order to ensure that:
others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that:
the differences and diversity within society are respected and accommodated.

Values in English

Values are qualities that learners should develop as principles underlying conduct and decision making, while positive attitudes are personal dispositions needed to perform a task well. In English opportunities for the development of positive values and attitudes are provided through learning tasks. Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using English and respect for the different cultures of the English-speaking world.

Learning in English provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through personal learning experiences inside and outside the classroom, students have a variety of opportunities to acknowledge the values and attitudes of others. In exploring oral, written or visual texts, students consider the values and viewpoints expressed and compare them with their own. Therefore, schools must provide learners with the basis on which they can make informed and reasonable decisions in the following areas.

Fairness, collaboration, acceptance, consultation
The learning programme in English allows students to work collaboratively, discussing ideas and feelings with each other during group discussions and brainstorming, listening attentively to their peers' views and contribution and forming their personal decisions and/or point of view. Students should treat information, issues and ideas fairly in any discussions, base decisions on majority consensus, and respect others' views.

Open-mindedness, tolerance and understanding
Students should listen with an open mind to the ideas of others, personally reflect on genres discussed or read about, and respect cultural, economic and social differences within their learning environment.

Honesty and integrity
Students should be sincere and honest in what is discussed or written in relation to information, issues, topics and genre presented.

Honour and respect
Students should be able to treat others with consideration and sensitivity, and respect another person's opinions and beliefs.

Wisdom, excellence and perseverance
Students should aim to achieve to the best of their ability, learn something worthwhile and useful, utilising all language skills to research topics and issues.

Responsibility
Students should be responsible for their own actions, be able to assist others, resolve disagreements and conflicts by peaceful negotiations and show care and concern for everyone they interact with. They should also be aware of their responsibility and obligation for the common good of humanity in various spheres of life.

Consideration and inclusion
In their learning, students should be concerned about themselves and others. They should be inclusive of, and cooperate with, everyone regardless of differences and abilities.

Inclusive education

The Ministry of Education, Sports and Culture is committed to providing high-quality education to all Sāmoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes for students with special needs or at risk because of social or economic circumstances. The principle that '*All students can be successful learners*' recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes.

It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

Where possible, all student needs should be met in mainstream schools as these provide the rich social and cultural setting to best develop social and cultural skills necessary to fully operate in the broader community.

For all students the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary to be included in the broader community.

Supporting the process of inclusive education

Inclusive education is a process whereby the school systems, strategic plans and policies adapt and change to include teaching strategies for a wider, more diverse range of children and their families. Inclusive education means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high-quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Students who are gifted in one or more areas also have educational needs. For these students, it is important that programmes are provided that extend their abilities and assist them to develop their intellectual, artistic or other talents to their fullest potential.

Gender

The Sāmoan curriculum ensures that the learning experiences of girls as well as boys are catered for equally. It is based on the knowledge that:
- a person's sex is genetically determined but gender roles are not, but rather change over time, from place to place, and from individual to individual;
- learners can play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving;
- gender stereotypes should be challenged.

Gender is what it means to be a female or a male. It refers to those behaviours and attitudes that are culturally accepted, and acceptable, as ways of being a woman and of being a man. Addressing gender issues goes well beyond ensuring that males and females have the same opportunities to receive an education and to fulfil their learning potential. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Sāmoa there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The curriculum provides learners with subjects, resources and experiences that value the needs of girls and boys.

To be inclusive, teachers need to ensure that all girls and boys are able to participate in activities that enhance their learning equally, and provide equal opportunities to pursue a productive and fulfilling life when they complete their schooling. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able and encouraged to participate fully in all learning activities. Teachers must be sensitive to the kinds of classroom practices that discourage girls or boys from succeeding and persevering with their studies.

Materials used in teaching must give learners the opportunity to understand how men and women, and boys and girls, can have a wide range of occupations, tasks and responsibilities. Materials must also use gender-neutral language wherever possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning success or individual value. To ensure this, learning programmes must:
- include the interests, perspectives and contributions of both females and males in programmes, content, resources and methods of teaching;

- ensure that both males and females have equal access to learning resources, and teachers' time, and take part fully in all forms of learning activity;
- ensure that both females and males take active and valued leadership roles in learning activities;
- ensure that boys and girls understand and respect the right of each to equal opportunity.

Multi-grade teaching

Multi-grade teaching is a situation in which one teacher has to teach many class levels all at the same time. Some multi-grade teachers may teach two different class levels but some teach three or four levels. Such a situation exists in very small schools usually at the remote village primary schools in Sāmoa, where teachers may teach up to six or seven grades at the same time under one roof. Multi-grade teaching/learning is also considered in the teaching/learning of English in the Primary School Curriculum.
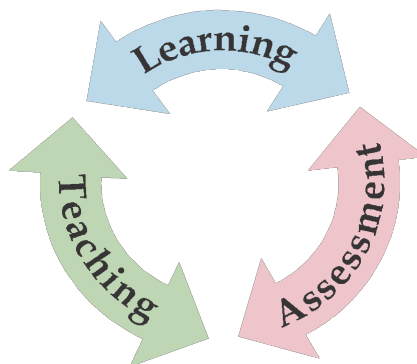
Assessment

Assessment is not separate from the curriculum but is a cornerstone of outcomes-based learning in all subjects. It is the process of collecting and interpreting evidence in order to determine the learner's progress, to make judgements about a learner's performance and, above all, to improve each student's learning.

An outcomes-focused approach to assessment involves:
- providing a range of opportunities for learners to be aware of and to demonstrate outcomes;
- gathering and recording evidence of learners' demonstration of outcomes;
- making judgements about learners' demonstration of outcomes;
- guiding the planning of teaching and learning programmes;
- reporting achievement to learners and parents in an effective way which encourages further learning.

Assessment should be an integral part of teaching and learning: it should not merely test learner achievement at the end of a unit of work. For this purpose, teachers' guide/manuals provide assessment guidelines appropriate for each learning outcome – which need to be adapted to suit the circumstance of each classroom situation. For assessment to achieve its full potential teachers need to ensure that learners receive immediate feedback on areas that need improvement.

Figure 1: Learning-teaching-assessment cycle

There are three purposes of assessment:
1   Assessment *for* learning
2   Assessment *as* learning
3   Assessment *of* learning.

Assessment *for* learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily.

No grades or scores are given.

Assessment *as* learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

Assessment *of* learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

Time allocation

The time allocation for English in Primary Schools in Sāmoa is as follows:
- Year 1 classes have 1.5 hours per week of Oral English only in Term 3.
- Year 2 classes have 1.5 hours per week of Oral English in all three terms.
- Years 3, 4, 5, 6, 7 and 8 classes have 5 hours per week of English, for all language skills with the four strands and three sub-strands integrated.

Principles: language and literacy

Principles related to literacy development

1   Children are able to develop early connections between meaning and symbols or signs, e.g. road signs, shop signs, if those connections are made salient and meaningful through interactions with others such as siblings or parents. These early connections prepare children for subsequent literacy experiences at school.
2   Children need repeated exposure to genres types, language structures, and vocabulary.
3   The exposure best occurs in a rich context of spoken and written language.
4   The exposure should provide ways in which the language structures and vocabulary are used in new and extended contexts.
5   The language used for early reading and writing should draw on children's personal experience.
6   Children need to become aware of the differences between spoken and written language, the conventions associated with each mode and the features that make each effective.
7   Children need to become aware of the range of genres possible in written and spoken texts and explore the ways in which these may appear in different formats. Literacy development should reflect increasing control and mastery of genres. This involves learning the purposes of those genres, the way they are organised and what language features are associated with each type.
8   Interpreting visual or graphic information is an important part of literacy development.
9   Expressing narratives and recounts through oral storytelling and writing (expressive or personal speaking and writing) are important links to the production of informational genres (transactional writing).

Principles related to Understanding Written and Visual Language

1   Reading comprehension is grounded in the ability to decode text.
2   There are a number of cues used by readers to decode text. These are:
    o   graphophonic cues (applying knowledge and experience of the relationships between sounds and letters to decipher particular words); in Sāmoan this includes the use of macrons and glottal stops;
    o   semantic or meaning cues (using previous knowledge of stories and texts to predict words, events, phrases which are likely to make the text make sense);
    o   syntactic or structural cues (applying knowledge and experience of the patterns or grammar in spoken and written language to predict text);
    o   picture cues.
3   These cues need to be combined and integrated in a process which follows a repeating cycle of prediction, sampling, confirming and correcting.
4   Children need a baseline of proficiency before they can begin to make use of these cues.
5   Early reading experiences should build on, and should build, a child's knowledge of vocabulary.
6   Readers can comprehend text at different levels. They can read the lines, between the lines and beyond the lines. There is no reason why younger students cannot begin to practise more cognitively demanding levels of comprehension if language demands are adjusted accordingly.
7   Children need to become flexible readers, able to use reading for different purposes, e.g. if reading is to be used to locate specific items of information, they need to be able to use skimming and scanning rather than close reading.

Principles related to Understanding and Producing Language for Learning

Listening

1 As listening to teacher talk is the most important source of curriculum knowledge for children attending school, it is imperative that students are able to process information from teacher talk.
2 Just as in reading, there are both different levels of comprehension of the spoken word and different purposes for listening. Students therefore need to learn how to listen selectively so that they are able to focus on the main points and take notes.
3 Students need to able to communicate lack of understanding of curriculum content.
4 Children also need to be aware of the way in which the teacher uses spoken language for discipline and classroom procedures (task listening, as defined by Richards and Hurley, 1989).

Speaking

1 Oral literary experiences provide benefits for memory skills.
2 Speaking should be encouraged in a range of formats, e.g. class, group.
3 Group work provides greater opportunity for students to speak and for greater exposure to language.
4 The process of using speaking to think aloud, formulate thought and to talk through ideas is an essential part of the learning process.
5 Talk in groups maximises opportunities for students to practise essential skills: to order, classify and transform information to experience, to test, shape and interpret meaning.

Writing

1 Grammatical accuracy is but one aspect of effective writing – the ability to organise ideas in relation to the purpose of the text (genre), the selection of language features (sentence structures, vocabulary) that matches the level of formality, the audience, the topic, the physical arrangement of the text (paragraphing) are also important.
2 A student may be more proficient at writing certain kinds of texts. Therefore it is important to sample a range of written products (texts) to get a more representative view of a student's proficiency.
3 Students need to be taught how to write, i.e. the specific skills needed to produce text effectively, e.g. generating ideas, organising ideas, reviewing and revising text.
4 Writing can be used generatively, i.e. to get ideas as well as to record ideas. Like speaking it can help students to order, classify and transform information to experience, to test, shape and interpret meaning.
5 Children write more effectively if they have a clear sense of purpose and audience for their writing.

Grammar and punctuation

1 While students may be able to retell a grammatical rule or manipulate a sentence grammatically, the true test of grammatical competence is the ability to produce accurate language in writing and speaking.
2 Grammar needs to be seen as a meaning-making system. This is best done in the context of discourse, e.g. if students understand that they are reading or writing a text which has the purpose of recounting past events, the grammar of past tense verbs will be highlighted.
3 In order to learn grammar, students need to be able to *notice* patterns at the sentence, clause, phrase and word level. They best notice patterns in an inductive way, i.e. build up rules from

examples rather than a deductive way, i.e. get given the rule and apply it to examples or generate examples.

4   Grammatical competence is developmentally constrained. This means that we cannot expect young second language learners to acquire patterns that native speakers acquire later in their development, e.g. subordination. It also means that a grammatical syllabus and grammar testing must be informed by developmental models (Pienemann and Mackey, in Mckay, 2000, p. 188).

Principles related to Vocabulary

1   Children need to develop a working vocabulary of at least 1000 words as soon as possible.

2   Not only should there be provision for learning new words in the language curriculum, there should also be provision for the recycling and revision of previously acquired vocabulary.

3   At the beginning stages of learning, most of the words should be nouns. These are the easiest to learn. The sequence of difficulty is then adjectives, verbs and adverbs (Ellis and Beaton in Read, 2000, p. 40).

4   Guessing words from context is an important skill to acquire for effective reading. It allows readers to process texts efficiently.

5   Not all words need to be learned productively as they are infrequent and are unlikely to be encountered again – these words are best handled by guessing from context.

6   The analysis of word parts in itself is of little value to students, but understanding of the meaning of word parts can contribute positively to the ability to guess words from context.

7   The analysis of parts of speech also contributes to the ability to guess words from context.

8   The ability to transform parts of speech drawing on knowledge of inflections allows students to use words appropriately in productive skills of writing and speaking.

Principles related to the interrelationship of Sāmoan and English

1   Skills developed in the context of a first language will transfer to a second language context if they are reasonably well established (the Interdependence Hypothesis, Cummins, 1984). Therefore children establish a firm foundation of literacy skills in Sāmoan before they begin to read in English.

2   Performance in Sāmoan can be expected to exceed that in English for most students.

Year Level: strands, achievement objectives, learning outcomes, teaching ideas

Year One

	LISTENING AND SPEAKING
INTERPERSONAL COMMUNICATION	*LSI1.1 Demonstrate an awareness and enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking* **Interpersonal context** LSI1.1. 1 Listen and respond appropriately to others in some simple but familiar situations; repeat, recite and sing relevant texts. LSI1.1. 2 Follow simple oral requests or directions and be able to give one step directions. **Content** LSI1.1. 3 Use a number of basic language functions to participate in classroom interactions: simple greetings, oral instructions for classroom routines. LSI1.1. 4 Participate in action rhymes, singing songs, choral speaking that focus on the English alphabet, numbers, colours, shapes, greetings. LSI1.1. 5 Identify by pointing to, objects around the classroom when they hear the words (e.g. point to a desk, chair, blackboard, window etc); identify recreational objects around the school from pictures (e.g. balls, bats, swing...). LSI1.1. 6 Repeat answers to questions about position or location of real-life objects or persons (e.g. "Where's Simi? Here."). LSI1.1. 7 Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues. **Delivery: fluency, pronunciation, non-verbal** LSI1.1. 8 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes. LSI1.1. 9 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions. LSI1.1. 10 P ronounce most words in a way that is usually clear to the listener, although heavily influenced by Sãmoan sounds.
	TEACHING IDEAS
	Interpersonal context *Productive grammatical knowledge* Use formulaic language, single words, phrases to interact with others and to convey simple ideas. **Content** *Phonology* Distinguish between words in a stream of speech. Recognise and name all upper and lowercase letters of the English alphabet. Associate alphabet letters with their representative sounds in familiar words. **Delivery: fluency, pronunciation, non-verbal** *Vocabulary* Recognise vocabulary of classroom routines, classroom objects, numbers, colours, shapes, greetings, self and family, feelings, spatial relations (e.g. here, there, on the table).

Year Two

	LISTENING AND SPEAKING
INTERPERSONAL COMMUNICATION	*LSI12.1 Interpret and use simple given information through processes or activities such as labelling, matching, picture seequencing, classifying, and follow simple instructions* **Interpersonal context** LSI12.1.1 Listen and respond to simple oral instructions, recite relevant patterned texts, express simple ideas and demonstrate understanding of familiar social and classroom situations. LSI12.1.2 Exchange short simple messages through activities such as greetings, action songs and poetry. **Content** LSI12.1.3 Use a number of basic language functions to participate in classroom interactions to: communicate personal needs, gain attention, request assistance, make choices. LSI12.1.4 Listen and point to features of big books in a large group (e.g. "cover", "title", "author", "illustrator"). LSI12.1.5 Make polite requests from models or gestures (e.g., "Please sit down"). LSI12.1.6 Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., Where's the pig? Over there."). **Delivery: fluency, pronunciation, non-verbal** LSI12.1.7 Use learned formulas and patterns to exchange greetings, information on feelings, likes and dislikes. LSI12.1.8 Use single words, phrases or chunks of language when presented with one-step commands or directions, wh-questions. LSI12.1.9 Pronounce most words in a way that is usually clear to the listener, although heavily influenced by Sāmoan sounds.
	TEACHING IDEAS
INTERPERSONAL COMMUNICATION	**Interpersonal context** *Productive grammatical knowledge* Use formulaic language, single words, phrases to interact with others and to convey simple ideas. **Content** *Phonology* Distinguish between words in a stream of speech. Recognise and name all upper and lowercase letters of the English alphabet. Associate alphabet letters with their representative sounds in familiar words. Recognise and use correct intonation in simple questions and statements, commands.. **Delivery: fluency, pronunciation, non-verbal** *Vocabulary* Recognise and use basic English words related to self, home and school, numbers, colours, shapes, family, feelings, spatial relations; name everyday objects in classrooms eg desk, paper, pen ... Point to illustrations of concepts dealing with size: small, big, tall, short. Listen and point to illustrations of words dealing with sequence e.g., What comes first, next, or last?" Complete phrases to do with quantity e.g. one taro, two taro; able to count in words up to 20.

Year Three

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP3.1 Use a range of strategies to understand and participate in classroom interactions*	*RVP3.1 Use sources of information in texts, along with their prior knowledge and experience of reading in Samoan, to decode and encode written English, make meaning, and think critically as readers*	*WP3.1 Use sources of information in texts, along with their prior knowledge and experience of writing and presenting in Samoan, to plan, draft, revise and publish their texts*
	Comprehension LSP3.1.1 Practice effective listening using processing strategies **Communication** LSP3.1.2 Participate effectively in an interaction using appropriate strategies to open, maintain and close an interaction **Thinking critically** LSP3.1.3 Identify what is similar and what is different between their English and Samoan texts **Monitor/self evaluate/reflective** LSP3.1.4 Think about their own production and say (may use Samoan) what was good/successful and why eg. when greeting or recounting an event to the class	**Processing strategies** RVP3.1.1 Use and integrate the sources of information in texts, along with their prior knowledge to decode and understand their texts • use visual, graph-phonic, semantic information to decode and encode words, use picture cues, RVP3.1.1 Drawing on their experience of reading in Samoan, use a range of processing strategies in integrated ways to decode and understand their texts • attending and searching, predicting, cross-checking and confirming, self-correcting **Comprehension strategies** RVP3.1.1 Apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading • making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring **Thinking critically** RVP3.1.1 Respond to their texts at a personal level **Vocabulary learning strategies** RVP3.1.1 Use simple strategies to recognise and produce high frequency words and personally significant words automatically	**Encoding** WP3.1.1Use semantic (meaning), syntactic (language structures), visual and grapho-phonic (shapes and sounds) sources, and integrate these with their own prior knowledge to match their written words with spoken words **Composing** WP3.1.2 Draw on their experience of writing Samoan, to use a range of strategies during the four main stages of writing: forming intentions; composing a text; revising; publishing or presenting, in order to create meaningful texts in English

TEACHING IDEAS

PROCESSES AND STRATEGIES

Comprehension

Integrate their prior knowledge, and processing strategies of attending, predicting, use of visual information to make sense of simple texts and make appropriate responses e.g

- attending – listen purposefully for known sounds, words, phrases, information in pictures
- predict unknown words by using picture cues/knowledge of grammar patterns
- recognize repeated expressions in simple spoken texts
- recognize language patterns and vocabulary items previously learnt
- work out the meaning of unknown words using contextual or pictorial clues
- recognize that audio clues (tone, volume) convey meaning.
- identify the gist or main ideas in simple spoken texts, e.g; simple stories, with the help of picture cues as in the Pacific Literacy Series

Communication

Uses single words or simple phrases combined with non-verbal features to seek confirmation of language use and ideas eg right? See? May also use Samoan language to seek feedback on English production

Take risks in making approximations with their oral production

Rehearse and modify own spoken texts to clarify meaning and information using feedback or models

Participate effectively in an oral interaction:

- open an interaction by
  - using simple formulaic expressions to greet someone politely
  - introducing oneself briefly
  - eliciting a response, *e.g; How are you?*
- maintain an interaction by
  - using single words and formulaic expressions
  - to acknowledge, agree and disagree, ask questions and reply
- close an interaction by
  - using simple formulaic expressions, *e.g; Good-bye*

Processing strategies

Use shapes and sounds (visual and grapho-phonic) information, semantic information, in texts to decode and understand their texts integrating this with their prior knowledge and experience of reading in Samoan

Use a range of processing strategies in integrated ways to decode and understand their texts:

- *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams
- *predicting* – forming expectations or anticipating what will come nextby drawing on prior knowledge and experience of language
- *cross-checking and confirming-* checking to see that the reading makes sense and fits with all the information already processed
- *self-correcting-detecting* or suspecting that an error has been made and searning for addtional information in order to arrive at the right meaning

Comprehension strategies

Use any combination of comprehension strategies along with processing strategies:

- *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
- *forming hypotheses about texts:* from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
- *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading tsk
- *creating mental images or visualising*
- *inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgements and draw conclusions

Encoding

Spelling is mostly phonetic. experiment with words drawn from language experience activities choose letters on the basis of sounds regardless of conventional spelling patterns transfer words encountered in talk, or reading to writing

Composing

Use the following strategies through English or Samoan to produce texts in English:

Forming intentions:

What learners do:

- reflect on the success criteria of their task
- decide on topic area
- decide on purpose, form, audience
- make connections with what they already know and with what they have read
- decide on important ideas
- draw up sections or a rough sequence, using devices such as graphic organiser when appropriate
- ask questions of themselves and of others to clarify ideas
- gather information by discussing ideas, locating sources, and selecting information
- seek feedback on their ideas and on how to express and organise them
- reflect on their ideas honestly and openly

Composing a text

What learners do:

- write their ideas down as clearly as possible
- apply their knowledge and awareness of how to use visual and grapho-phonic, semantic, and syntactic information in written texts
- attend to structure and form as well as ideas
- think about the best words to use for intended audience
- seek and act upon feedback fromm their teacher or peers
- check they are covering the main points they identified when forming intentions
- check factual accuracy

	TEACHING IDEAS	
PROCESSES AND STRATEGIES	• repeating questions and answers if they are not understood • getting help from other learners or the teacher, e.g. *Can you help me, please?* • use pronunciation that is understandable though may be strongly influenced by Samoan Use volume (increase/decrease), pace (fast/slow) and tone of voice (friendly/angry) to add meaning; facial expressions, gestures, appropriately in communication **Thinking critically** Compare simple English texts with their Samoan equivalent for their features at word level, sentence level, sounds, word order Make a personal response to an oral English text using either simple English structures or Samoan **Monitor/self evaluate/ reflective** Use Samoan or English to describe progress – say what they can understand, say when there is a break down in their understanding and point to specific reasons eg, don't know a word, delivery was too fast	**Thinking critically** Use English or Samoan to express a simple reasoned personal opinion about any aspect of their English texts eg. a character they liked and why, the illustrations – note this could be also texts they have viewed such as a favourite movie, children's programme in English **Vocabulary learning strategies** Uses a range of strategies to increase sight vocabulary, for example, • Reading texts that use high frequency words repeatedly • Repeated reading of easy and familiar books • Use high frequency words in writing • Use various word games to reinforce and establish sight words eg memory • Writing or dictating their own texts to share with the class using both familiar and new vocabulary • Reading and writing notices, labels, notes on the message board, and signs • Constructing charts of words with common sound or spelling patterns • Playing with words in games, rhymes, and songs	• shape their texts to create links between basic information and further details • attend to spelling, grammar, and handwriting **Revising** What learners do: • review how clearly and effectively they have expressed their ideas • review the purpose or point of view • review their work critically, for example, for choice of vocabulary and for interest • ask questions about their intended audience: how will the audience feel when they read this? • seek and respond to feedback from teacher or peers • modify writing as necessary • attend to surface features **Publishing and presenting** What learners do: • make judgements about how to present their writing to the audience • proof-read their writing, checking for correctness (for example, accurate spelling) • complete the version to be published or presented • seek feedback about the published piece from their teacher, peers, and others to inform further learning • enjoy their own work, share it, and display it Experiment with presenting basic ideas through a choice of visuals, descriptive words or phrases eg. *Uses familiar descriptive words to accompany a self portrait or writes captions for illustrations of stories* **Monitor/self evaluate/ reflective** Describe the strategies they use to plan, compose and revise texts Evaluate their own work using teacher- and class-generated criteria

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL3.1 Demonstrate awareness of basic conventions of English in order to comprehend and communicate orally for personal and social purposes*	*RVL3.1 Use the foundations of oral language and previous reading experience in Samoan to understand the nature of written English in order to comprehend simplified texts on familiar contexts*	*WPL3.1 Demonstrate / apply knowledge of basic standard English grammar, spelling, and conventions to convey basic information, ideas, respond to text, and demonstrate creativity*
	Grammar: LSL3.1.1 Understand and use simple grammatical structures **Phonology** LSL3.1.2 Discriminate and repeat accurately the correct pronunciation of familiar words **Vocabulary** LSL3.1.3 Understand at least 300 frequent words related to their immediate physical, and social environment, everyday events, and class topics LSL3.1.4 Use a productive vocabulary of at least 300 frequent words to communicate in routine social and classroom situations	**Grammar:** RVL3.1.1 Understand grammar at the simple sentence level to comprehend written text **Phonology** RVL3.1.2 Demonstrate phonemic awareness using familiar words **Vocabulary** RVL3.1.3 Recognize at least 300 frequent words related to immediate physical, and social environment, everyday events, and class topics RVL3.1.4 Reads and understands sight words related to personal experience and topics	**Grammar:** WPL3.1.1 Use complete, grammatical simple sentences when producing written texts **Mechanics: spelling, punctuation and capitalization** WPL3.1.2 Use standard English mechanics of spelling, punctuation, capitalization **Vocabulary** WPL3.1.3 Use a productive vocabulary of at least 300 frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing

TEACHING IDEAS			
LANGUAGE	**Grammar:** Receptive grammatical knowledge Recognize sentence structures for making simple statements, commands, and asking questions: simple sentence and question forms: Sentence: simple statements (SVO, SV, simple present & simple past tense,); directives: line up, sit down, hands up Sentence: wh- questions using what, when, where, who Sentence: conjoined with 'and', 'but' Sentence: subordinated with 'because' Sentence: subject-verb concord Clause: adverbials of time eg. yesterday, today, last night, last week Clause: direct speech Use contractions made with 'not' to negate a statement	**Grammar** Receptive grammatical knowledge Recognize sentence structures for making statements, commands, and asking questions: simple sentence and question forms: Sentence: simple statements (SVO, SV, simple present, present continuous, simple past); directives: line up, sit down, hands up Sentence: wh- questions using who, what, when, where, Sentence: conjoined with 'and', 'but' Sentence: subordinated with 'because' Sentence: subject-verb concord singular & plural and keeping within the tenses specific to year 3 level. Clause: adverbials of reason Clause: direct speech Use contractions made with 'not' to negate a statement	**Grammar** Formulate simple sentences (SVO, SV, in past, and present tenses) Use simple present, simple past tense of verbs accurately Use past tense regular verbs with 'ed' endings appropriately Sentence: wh- questions using who, what, when, where, how Sentence: conjoined with 'and', 'but' Sentence: subordinated with 'because' Sentence: subject-verb concord Clause: adverbials of reason Clause: direct speech Use contractions made with 'not' to negate a statement

TEACHING IDEAS		
LANGUAGE	Recognize and use spatial prepositions of place to give positions of objectives eg. under, on, up, down, in, inside, outside, near, at Recognize simple comparative and superlative adjectives Identify the three basic parts of speech *(noun, verb, adjective)* **Productive grammatical knowledge** Production at this stage may be very characterized by: single words, echoing phrases they hear, responding in Samoan, use of non-standard vocabulary and sentence structures, using high frequency words without the structural words to connect ideas Use formulaic language and simple structures to interact with others **Phonology** Distinguish between words in a stream of speech Hear, differentiate, and attend to individual sounds within words Recognize and name all upper and lowercase letters of the English alphabet Associate alphabet letters with their representative sounds in familiar words Identify and discriminate sounds, stress and use correct intonation in simple questions, statements and commands **Vocabulary** Recognize everyday vocabulary, singular and plural, regular nouns and action verbs Recognize and identify most fundamental specialized vocabulary in content areas eg basic shapes, colours, numerals, animals . . .	Recognize spatial prepositions of place to give positions of objectives eg. under, on, up, down, inside, outside, behind, between Recognize simple comparative and superlative adjectives Apply knowledge of the basic parts of speech *(noun, verb, adjective*, and simple sentence structures to comprehend text. Identify ways in which conventions (such as *punctuation, capitalization*) signal meaning in various kinds of sentences **Phonology** Demonstrate knowledge of English phonemes and their relationships to familiar words. Recognize and name all upper and lowercase letters of the English alphabet Use letter-sound match to decode simple unknown words. Recognize letters and how sounds relate to letter clusters, and words Discriminate between initial and final sounds in familiar words eg walk/talk, cat/can, think/thing, bat/pat Identify a small range of consonant blend sounds in familiar words, e.g; black, milk, school, and discriminate between a small range of initial and final consonant blend sounds in words, e.g; glass/grass Identify basic vowel sounds and discriminate between different middle vowel sounds in words, e.g; hot, tape, sit/cat	Use prepositions of place to give positions of objectives eg. The book is on the table. Use simple comparative and superlative adjectives Experiment with basic parts of speech, (*adjective*) to enhance meaning Recognize the subject-predicate relationship in written sentences. Distinguish between a complete sentence and a sentence fragment. Show understanding of past, present tense through basic time references eg Yesterday we went to church. Today we are at school. Mechanics: spelling, punctuation and capitalization Spells correctly the frequently used sight words and words with personal meaning Use conventions (such as *punctuation, capitalization*) correctly to signal meaning in various kinds of sentences **Vocabulary** Use some frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing Understand and use some vocabulary for narratives eg stories, legends Use vocabulary for labelling, classifying and describing, for expressing likes and dislikes, and feelings

TEACHING IDEAS		
LANGUAGE	Recognize words of sequence: first, second, next, last, then, after that (words for basic and familiar concepts such as personal details, health, body parts, family, time, colours, shapes, numbers, objects around the home, school, environment, actions, core concepts (eg. big, little), and core *content* words for curriculum learning where the medium of instruction is English for these levels)	Distinguish long-and short-vowel sounds in orally-stated single syllable words eg bit/bite Use "sound-stretching" of one-syllable words to identify each phoneme (Given "cat" as prompt, student says /k/ /a/ /t/.) Recognize and produce simple rhyming words Give examples of how the writing systems of English and Samoans are similar and different **Vocabulary** Recognize everyday vocabulary, singular and plural, regular and irregular nouns and action verbs Recognize and identify most fundamental specialized vocabulary in content areas eg basic shapes, colours, numerals, animals.... Recognize words of sequence: first, second, next, last Build sight vocabulary by reading and viewing and from teacher directed sources Identify synonyms and antonyms for frequently used and simple words	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST3.1 Recognise that people shape texts according to their purpose, audience, and ideas and be able to participate in selected texts for this year* **Purpose, audiences, ideas** LST3.1.1 Demonstrate awareness of the features of different familiar audiences and purposes LST3.1.2 Construct brief spontaneous or planned texts for a small range of purposes in familiar school situations **Text form and features** LST3.1.3 Use their experience of Samoan language to identify the layout and elements of the texts for this year; produce some basic elements of familiar spoken text **Comprehension** LST3.1.4 Identify basic ideas within short predictable oral texts and exhcange personal experiences and information	*RVT3.1 Analyse and respond to a range of simplified texts designed for different purposes and audiences within familiar contexts* **Purpose, audiences, ideas** RVT3.1.1 Participate in reading and viewing for a variety of purposes and explore various literary and media genres (e.g. picture books, poetry, storybooks, instructions – recipes, making things, print and visuals on posters, songs, other media eg. favourite movie, cartoons.. **Text form and features** RVT3.1.2 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience RVT3.1.3 Read aloud to develop fluency, expression, accuracy and confidence **Comprehension** RVT3.1.4 Identify and respond to basic ideas in simplified texts on familiar topics RVT3.1.5 Retell story sequence RVT3.1.6 Express an opinion about their texts using either English or Samoan	*WPT3.1 Produce a range of texts with appropriate format and features to suit purpose and audience, and ideas* **Purposes, audiences, ideas** WPT3.1.1 Write simple ideas and responses, often around personal experience, a simple purpose for writing, and communicate basic essential information in writing WPT3.1.2 Present and share ideas for different purposes, audiences and combines different forms of oral and visual information **Text form and features** WPT3.1.3 Use experience of reading analysis of model texts to structure and use appropriate features in their own texts.
	TEACHING IDEAS		
TEXTS	**Purpose, audiences, ideas** Use their Samoan language to identify features of familiar audiences for their texts eg. age, interests . . . Demonstrate awareness of the ways to address different audiences face to face and when not seen as in over the telephone e.g. greeting the teacher, greeting a friend, greeting someone on the telephone Listen and identify the purpose, audience of a small range of familiar texts: instructions, narratives, legends, chants/ rhymes **Text form and features** Identify and produce basic elements of simple oral descriptions, recounts, instructions, and narratives based on familiar personal or school situations	**Purpose, audiences, ideas** Note: Although the texts students may be exploring and viewing have far more English language than students understand, they are able to glean meaning from using their Samoan understanding of texts and the experiences they may have of viewing movies – they are able to follow a story line, identify good/ bad characters etc. This experience should be tapped as they listen and enjoy the sounds of English. Hence the following are suggested for Year 3 Use their Samoan language to respond to texts they have explored, read, viewed either by retelling sequence, giving an opinion, identify key characters	**Purpose, audiences, ideas** Use given models to structure texts for simple purposes, familiar audiences and ideas • Produce elements of recounts and instructions with a sense of beginning, middle, end • Produce simple descriptions of people, places and things Begin to experiment with different ways of presenting ideas and information eg. combines visual and written text in a poster, a collage, a song and actions **Text form and features** Recognize and use organisation and language features of imaginative and informational texts for this year eg. simple instructions, recounts, descriptions

	TEACHING IDEAS		
TEXTS	Listen to models of texts to identify patterns and structure their texts Use basic language features to speak on personal topices eg. • give a basic description of known people, objects • recount familiar stories, legends • give a morning talk **Comprehension** Identify ideas within short predictable texts on personal topics eg self, home, family, school Look andlisten purposefully for particular information in pictures, diagrams, oral texts Identifies basic ideas in texts, signs, labels, pictures Relate story ideas to own experience using either Samoan or English Use either Samoan or English to discriminate between details actually stated and those that are not Recall story sequence using either Samoan or English and with the help of pictures	Identify the purpose, audience of a range of simple familiar texts: descriptions, recounts, instructions, narratives, legends, chants/ rhymes – see books in the Pacific Literacy Series Interpret familiar information recorded in graphic forms eg. a daily calendar, times of the day, weather chart, poster of human body **Text form and features** Point to (or say in Samoan) features of simple English descriptions, recounts, instructions, narratives using basic texts from the Pacific Literacy Series e.g. What Plants need; Uncle Timi's Sleep, Where do baby turtles go? Say why different texts have different features Read own stories aloud with a high degree of accuracy and appropriate expression to increase fluency and awareness of connections between oral, meaning, forms Read aloud short sentences made up of words from the sight word list Read aloud short sentences that are statemens, question, and exclamations made up of sight words Read simple texts that have different forms and describe their form and purpose eg. poems, instructions, narratives, simple short plays, and **Comprehension** Using either English or Samoan, demonstrate understanding in a variety of ways: • answering literal questions about the story – simple wh questions • expressing an opinion • predicting consequence based on story events • using pictures to discuss main idea of a text • putting in time order the events of a story or instruction • identify story line: beginning, middle, ending • retelling the story in own words • drawing conclusions • discriminate between details actually stated and those that are not • identify examples of facts in informational texts	Texts may be exact copy of a model Original texts are very short (with two or three ideas) and have minimal develoement

LISTENING AND SPEAKING

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<td rowspan="2">INTERPERSONAL COMMUNICATION</td>
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LSl3.1 Participate in limited interactions in pair, small group, and whole class contexts for basic social and curriculum purposes using mainly formulaic but appropriate structures

Interpersonal context
LSl3.1.1 Use simple learned formulas and patterns to communicate in routine, familiar, social and classroom situations

Content
LSl3.1.2 Participate in a range of language functions: greetings and simple introductions/ farewells; express likes/disklikes/needs; follow basic instructions and respond to simple questions on familiar topics; asking permission, making and accepting apologies; asking for help; indicating when not understanding; stating an opinion in simple language

Delivery: fluency, pronunciation, non-verbal
LSl3.1.3 Use routine formulas with fluency, say single words, echo phrases they hear

LSl3.1.4 Use non-standard vocabulary and sentence structures mixing Samoan and English in their constructions

LSl3.1.5 Pause and hesitate appropriately when speaking; and make use of gestures, facial expressions to accompany simple instructions, information or questions

LSl3.1.6 Use a gesture or facial expression to indicate that they don't understand

LSl3.1.7 Use comprehensible pronunciation, stress and intonation though it may be heavily influenced by Samoan

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TEACHING IDEAS

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<td>INTERPERSONAL COMMUNICATION</td>
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Interpersonal context
Follow classroom survival directions: schedules, homework, sequence of tasks, routines when carrying out classroom activities

Initiate and respond in limited interactions: familiar people and situations, one to one, group situations, some whole class contexts when listening and discussing eg; a story

Content
Participate in a range of language functions: greetings and simple introductions/ farewells; express likes/dislikes/needs; follow basic instructions and respond to simple questions on familiar topics; asking permission, making and accepting apologies; asking for help; indicating when not understanding, stating an opinion in simple language

Participate appropriately in social purposes around establishing and maintaining relationships eg; greetings, asking after someone's health; sharing feelings, interests, and experiences; stating an opinion

Delivery: fluency, pronunciation, non-verbal
Listen for key words and for repetition of words and phrases to identify intonation and meaning carried in different intonation

Listen to a lot of examples of dialogue using different language functions to distinguish intonation, stress, that go with different language functions

Analyze examples of structures to notice patterns for different language functions

Use mostly high frequency words, leaving out structural words i.e. relies on key words to carry meaning, gesture, or a mix of Samoan and English

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Year Four

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP4.1 Use a range of strategies to understand and participate in classroom interactions*	*RVP4.1 Use sources of information in texts, along with their prior knowledge and experience of reading in Samoan, to decode and encode written English, make meaning, and think critically as readers*	*WPP4.1 Demonstrate awareness of basic conventions of English in order to comprehend and communicate orally for personal and social purposes*
	Comprehension LSP4.1.1 Practice effective listening using processing strategies **Communication** LSP4.1.2 Participate effectively in an interaction using appropriate strategies to open, maintain and close an interaction. **Thinking critically** LSP4.1.3 Think about the success criteria for a listening and speaking task, reflect on the production of others and give feedback e.g. a group presentation of a poem, a play, a poster…..(volume, pace, facial expressions, gestures). **Monitor/self evaluate/ reflective** LSP4.1.4 Think about their own production and say (may use Sāmoan) what was good / successful and why e.g. when greeting or recounting an event to the class.	**Processing strategies** RVP4.1.1 Use and integrate the sources of information in texts, along with their prior knowledge to decode and understand their texts: • use visual, graph-phonic, semantic and syntactic information to decode and encode words, use picture cues. RVP4.1.2 Drawing on their experience of reading in Sāmoan, use a range of processing strategies in integrated ways to decode and understand their texts: • attending and searching, predicting, cross-checking and confirming, self-correcting. **Comprehension strategies** RVP4.1.3 Apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading: • making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring. **Thinking critically** RVP4.1.4 Respond to their texts at a personal level **Vocabulary learning strategies** RVP4.1.5 Use an increasing range of strategies to recognise and produce high frequency words, subject specific words.	**Grammar** WPP4.1.1 Use an increasing range of strategies to recognise and produce high frequency words, subject specific words. **Phonology** WPP4.1.2 Demonstrate phonemic awareness using familiar words and extend word lists gradually **Vocabulary** WPP4.1.3 Understand at least 500 frequent words related to their immediate physical, and social environment, everyday events, and class topics (note receptive vocabulary larger than productive vocabulary so target for productive speaking vocabulary will be less e.g. Use a productive vocabulary of at least 500 frequent words to communicate in routine social and classroom situations.

TEACHING IDEAS		

PROCESSES AND STRATEGIES	**Comprehension**
	Listen for explicit meaning
	• identify key words in short utterances by recognizing the stress
	• identify the gist or main ideas in simple spoken texts, e.g; short stories, with the help of picture cues
	• locate or provide specific information in response to simple instructions or questions
	• recognise repeated expressions in simple spoken texts
	• recognise language patterns and vocabulary items previously learnt
	• work out the meaning of unknown words using contextual or pictorial clues
	• recognise that audio clues (tone, volume) convey meaning.
	
	Communication
	Use single words or simple phrases combined with non-verbal features to seek confirmation of language use and ideas e.g. 'Right?' 'See?' May also use Sāmoan language to seek feedback on English production.
	
	Revise oral and written communications to clarify their ideas.
	
	Rehearse and modify own spoken texts to clarify meaning and information.
	
	Make appropriate changes to voice (volume, pace, intonation), visuals, body language, content, written structures.
	
	Participate effectively in an oral interaction:
	• open an interaction by
	  o using simple formulaic expressions to greet someone politely
	  o introducing oneself briefly
	  o eliciting a response, e.g. How are you?
	• maintain an interaction by
	  o using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
	• close an interaction by
	  o using simple formulaic expressions, e..g. Good - bye
	• repeating questions and answers if they are not understood
		Processing strategies
		Use shapes and sounds (visual and graphophonic) information in texts to decode and understand their texts integrating this with their prior knowledge and experience of reading in Sāmoan
		Use a range of processing strategies in integrated ways to decode and understand their texts:
		• *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams
		• *predicting* – forming expectations or anticipating what will come next by drawing on prior knowledge and experience of language Sāmoan
		• *cross-checking and confirming* – checking to see that the reading makes sense and fits with all the information already processed
		• *self-correcting-detecting* or suspecting that an error has been made and searching for additional information in order to arrive at the right meaning
		
		Comprehension strategies
		Use any combination of comprehension strategies along with processing strategies:
		• *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
		• *forming hypotheses about texts:* from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
		• *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading task
		• *creating mental images or visualising*
		• *inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgements and draw conclusions
			Grammar
			Receptive grammatical knowledge
			Recognise sentence structures for making statements, commands, and asking questions: simple sentence and question forms.
			Sentence: simple statements (SVO, SV, simple present, present continuous, simple past, past continuous); extended directives: line up and stand up straight, sit down and keep still, hands up and wait your turn.
			Sentence: wh- questions using who, what, when, where, how.
			Sentence: conjoined with 'and', 'but'.
			Sentence: subordinated with 'because'.
			Sentence: subject-verb concord.
			Clause: adverbials of reason and manner.
			Clause: review and extend direct speech.
			Use contractions made with 'not' to negate a statement.
			Review spatial prepositions of place to give positions of objectives, e.g. under, on, up, down, inside, outside, behind, between and extend to prepositions of direction e.g. into, onto, through, phrases: out of.
			Review and extend simple comparative and superlative adjectives
			Identify the four basic parts of speech (*noun, verb, adjective, adverb*).
			
			Productive grammatical knowledge
			Production at this stage may be characterized by: words and phrases they hear, responding in Sāmoan, gradual use of standard vocabulary and sentence structures, using high frequency words with some structural words to connect ideas.
			
			Use formulaic language and simple structures to interact with others and to convey simple ideas.
			Phonology
			Review the following from Year 3 and extend where appropriate:
			• Distinguish between words in a stream of speech.
			• Hear, differentiate, and attend to individual sounds within words.
			• Recognise and name all upper and lowercase letters of the English alphabet.
			• Associate alphabet letters with their representative sounds in familiar words.

TEACHING IDEAS		
PROCESSES AND STRATEGIES	• getting help from other learners or the teacher, e.g. Can you help me, please? Include something on pronunciation e.g. have pronunciation that is strongly influenced by Sāmoan Use volume (increase/decrease), pace (fast/slow) and tone of voice (friendly/angry) to add meaning; facial expressions, gestures, appropriately in communication. Combine words (the linguistic mode) with other modes of representation (visual, audio, gestural and spatial) to record and communicate meanings. Experiment with presenting basic ideas through a choice of visuals, descriptive words or phrases, e.g. *Uses familiar descriptive words to accompany a self portrait or writes captions for illustrations of stories*. **Thinking critically** Give feedback to others on a specific aspect of the success criteria and give a simple reason. **Monitor/self evaluate/ reflective** Use Sāmoan or English to describe the strategies they use to understand what they listened to, and how to respond or make a simple oral presentation, e.g. to listen to someone giving a morning talk what did they do; to give a morning talk, how did they choose what to talk about, what to say, and how to say it?	• *identify author's purpose and point of view* • *identifying and summarising main ideas* • *analysing and synthesising* • *evaluating ideas and information.* **Thinking critically** Express a simple reasoned personal opinion about any aspect of their texts e.g. a character they liked and why, the illustrations. **Vocbulary learning strategies** Use a range of strategies to increase and establish sight vocabulary, for example, matching written words to picture representation, matching written English to Sāmoan equivalent, matching words to synonyms, listen to the oral form and point to written form of the word, listen to the oral form and repeat, listen and write the word. Begin to use strategies that focus on word forms eg. work on chunks, syllables, compound words, root words in the context of reading and writing texts, word analysis in context, relate the word to another with similar components.	**Identify and discriminate sounds, stress and use correct intonation** in simple questions, statements, commands and extend to warnings. **Vocabulary** Recognise everyday vocabulary, singular and plural, regular and irregular nouns and action verbs Recognise and accurately identify most fundamental specialized vocabulary in content areas eg basic shapes, colours, numerals, animals.... Recognise and use correctly words of sequence: first, second, next, last, then, after that (words for basic concepts such as personal details, health, body parts, family, time, colours, shapes, numbers,objects around the home, school, environment, actions, core concepts (e.g. big, little), and core content words for curriculum learning where the medium of instruction is English for these levels)

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL4.1 Demonstrate awareness of basic conventions of English in order to comprehend and communicate orally for personal and social purposes*	*RVL4.1 Use the foundations of oral language and previous reading experience in Samoan to understand the nature of written English in order to comprehend simplified texts on familiar contexts*	*WPL4.1 Demonstrate / apply knowledge of basic standard English grammar, spelling, and conventions to convey basic information, ideas, respond to text, and demonstrate creativity*
	Grammar: LSL4.1.1 Understand and use simple grammatical structures to interact with others and to convey simple ideas. **Phonology** LSL4.1.2 Demonstrate phonemic awareness using familiar words and extend word lists gradually. **Vocabulary** LSL4.1.3 Understand at least 500 frequent words related to their immediate physical, and social environment, everyday events, and class topics (note receptive vocabulary larger than productive vocabulary so target for productive speaking vocabulary will be less). LSL4.1.4 Use a productive vocabulary of at least 500 frequent words to communicate in routine social and classroom situations.	**Grammar:** RVL4.1.1 Understand grammar at the simple sentence level to comprehend written text **Phonology** RVL4.1.2 Demonstrate phonemic awareness using an extended list of familiar words. **Vocabulary** RVL4.1.3 Recognise at least 500 frequent words related to immediate and other extended physical, and social environment, everyday events, and class topics. RVL4.1.4 Reads and understands sight words related to personal experience and topics.	**Grammar:** WPL4.1.1 Use complete, grammatical simple sentences when producing written texts **Mechanics: spelling, punctuation and capitalization** WPL4.1.2 Use standard English mechanics of spelling, punctuation, capitalization **Vocabulary** WPL4.1.3 Use a productive vocabulary of at least 300 frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing

	TEACHING IDEAS		
LANGUAGE	**Receptive grammatical knowledge** Recognise sentence structures for making statements, commands, and asking questions: simple sentence and question forms: Sentence: simple statements (SVO, SV, simple present, present continuous, simple past, past continuous); extended directives: line up and stand up straight, sit down and keep still, hands up and wait your turn. Sentence: wh- questions using who, what, when, where, how. Sentence: conjoined with 'and', 'but'. Sentence: subordinated with 'because'. Sentence: subject-verb concord. Clause: adverbials of reason and manner. Clause: review and extend direct speech. Use contractions made with 'not' to negate a statement.	**Receptive grammatical knowledge** Recognise and apply understanding of sentence structures for making statements, commands, and asking questions: sentence and question forms: Sentence: simple statements (SVO, SV, simple present, present continuous, simple past, (continuous) extended directives: line up and wait for the teacher, sit down and pay attention, hands up and move your body. Sentence: wh- questions using who, what, when, where, how. Sentence: conjoined with 'and', 'but', 'because'. Sentence: subordinated with 'because'. Sentence: subject-verb concord. Clause: adverbials of reason and manner. Clause: direct speech.	**Productive grammatical knowledge** Formulate simple sentences (SVO, SV, past, present, future). Use simple present, simple past tense of verbs accurately. Use past tense regular verbs with 'ed' endings appropriately. Sentence: wh- questions using who, what, when, where, how. Sentence: conjoined with 'and', 'but'. Sentence: subordinated with 'because'. Sentence: subject-verb concord. Clause: adverbials of reason. Clause: direct speech. Use contractions made with 'not' to negate a statement. Use prepositions of place to give positions of objectives, e.g. 'The book is on the table.' Use simple comparative and superlative adjectives Experiment with basic parts of speech, (adjective, adverb)to enhance meaning.

TEACHING IDEAS

LANGUAGE

Review spatial prepositions of place to give positions of objectives e.g. under, on, up, down, inside, outside, behind, between and extend to prepositions of direction e.g. into, onto, through, phrases: out of. Review and extend simple comparative and superlative adjectives.
Identify the four basic parts of speech (noun, verb, adjective, adverb.

Productive grammatical knowledge
Production at this stage may be characterized by:
words and phrases they hear, responding in Sāmoan, gradual use of standard vocabulary and sentence structures, using high frequency words with some structural words to connect ideas.

Use formulaic language and simple structures to interact with others and to convey simple ideas.

Phonology
Review the following from Year 3 and extend where appropriate:
• Distinguish between words in a stream of speech.
• Hear, differentiate, and attend to individual sounds within words.
• Recognise and name all upper and lowercase letters of the English alphabet.
• Associate alphabet letters with their representative sounds in familiar words.

Identify and discriminate sounds, stress and use correct intonation in simple questions, statements, commands and extend to warnings.

Vocabulary
Recognise everyday vocabulary, singular and plural, regular and irregular nouns and action verbs

Recognise and accurately identify most fundamental specialized vocabulary in content areas eg basic shapes, colours, numerals, animals....

Recognise and use correctly words of sequence: first, second, next, last, then, after that.

Use contractions made with 'not' to negate a statement and contraction of tense: I'll – I will, We're – We are. Recognise the structures and functions of contractions.
Recognise spatial prepositions of place to give positions of objectives e.g. under, on, up, down, inside, outside, behind, between and extend to prepositions of direction e.g. into, onto, through, etc.
Review and understand simple comparative and superlative adjectives used in reading.
Apply knowledge of the basic parts of speech (noun, verb, adjective, adverb) and simple sentence structures to comprehend text.
Identify ways in which conventions (such as punctuation, capitalization) signal meaning in various kinds of sentences.

Phonology
Demonstrate knowledge of English phonemes and their relationships to familiar words.

Identify, comprehend and name all upper and lowercase letters of the English alphabet.

Use letter-sound match to decode unfamiliar words.

Recognise letters and sounds and apply letter clusters, to understand words in reading.

Discriminate between initial and final sounds in familiar words and some unfamiliar words e.g. walk/talk, cat/can, think/thing, bat/pat.

Identify a varied range of consonant blend sounds in both familiar and some unfamiliar words, e.g. black, milk, school, and discriminate between a range of initial and final consonant blend sounds in words, e.g. glass/grass.

Identify basic vowel sounds and discriminate between different middle vowel sounds in words, e.g. hot, tape, sit/cat

Recognise the subject-predicate relationship in written sentences. Distinguish between a complete sentence and a sentence fragment. Show understanding of past, present and future tense through basic time references e.g. 'Yesterday we went to church. Today we are at school.'

Mechanics: spelling, punctuation and capitalization
Spells correctly frequently used sight words and words with personal meaning.

Use conventions (such as punctuation, capitalization) correctly to signal meaning in various kinds of sentences.

Vocabulary
Use some frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing.

Understand and use vocabulary for narratives e.g. stories, legends.

Use vocabulary for labelling, classifying and describing, for expressing likes and dislikes, and feelings.

	TEACHING IDEAS		
LANGUAGE	(Words for basic concepts such as personal details, health, body parts, family, time, colours, shapes, numbers, objects around the home, school, environment, actions, core concepts (e.g. big, little), and core content words for curriculum learning where the medium of instruction is English for these levels.)	Distinguish long-and short-vowel sounds in orally-stated single syllable words e.g. bit/bite. Clap syllables in words. Use "sound-stretching" of one-syllable words to identify each phoneme. (Given "cat" as prompt, student says /k/ /a/ /t/.) Recognise and produce rhyming words. Review examples of how the writing systems of English and Sāmoans are similar and different. Vocabulary Recognise everyday vocabulary, singular and plural, regular and irregular nouns and action verbs. Recognise and identify most fundamental specialized vocabulary in content areas e.g. basic shapes, colours, numerals, animals, etc. Recognise words of sequence: first, second, next, last. Build sight vocabulary by reading and viewing and from a variety of sources. Identify synonyms and antonyms for extended list of frequently used words.	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST4.1 Recognise that people shape texts according to their purpose, audience, and ideas and be able to participate in selected texts for this year* **Purpose, audiences, ideas** LST4.1.1 Classify texts with familiar ideas according to their purpose, audience, organisation, and features. LST4.1.2 Shape texts for different purposes and audiences. **Text form and features** LST4.1.3 Recognise and produce the layout and different elements of the texts for this year. **Comprehension** LST4.1.4 Recognise, identify and respond to meanings, ideas within short predictable oral texts on personal topics e.g. self, home, family, school	*RVT4.1 Analyse and respond to a range of simplified texts designed for different purposes and audiences within familiar contexts* **Purpose, audiences, ideas** RVT4.1.1 Participate in reading and viewing for a variety of purposes and explore various literary and media genres. e.g. picture books, poetry, storybooks, instructions – recipes, making things, print and visuals on posters, songs, simple informational texts, other media e.g. favourite movie, cartoons. **Text form and features** RVT4.1.2 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience. RVT4.1.3 Read aloud to develop fluency, expression, accuracy and confidence. **Comprehension** RVT4.1.4 Respond to meanings, ideas and purposes at different levels of comprehension.	*WPT4.1 Produce a range of texts with appropriate format and features to suit purpose and audience, and ideas* **Purposes, audiences, ideas** WPT4.1.1 Write for different purposes: • produce elements of recounts and instructions with a sense of beginning, middle, end • produce simple descriptions of people, places and things • use writing to convey a message and explore ideas. WPT4.1.2 Develop success criteria for their writing. WPT4.1.3 Present and share ideas for different purposes, audiences and combine different forms of oral and visual information. **Text form and features** WPT4.1.4 Use experience of reading and analysis of model texts to structure and use appropriate features in their own texts

	TEACHING IDEAS		
TEXTS	**Purpose, audiences, ideas** Use their Sāmoan language to identify features of familiar audiences for their texts e.g. age, interests, Identify how language differs when they address someone they are close to, someone they don't know, someone much older e.g. Greetings used with different people in different situation e.g. Good morning Mr . . . (teacher), Hi Sione (friend). Listen and identify the purpose, audience of a range of familiar texts: descriptions, recounts, instructions, narratives, legends, chants/ rhymes. Text form and features Identify and produce elements of simple oral descriptions, recounts, instructions, and narratives based on familiar personal or school situations.	**Purpose, audiences, ideas** Identify the purpose, audience of a range of familiar texts : descriptions, recounts, instructions, narratives, legends, chants/ rhymes. Identify different purposes for reading and viewing (enjoyment, to locate information, to get information, to get something done such as in instruction texts etc). Discuss the rate of reading for different purposes and why. Set purposes for reading/ viewing different types of texts and read; discuss outcome of reading. Interpret familiar information recorded in graphic forms, e.g. a daily calendar, times of the day, weather chart, poster of human body. Text form and features Distinguish the layout, and elements of: simple descriptions, recounts, instructions, and narratives	**Purpose, audiences, ideas** Use given models to structure texts: produce elements of recounts and instructions with a sense of beginning, middle, end produce simple descriptions of people, places and things use writing to convey a message and explore ideas. Use a range of prewriting, writing, revising, and editing strategies to plan, draft, and improve their writing. Using knowledge of purpose, audience, text organisation and features, identify the success criteria for their writing and use this for monitoring their own production. Begin to experiment with different ways of presenting ideas and information e.g. combines visual and written text in a poster, a collage, a song and actions.

	TEACHING IDEAS		
TEXTS	Speak on a range of personal topics that deal with familiar ideas: e.g. self, home, family, and demonstrate that they can maintain a topic, • recount personal experiences and imaginary events • give basic descriptions of known people, objects, pets, places • retell familiar legends, stories Use basic language features of familiar text types e.g. simple present in a simple description of self. Listen to models of texts to identify patterns and structure their texts. **Comprehension** Recognise, identify and respond to meanings, ideas within short predictable texts on personal topics e.g. self, home, family, school. Look purposefully for particular information in pictures, diagrams, oral texts. Identify the gist or main ideas in simple spoken texts eg stories with the help of picture cues. Identify basic ideas in texts, signs, labels, pictures. Relate story ideas to own experience using either Sāmoan or English. Use either Sāmoan or English to discriminate between details actually stated and those that are not Recall story sequence	Identify some language features of familiar text types and say why they have these features e.g. stories use pictures, lots of talking (dialogue); stories have a beginning, middle, end; instructions start with a verb, have steps, list materials e.g. recipes, can have pictures; recounts use the past tense, uses I etc. Read own stories aloud with a high degree of accuracy and appropriate expression. Read aloud short sentences made up of words from the sight word list. Read aloud short sentences that are statements, question, and exclamations made up of sight words. Read simple plays, poems. **Comprehension** Respond to meanings, ideas, and purposes at different levels of comprehension. Using either English or Sāmoan, demonstrate understanding in a variety of ways: • answering literal questions about the story – simple wh questions • expressing an opinion • predicting consequence based on story events • using pictures to discuss main idea of a text • putting in time order the events of a story or instruction • identify story line: beginning, middle, ending • retelling the story in own words • drawing conclusions • discriminate between details actually stated and those that are not • identify examples of facts in informational texts.	**Text form and features** Recognise and use organisation and language features of imaginative and informational texts e.g. the beginning, middle and end of a story; procedures have instructions that tell what to do; some poems have rhyme, poems have a certain shape, letters, invitations have a certain look about them, labels name things e.g. labels placed on different parts of the classroom; invitations such as for a birthday have a certain decorative look about them and has certain information, e.g. name, place, time, what to bring. Texts may be exact copy of a model. Original texts are very short (with two or three ideas) and have minimal development.	

LISTENING AND SPEAKING

INTERPERSONAL COMMUNICATION

LSI4.1 Participate in limited interactions in pair, small group, and whole class contexts for basic social and curriculum purposes using mainly formulaic and some new structures

Interpersonal context
LSI4.1.1 Use simple learned formulas and patterns and some original structures to communicate in routine, familiar, social and classroom situations.

Content
LSI4.1.2 Participate in a range of language functions: exchange personal experiences and information, communicate feelings and attitudes, express personal identity.

LSI4.1.3 Exchange basic factual information.

Delivery: fluency, pronunciation, non-verbal
LSI4.1.4 Uses routine formulas with fluency, say single words, echo phrases they hear; takes risks with own constructions.

LSI4.1.5 Use non-standard vocabulary and sentence structures mixing Sāmoan and English in their constructions.

LSI4.1.6 Pauses and hesitates appropriately when speaking; and makes use of gestures, facial expressions to accompany simple instructions, information or questions.

LSI4.1.7 Use a gesture or facial expression to indicate that they don't understand.

LSI4.1.8 Use comprehensible pronunciation, stress and intonation though it may be heavily influenced by Sāmoan

TEACHING IDEAS

INTERPERSONAL COMMUNICATION

Interpersonal context
Follow classroom survival directions: schedules, homework, sequence of tasks, routines when carrying out classroom activities.

Initiate and respond in limited interactions: familiar people and situations, one to one, group situations, some whole class contexts when listening and discussing, e.g. a story.

Ask and answer simple questions for information and clarification, state they do not understand.

Give and follow simple instructions and directions to complete a task.

Express factual statements based on content of their subjects.

Content
Participate in a range of language functions: exchange personal experiences and information, communicate feelings and attitudes, express personal identity.

Participate in social purposes around establishing and maintaining relationships e.g. greetings, asking after someone's health; sharing feelings, interests, and experiences; stating an opinion.

Delivery: fluency, pronunciation, non-verbal
Listen for key words, and for repetition of words and phrases to identify intonation and meaning carried in different intonation.

Listen to a lot of examples of dialogue using different language functions to distinguish intonation, stress, that go with different language functions.

Analyse examples of structures to notice patterns for different language functions.

Use mostly high frequency words, leaving out structural words i.e. relies on key words to carry meaning, gesture, or a mix of Sāmoan and English.

Begin to support ideas with some detail when prompted.

Year Five

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP5.1 Use a range of strategies with confidence and flexibility to understand texts and sustain participation in classroom interactions* **Comprehension** LSP5.1.1 Build on previous year levels' processing strategies and extend to interpret a variety of texts. **Communication** LSP5.1.2 Use and integrate a range of strategies to open, maintain and close interaction and achieve purpose of communication. **Thinking critically** LSP5.1.3 Employ the success criteria for a listening and speaking task; making evaluative comments and relating things to one's experiences. **Monitor/self evaluate/ reflective** LSP5.1.4 Monitor, self-evaluate, and describe progress of what they are learning at Year 5 level.	*RVP5.1 Use a range of processing and comprehension strategies with increasing efficiency to understand a variety of texts* **Processing strategies** RVP5.1.1 Use and integrate the sources of information in texts to decode and understand their texts. • use visual and graph-phonic information and prior knowledge to decode and understand their texts • use attending and searching, predicting, cross-checking and confirming, self-correcting strategies. **Comprehension strategies** RVP5.1.2 With increasing efficiency use comprehension strategies in combination with processing strategies to make sense of what they are reading: making connections, contextual clues, forming hypotheses about texts, ask questions, creating mental images or visualizing, inferring. **Thinking critically** RVP5.1.3 Respond critically to the texts from their personal viewpoint. **Vocabulary learning strategies** RVP5.1.4 Show confidence in the use of a range of vocabulary learning strategies to learn and understand new words.	*WPP5.1 Use a range of strategies to plan, draft, revise and edit written texts with teacher and/or peer support* **Encoding** WPP5.1.1 Use their phonemic awareness and knowledge of phonics along with syntactic and meaning information to match their written words with spoken words. **Composing** WPP5.1.2 Use a range of strategies effectively during the four main stages of writing: forming intentions; composing a text; revising; publishing or presenting in order to create meaningful texts in English.

TEACHING IDEAS

PROCESSES AND STRATEGIES

Comprehension
Listen for explicit and implicit meaning:
- identify words in short utterances by recognizing the stress
- provide specific information in response to instructions or questions
- recognize the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
- recognize pronoun references; e.g. The children are in the park. They are playing happily.
- recognize that audio clues (tone, volume) convey meaning.
- recognize that clues from gestures and facial expressions convey speakers' intention, feelings and opinions
- use personal experiences and making use of context and knowledge of the world.

Communication
Use gestures and facial expressions, intonation and stress appropriately to convey meanings and intention.
Participate effectively in an oral interaction:
- open an interaction by
  - using formulaic expressions to greet someone politely
  - introducing oneself giving some details
  - eliciting a response by asking questions or providing information on a topic
- maintain an interaction by
  - using words or phrases and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
  - providing information in response to factual or yes/no questions
  - verbalizing inability to understand or asking for slower repetition of an utterance; e.g. Pardon?
  - predicting the likely development of a conversation and responding accordingly

Processing strategies
Use a range of processing strategies in integrated ways to decode and understand their texts:
- *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams; use the organizing principle of texts, such as index and contents pages, asking relevant questions, locating key words and making notes and adjust reading rate for different purposes
- *predicting* – forming expectations or anticipating what will come next by drawing on prior knowledge and experience of language
- *cross-checking and confirming* – checking to see that the reading makes sense and fits with all the information already processed
- *self-correcting-detecting* or suspecting that an error has been made and searching for additional information in order to arrive at the right meaning.

Comprehension strategies
Use any combination of comprehension strategies along with processing strategies efficiently:
- *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
- *forming hypotheses about texts:* from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
- *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading task
- *creating mental images or visualizing*
In Year 5 students should be able to: Identify and respond to points of view presented in their texts with reasons and examples.

Encoding
Use the following strategies:

Forming intentions:
What learners do:
- reflect on the success criteria of their task
- decide on topic area
- decide on purpose, form, audience
- make connections with what they already know and with what they have read
- decide on important ideas
- draw up sections or a draft sequence, using devices such as graphic organizer when appropriate
- ask questions of themselves and of others to clarify ideas
- gather information by discussing ideas, locating sources, and selecting information
- seek feedback on their ideas and on how to express and organize them
- reflect on their ideas honestly and openly.

Composing a text
What learners do:
- write their ideas down as clearly as possible
- apply their knowledge and awareness of how to use visual and graph phonic, semantic, and syntactic information in written texts
- attend to structure and form as well as ideas
- think about the most appropriate word(s) to use for intended audience
- seek and act upon feedback from their teacher or peers
- check they are covering the main points they identified when forming intentions
- check factual accuracy
- shape texts to create links between basic information and further details
- attend to spelling, grammar, and handwriting.

TEACHING IDEAS		

PROCESSES AND STRATEGIES	• close an interaction by
	   ○ using appropriate formulaic expressions, e.g. Have a nice day.
	   ○ giving reasons, e.g. 'Sorry. I have to leave now.'
	
	Thinking critically
	With some assistance from teacher analyze purpose and audience of task, describe success criteria and use to assess their own production.
	
	Monitor/self evaluate/reflective
	With teacher help, use the strategies they apply to understand what they listened to, and how to make an oral presentation with reasons.
		• *inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgments and draw conclusions
		• *identify author's purpose with teacher guidance*
		• *identifying and summarizing main ideas*
		• *analyzing and synthesizing with teacher help initially*
		• *evaluating ideas and information guided by teacher.*
		
		Thinking critically –
		Think beyond a literal and factual level that involves:
		• analyzing meanings,
		• responding critically to text when reading, and
		• being critically aware when composing texts;
		• responding to texts at a personal level, reflecting on them.
		
		Vocabulary learning strategies
		A bank of high frequency and sight words is established.
		Shows increasing confidence in the use of a range of vocabulary learning strategies to learn technical and understand new words, e.g. analyses word parts – prefixes, suffixes, word origins, irregular spelling, identifies parts of speech and shows awareness of collocations; explores word families, uses the dictionary with some teacher assistance for word meanings and other information such as word origins, synonyms and uses translation;
			Revising
			What learners do:
			• review how clearly and effectively they have expressed their ideas
			• review the purpose or point of view
			• review their work critically, for example, for choice of vocabulary and for interest
			• ask questions about their intended audience: how will the audience feel when they read this?
			• seek and respond to feedback from teacher or peers
			• modify writing where necessary
			• attend to surface features.
			
			Publishing and presenting
			What learners do:
			• make judgments about how to present their writing to the audience
			• proof-read their writing, checking for correctness (for example, accurate spelling)
			• complete the version to be published or presented
			• seek feedback about the published piece from their teacher, peers, and others to inform further learning
			• enjoy their own work, share it, and display it.
			
			Monitor/self evaluate/reflective
			Describe the strategies they use to plan, compose and revise texts
			
			Evaluate their own work using teacher – and class-generated criteria
			
			Select devices and techniques to influence particular audiences, such as their peers, in texts such as poems, advertisements, stories

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL5.1 Understand the basic conventions of English and be able to use and apply these in oral communication for personal and social purposes*	*RVL5.1 Use the foundations of oral language and previous reading experience in Samoan to understand the nature of written English in order to comprehend simplified texts on familiar contexts*	*WPL5.1 Apply previous writing experience and knowledge of basic English grammar, spelling and conventions to convey information, ideas and respond to text, to produce sentences, paragraphs and story writing as well as in producing other creative genres like different poetic forms*
	Grammar: LSL5.1.1 Review simple grammatical structures used previously and extend to more complex structures suitable for Year 5 level during interaction.	**Grammar:** RVL5.1.1 Use and apply grammar from previous level and expose to more complex sentence structure to comprehend written text.	**Grammar:** WPL5.1.1 Use complete, grammatical simple sentences and extend to more complex sentence structure when producing written texts.
	Phonology LSL5.1.2 Apply phonemic understanding of familiar words to new words in Year 5 level lists.	**Phonology** RVL5.1.2 Demonstrate understanding of phonemes of familiar words and apply to new and unfamiliar words.	**Mechanics: spelling, punctuation and capitalization** WPL5.1.2 Apply standard English mechanics of spelling, punctuation, capitalization in writing. Refer to Sāmoan written language to assist in punctuation.
	Vocabulary LSL5.1.3 Consolidate understanding and use of 500 frequent words from previous level and extend to at least 850 frequent words related to immediate and some new physical/social environment, everyday events, class topics and other relevant situations suitable for Year 5 level. LSL5.1.4 Use a productive vocabulary of at least 600 frequent words to communicate in routine social and classroom situations.	**Vocabulary** RVL5.1.3 Recognize and comprehend at least 850 words, some of which are frequent words used in previous levels related to a wider physical and social environment, familiar events, and relevant topics in other learning areas applicable for Year 5 level. RVL5.1.4 Use and refer to Sāmoan language to assist in understanding words and passage meaning. Reads, understands and extends sight words related to personal experience and topics.	**Vocabulary** WPL5.1.3 Use a productive vocabulary of at least 850 frequent words related to their immediate physical and social environment, everyday events, and class topics when writing.
	TEACHING IDEAS		
LANGUAGE	**Receptive grammatical knowledge** Review previous level sentence structure and extend for making statements, commands, and asking questions: extend simple to compound and some complex sentences and question forms. Sentence: simple to compound statements (SVO, SV, SVC, past, present, present & past continuous, future); directives: extend directives from single instructions like, line up, sit down, hands up to line up and wait quietly etc. **Review, consolidate & extend the following:** Sentence: wh- questions using who, what, when, where, why, how Sentence: conjoined with 'and', 'but', 'unless', 'until', 'than' Sentence: subordinated with 'because' 'while', 'so' Sentence: subject-verb concord; singular and plural subject distinction.	**Receptive grammatical knowledge** Review and use sentence structures for making statements, commands, and asking questions: simple sentence to compound and some complex sentences and question forms. Sentence: simple statements to compound (SVO, SV, SVC, past, present, present & past continuous, future). Extend directives from single instructions like, line up, sit down, hands up to line up and wait quietly etc. **Review, consolidate & extend the following:** Sentence: "wh"- questions using who, what, when, where, how. Sentence: conjoined with 'and', 'but', 'unless', 'until', 'than'. Sentence: subordinated with 'because' while', 'so'. Sentence: subject-verb concord; singular and plural subject distinction.	**Productive grammatical knowledge** Formulate simple sentences (SVO, SV, SVOC, past, present, present & past continuous, future). Use simple present, simple past tense, present and past continuous and future tense of verbs accurately. Use past tense regular verbs with 'ed' endings appropriately and some irregular familiar verbs as in write – wrote, swim – swam etc. Recognize the subject-predicate relationship in written sentences. Show understanding of past, present, present and past continuous and future tense through basic time references. e.g. Yesterday I played soccer. Today we play volleyball at school. Sentence: wh- questions using who, what, when, where, why, how. Sentence: conjoined with 'and', 'but', 'unless', 'until', and 'than'.

	TEACHING IDEAS		
LANGUAGE	Clause: adverbials of reason. Clause: direct speech. Use contractions made with 'not' to negate a statement and other contraction related to tense as in I'll – I will, we've – we have etc. Recognize and use spatial prepositions of place to give positions of objectives and diction e.g. under, on, in, up, down, inside, outside, behind, between, in front of, through. Recognize and practice simple regular comparative and superlative adjectives, 'er', 'est' as in fast – faster, fastest, low – lower, lowest, 'more' 'most' e.g. beautiful – more beautiful, most beautiful. Identify the four basic parts of speech in both words and phrases (noun, verb, adjective, adverb). **Productive grammatical knowledge** Production at this stage may be characterized by: single words and phrases, echoing ideas they hear, responding in both languages, use of non-standard but more on accurate standard vocabulary and sentence structures, using high frequency words without the structural words to connect ideas. Use formulaic language and simple structures to interact with others and to convey ideas in various situations. **Phonology** Distinguish between words in a stream of speech and work out meaning of utterances correctly. Hear, differentiate, and attend to short and long vowel sounds, double consonants, diphthongs, silent letters, initial blends in initial, medial and final blends in words, voiced and voiceless 'th' and contractions. Review alphabet letters with their representative sounds and stress patterns in words. Apply phonics to assist in pronunciation and spelling **Discriminate and review sounds, stress and use correct intonation** in a wide range of questions, statements, commands, warnings and in poetry recitation.	Clause: adverbials of reason. Clause: direct speech. Use contractions made with 'not' to negate a statement and other contraction related to tense as in I'll – I will, we've – we have etc. Recognize and use the structures and functions of contractions. Recognize and use spatial prepositions of location and direction of objectives e.g. under, on, up, down, inside, outside, behind, between, in front of. Recognize and understand the comparative and superlative of adjectives eg. 'er', 'est' as in fast – faster, fastest, low – lower, lowest. Use of 'more' 'most' e.g. beautiful – more beautiful, most beautiful. Apply knowledge of the basic parts of speech (noun, verb, adjective, adverb) and a variety of sentence structures to comprehend text. Identify ways in which conventions (such as punctuation, capitalization) signal meaning in various kinds of sentences and paragraphs. **Phonology** Demonstrate knowledge of English phonemes and their relationships to words and sentences extending to paragraphs and stories. Differentiate and apply knowledge of blends, to understand meaning of words read in various texts. Use letter sounds, blends and cluster sounds to decode simple and unknown words. Recognize letter blend and cluster sounds, and demonstrate how sounds relate to words and assist pronunciation. Discriminate between initial and final sounds in familiar words e.g. walk/talk, cat/can, think/thing, bat/pat. Identify a small range of consonant blend sounds in familiar words, e.g. black, milk, school, and discriminate between a range of initial and final consonant blend sounds in words, e.g. glass/grass. Identify basic vowel sounds and discriminate between different middle vowel sounds in words, e.g. hot, tape, sit/cat. Distinguish long-and short-vowel sounds in orally-stated single syllable words e.g. bit/bite. Use level list words to demonstrate understanding of syllables by clapping.	Sentence: subordinated with 'because', 'while', and 'so'. Sentence: subject-verb concord; singular and plural subject. Clause: adverbials of reason. Clause: direct speech. Use contractions made with 'not' to negate a statement and other contraction related to tense as in I'll – I will, we've – we have etc. Use prepositions of location and direction of objectives e.g. The book is on the table. Use comparative and superlative adjectives: 'er', 'est' as in fast – faster, fastest, low – lower, lowest. Use of more' 'most' e.g. beautiful – more beautiful, most beautiful. Employ and use knowledge of the basic parts of speech, (noun, verb, adjective, adverb)and a variety of sentence structures. **Mechanics: spelling, punctuation and capitalization** Spells correctly, take short basic dictation paragraphs and construct simple and compound sentences with guidance and at times independently. Use conventions (such as punctuation, capitalization) correctly to signal meaning in various kinds of sentences. **Vocabulary** Use some frequent words related to their immediate physical, and social environment, everyday events, and curriculum contexts when writing. Understand and use vocabulary for narratives e.g. stories, legends and folktales. Use vocabulary for labeling, classifying and describing, for using appropriate formulaic expressions, e.g. See you tomorrow. Giving reasons, e.g. Sorry, I have to see my teacher now.

TEACHING IDEAS		
LANGUAGE	**Vocabulary** Recognize and use everyday vocabulary, singular and plural, regular and irregular nouns and verbs related to family and school personal and social experiences. Recognize and use relevant vocabulary in curriculum context. Recognize and apply words of sequence: first, second, next, last, then, after, that; words for basic concepts such as personal details, health, body parts, family, time, colours, shapes, numbers, objects around the home, school, environment, actions, core concepts (e.g. big, little), and core content words for curriculum learning where the medium of instruction is mainly Sāmoan with gradual use of more English as medium of instruction for Year 5 classes.	Use "sound-stretching" of one-syllable words to identify each phoneme. (Given "cat" as prompt, student says /k/ /a/ /t/.) Recognize, produce rhyming words and pronounce correctly words in connected speech by linking words together. Give examples of how the writing systems of English and Sāmoans are similar and different. **Vocabulary** Recognize everyday vocabulary, singular and plural, regular and irregular nouns and regular action verbs and gradually moving to irregular verbs, e.g. place – placed (regular +ed) sing – sang, irregular, change within the word. Use known parts of words or word association to work out the meaning of unknown words, e.g. happy/ unhappy, care/careless, bath/ bathroom. Recognize words of sequence: first, second, next, last; and recognize known clusters of letters in unknown words, e.g. in, chin, thin. Build sight vocabulary by reading and viewing and from a variety of sources. Identify synonyms and antonyms for frequently and appropriate words in Year 5 list words.	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST5.1 Review and consolidate their understanding of how texts are shaped for its purpose, audience and ideas and be able to participate in selected texts for this year*	*RVT5.1 Read and respond to a range of relevant selected texts designed for different purposes and audiences in familiar and some unfamiliar contexts*	*WPT5.1 Produce texts for a variety of purposes and a range of audience characteristics; explore and produce creative writing in different forms, e.g. poems, stories*
	Purpose, audiences, ideas LST5.1.1 Recognize the main ideas in unfamiliar texts on known topics. LST5.1.2 Identify audience for their texts and name some of their features. LST5.1.3 Identify how the ideas are formed according to their purpose, audience, organisation, and features. LST5.1.4 Identify how speakers relate to their audience. LST5.1.5 Create simple speech and informal dialogue for different purposes and audiences e.g. show and tell; give a simple recount, give simple instructions, directions. **Text form and features** LST5.1.6 Recognize and produces the layout and different elements of the narrative, simple information texts and performance texts for this year. LST5.1.7 Identify language and organisational features in formal and informal speech, in narrative or descriptive texts, and simple informational texts. **Comprehension** LST5.1.8 Recognize, identify and respond to meanings, ideas within short predictable oral texts on personal topics e.g. self, home, family, school.	**Purpose, audiences, ideas** RVT5.1.1 Read and view a variety of texts written for different purposes, audiences, describes some of the features writers, producers use to convey ideas to their readers and viewers. RVT5.1.2 Show some independence in selection of materials and reading and foster a love of reading. RVT5.1.3 Read silently for sustained periods of time simple chapter books within controlled vocabulary and grammatical range. **Text form and features** RVT5.1.4 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience. RVT5.1.5 Read aloud to develop fluency, expression, accuracy and confidence. RVT5.1.6 Identify and label main parts of a text and give some indication of purpose. **Comprehension** RVT5.1.7 Respond to meanings, ideas, and purposes at different levels of comprehension.: literal, interpretive, applied RVT5.1.8 Respond to questions at trivial (answer straight from text), local I (extended information requiring wider understanding) and global levels (inferring information beyond what is given in the text). RVT5.1.9 Understand and explain gist of meaning in a simple text (e.g. transitional readers). RVT5.1.10 Read faster and demonstrate understanding of 70-80% of text with controlled vocabulary (receptive).	**Purpose, audiences, ideas** WPT5.1.1 Identify the features of different familiar and some unfamiliar audiences and appropriate language e.g. distance (are they friends, siblings, classmates); age (are they the same age or older?). WPT5.1.2 Identify purpose and audience of communication and what this means for text content, form, organisation, sentence types, words. WPT5.1.3 Write for different purposes for familiar and some unfamiliar audiences: • Produce elements of recounts and instructions with knowledge of beginning, middle, end • Produce simple descriptions of people, places and things • Use writing to convey a message, explore and create ideas. WPT5.1.4 Develop success criteria for their writing. WPT5.1.5 Present and share ideas for different purposes, audiences. WPT5.1.6 Combine oral and visual information in a variety of conventions for maximum impact. **Text form and features** WPT5.1.7 Use experiences of group and independent reading and analysis of model texts to structure and use appropriate features in their own personal and informal texts. WPT5.1.8 Write freely within a time bound period to express ideas and build writing fluency and speed. WPT5.1.9 Use writing creatively for self expression.

TEACHING IDEAS		
TEXTS	**Purpose, audiences, ideas** Use previous years' experiences and knowledge of texts to identify features of familiar audiences for their texts eg. gender roles, topics of interests, Identify how language differs when they address someone they are close to, someone they don't know, someone much older, e.g. Greetings used with different people in different situation e.g. Good morning Mr….. (teacher), Hi Sione (friend) isten and identify the purpose, audience of a wider range of familiar texts: descriptions, recounts, instructions, narratives, legends, myths, fairy tales, fables, chants/ rhymes, radio/T.V. advertisements, news announcements. Describe features of specific audiences for particular texts e.g. a poster promoting healthy teeth, food, etc. Make some simple assessment of how well the ideas/message is conveyed to the audience e.g. makes it interesting Relate shape and language choice in texts (e.g. posters, charts, notices, advertisements) to their purpose and audience. Makes some simple assessments on how well the language has been selected to suit the topic, and the distance of the audience, formality and informality of the text, e.g. use of polite words, use of slang words. **Text form and features** Identify and produce elements of oral familiar and new/unfamiliar descriptions, recounts, instructions, and narratives based on a variety of social situations. Speak on a range of topics that deal with various ideas: eg friendship, school, village/town; inter grate with other curriculum subjects and demonstrate that they can maintain and extend a topic: • recount personal experiences and imaginary events • give descriptions of famous people, useful objects, pets both locally and overseas, different places • retell familiar legends, fables, stories, headline news item • show and tell about a hobby as in collecting coins, pressed dried leaves, growing beans etc.	**Purpose, audiences, ideas** Identify the purpose, audience of a range of familiar texts: descriptions, recounts, instructions, narratives, legends, chants/ rhymes. Identify different purposes for reading and viewing (enjoyment, to locate information, to get information, to get something done such as in instruction texts etc). Foster a love of extending ideas through reading and other visual medium. Discuss the rate of reading for different purposes and why. Set purposes for reading/ viewing a variety of different types of texts and read; discuss outcome of reading. Interpret information recorded in a variety of graphic forms eg. a newspaper clipping, timetable, T.V. programme and time, poster of school library rules. **Text form and features** Distinguish the layout, and elements of: a variety of descriptions, recounts, instructions and narratives. Understands and identifies features of reference texts, story books, play scripts. Analyse and report on language features used in various text types, e.g. stories use pictures, lots of talking (dialogue); stories have a beginning, middle, end; instructions start with a verb, have steps, list materials, e.g. recipes, can have pictures; recounts use the past tense, uses 'I' etc. Read own stories aloud and with competent production of expressions Read aloud simple and compound sentences made up of words from the sight word list or related vocabulary list of a reading unit or other relevant subject areas. Read aloud sentences that are statements, question, and exclamations made up of a wide range of word that are within their level. Read plays, poems and scripted dialogues.	**Purpose, audiences, ideas** Use given models to structure texts: • Produce recounts and instructions with a sense of beginning, middle, end • Produce descriptions of people, places and things • Use writing to convey a message and explore ideas. Use a range of prewriting, writing, revising, and editing strategies to plan, draft, and improve their writing. Use peer editing in Year 6 level. Using knowledge of purpose, audience, text organisation and features, identify the success criteria for their writing and use this for monitoring their own production. Experiment with different ways of presenting ideas and information, e.g. combines visual and written text in a poster, a collage, a song and actions. Produce creative writing as in poems, cinquains, rhymes. **Text form and features** Apply organization and language features of imaginative and informational texts, e.g. the beginning, middle and end of a story; procedures have instructions that tell what to do; some poems have rhyme, poems have a certain shape, letters, invitations have a certain look about them, labels name things e.g. labels placed on different parts of the classroom; invitations such as for a birthday have a certain decorative look about them and has certain information e.g. name, place, time, what to bring, greeting cards as in mothers/father's day can be in both languages when produced, speech bubbles used when producing a cartoon or comic strip, dialogue writing can also employ speech bubbles, captions related to class photographs when producing class magazine.

	TEACHING IDEAS		
TEXTS	Use specific language of a varied selection of text types e.g. simple past in a retelling of an unusual event seen on their way to school. Listen to models of a wide range of texts to identify patterns and use when they make up their texts. **Comprehension** Demonstrate understanding of meaning by responding appropriately to a variety of texts on topics ranging from personal to social ones, e.g. church events as in Sunday School, youth groups and choir. Look purposefully for particular information in pictures, diagrams, charts, graphs, oral texts which also include other subject areas. Identify the gist or main ideas in various spoken texts, e.g. stories, with the help of picture cues or peer help. Identify and able to interpret basic ideas in texts, signs, labels, pictures. Relate story ideas to own experiences using either Sāmoan or English. Use either Sāmoan or English to discriminate between details actually stated and those that are not. Recall story sequence and in some cases role play story in groups (inter grate with drama, dance & movement).	**Comprehension** Respond to meanings, ideas, and purposes at different levels of comprehension: literal, interpretive, applied, and uses mainly English and at times Sāmoan, demonstrate understanding in a variety of ways: answering literal and extended questions about the story – using what, where, when, why & how questions expressing an opinion and stating reasoning related to it predicting consequence based on story events using pictures and at times relevant caption or diction to discuss main idea of a text putting in time order the events of a story or instruction identify story line: beginning, middle, ending retelling the story in own words drawing conclusions discriminate between details actually stated and those that are not identify examples of facts in informational texts. Demonstrate motivation and interest in being an independent reader and a love of reading. Respond to simple questions on why they like or dislike a simple story or text.	

LISTENING AND SPEAKING

INTERPERSONAL COMMUNICATION	*LSl5.1 Participate in limited interactions in pair, group and whole class contexts for a variety of social and curriculum purposes using simple phrases and basic vocabulary* **Interpersonal context** LSl5.1.1 Understand and respond appropriately to simple learned formulas and patterns, begin to use simple variations of formulas in their response. **Content** LSl5.1.2 Participate in a range of language functions appropriately and accurately: respond to greetings, compliments, invitations, introductions, and farewells; sharing and requesting information. LSl5.1.3 Volunteer information and respond to questions about self and family, elicit information and ask clarification questions; ask a teacher to restate or simplify directions; indicate interests, opinions, or preferences related to class projects; give and ask for permission. **Delivery: fluency, pronunciation, non-verbal** LSl5.1.4 Use routine formulas with fluency; use some alternative structures with occasional errors and mixing of Sāmoan and English. LSl5.1.5 Understand and uses simple communicative language and strategies with known interlocutors e.g. repetition, mixing Sāmoan and English. LSl5.1.6 Understand and use mostly high frequency words with some structural words to produce connected texts approximating standard English. LSl5.1.7 Use comprehensible pronunciation, stress and intonation with known interlocutors (though it may be heavily influenced by Sāmoan).

TEACHING IDEAS

INTERPERSONAL COMMUNICATION	**Interpersonal context** Follow and respond to increasingly varied classroom survival directions: schedules, homework, sequence of tasks, routines when carrying out classroom activities, introducing a new topic, process, instructions/explanations when visiting out of school sites for learning. Limited interactions: familiar people and situations, one to one, group situations, some whole class contexts when listening and discussing e.g. a story; listening to guest speakers. **Content** Participate in a range of language functions: • offer and respond to greetings, compliments, invitations, introductions, and farewells; • sharing and requesting information; • volunteer information and respond to questions about self and family, elicit information and ask clarification questions; • ask a teacher to restate or simplify directions; indicate interests, opinions, or preferences related to class projects; • give and ask for permission; • ask peers for their opinions, preferences, and desires. **Delivery: fluency, pronunciation, non-verbal** Pronounces familiar words and phrases comprehensibly with a heavy influence of Sāmoan still. Experiment with and show increasing fluency when using alternative structures although errors may still be evident and use of Sāmoan for support.

Year Six

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP6.1 Use a range of strategies with confidence and flexibility to understand texts and sustain participation in classroom interactions* **Comprehension** LSP6.1.1 Use a range of processing strategies to interpret a variety of texts. **Communication** LSP6.1.2 Use and integrate a range of strategies to open, maintain and close interaction and achieve purpose of communication. **Thinking critically** LSP6.1.3 Employ the success criteria for a listening and speaking task; making evaluative comments and relating things to one's experiences. **Monitor/self evaluate/ reflective** LSP6.1.4 Monitor, self-evaluate, and describe progress of what they are learning.	*RVP6.1 Use a range of processing and comprehension strategies flexibly and efficiency to understand a wider range of texts of* **Processing strategies** RVP6.1.1 Use and integrate the sources of information in texts to decode and understand their texts: • use visual and graph-phonic information, prior knowledge to decode and understand their texts • use attending and searching, predicting, cross-checking and confirming, self-correcting strategies. **Comprehension strategies** RVP6.1.2 With increasing efficiency use comprehension strategies in combination with processing strategies to make sense of the text of what they are reading: making connections, forming hypotheses about texts, ask questions, creating mental images or visualizing, inferring. **Thinking critically** RVP6.1.3 Respond critically to the texts from their personal viewpoint. **Vocabulary learning strategies** RVP6.1.4 Show confidence and independence in the use of a range of vocabulary learning strategies to learn and understand new words.	*WPP6.1 Use a range of strategies to plan, draft, revise and edit written texts with teacher and/or peer support* **Encoding** WPP6.1.1 Use their phonemic awareness and knowledge of phonics along with syntactic and meaning information to match their written words with spoken words. **Composing** WPP6.1.2 Use a range of strategies effectively during the four main stages of writing: forming intentions; composing a text; revising; publishing or presenting in order to create meaningful texts in English.

TEACHING IDEAS

PROCESSES AND STRATEGIES

Comprehension
Listen for explicit and implicit meaning:
- identify words in short utterances by recognizing the stress
- provide specific information in response to instructions or questions
- recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
- recognise pronoun references; e.g. The children are in the park. They are playing happily.
- recognise that audio clues (tone, volume) convey meaning.
- recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions
- use personal experiences and making use of context and knowledge of the world.

Communication
Use gestures and facial expressions, intonation and stress to convey meanings and intention.

Participate effectively in an oral interaction:
- open an interaction by
  - using formulaic expressions to greet someone politely
  - introducing oneself and giving relevant details
  - eliciting a response by asking questions or providing information on a topic
- maintain an interaction by
  - using words or phrases and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
  - providing information in response to factual or yes/no questions
  - verbalizing inability to understand or asking for slower repetition of an utterance; e.g. Pardon?
  - predicting the likely development of a conversation and responding accordingly

Processing strategies
Use a range of processing strategies in integrated ways to decode and understand their texts:
- *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams; use the organizing principle of texts, such as index and contents pages, asking relevant questions, locating key words and making notes and adjust reading rate for different purposes
- *predicting* – forming expectations or anticipating what will come next by drawing on prior knowledge and experience of language
- *cross-checking and confirming* – checking to see that the reading makes sense and fits with all the information already processed
- *self-correcting-detecting* or suspecting that an error has been made and searching for additional information in order to arrive at the right meaning.

Comprehension strategies
- Use any combination of comprehension strategies along with processing strategies efficiently and flexibly:
- *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
- *forming hypotheses about texts:* from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
- *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading task
- *creating mental images or visualizing*

Composing
Use the following strategies:

Forming intentions:
What learners do:
- reflect on the success criteria of their task
- decide on topic area
- decide on purpose, form, audience
- make connections with what they already know and with what they have read
- decide on important ideas
- draw up sections or a rough sequence, using devices such as graphic organizer when appropriate
- ask questions of themselves and of others to clarify ideas
- gather information by discussing ideas, locating sources, and selecting information
- seek feedback on their ideas and on how to express and organize them
- reflect on their ideas honestly and openly

Composing a text
What learners do:
- write their ideas down as clearly as possible
- apply their knowledge and awareness of how to use visual and graph phonic, semantic, and syntactic information in written texts
- attend to structure and form as well as ideas
- think about the best and most appropriate word(s) to use for intended audience
- seek and act upon feedback from their teacher or peers
- check they are covering the main points they identified when forming intentions
- check factual accuracy
- shape their texts to create links between basic information and further details
- attend to spelling, grammar, and handwriting.

Revising
What learners do:
- review how clearly and effectively they have expressed their ideas

	TEACHING IDEAS		
PROCESSES AND STRATEGIES	• close an interaction by ○ using appropriate formulaic expressions, e.g. Have a nice day. giving reasons, e.g. 'Sorry. I have to leave now.' **Thinking critically** Analyze purpose and audience of task, describe success criteria and use to assess their own production. **Monitor/self evaluate/ reflective** Use the strategies they apply to understand what they listened to, and how to make an oral presentation with reasons.	• *inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgments and draw conclusions • *identify author's purpose and point of view* • *identifying and summarizing main ideas* • *analyzing and synthesizing evaluating ideas and information.* **Thinking critically** Think beyond a literal and factual level involves: • analyzing meanings, • responding critically to text when reading, and • being critically aware when composing texts; • responding to texts at a personal level, reflecting on them. In Year 6 students should be able to: identify and respond to points of view presented in their texts with reasons and examples. **Vocabulary learning strategies** Show increasing confidence in the use of a range of vocabulary learning strategies independently to learn technical and understand new words, e.g. analyses word parts, word origins, identifies parts of speech and shows awareness of collocations; uses the dictionary confidently for word meanings and other information such as word origins, synonyms and uses translation. A large bank of high frequency words is established, distinguishes multiple meanings in context including polite forms, interprets metaphorical usage of vocabulary in an range of familiar contexts - a reading strategy. Demonstrate a more sophisticated word study that includes exploring word families, prefixes, and irregular spelling.	• review the purpose or point of view • review their work critically, for example, for choice of vocabulary and for interest • ask questions about their intended audience: how will the audience feel when they read this? • seek and respond to feedback from teacher or peers • modify writing as necessary • attend to surface features. **Publishing and presenting** What learners do: • make judgments about how to present their writing to the audience • proof-read their writing, checking for correctness (for example, accurate spelling) • complete the version to be published or presented • seek feedback about the published piece from their teacher, peers, and others to inform further learning • enjoy their own work, share it, and display it. **Monitor/self evaluate/ reflective** Describe the strategies they use to plan, compose and revise texts. Evaluate their own work using teacher- and class-generated criteria. Select devices and techniques to influence particular audiences, such as their peers, in texts such as poems, advertisements, stories in Year 6.	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL6.1 Demonstrate understanding of the basic conventions of English and able to use and apply in oral communication for personal and social purposes*	*RVL6.1 Review understanding of written English from previous level and extend from sample and familiar texts to more complex text forms and widen contexts of reading topics*	*WPL6.1 Apply previous writing experience and knowledge of basic English grammar, spelling and conventions to convey information, ideas and respond to text, as well as in producing other creative genres like different poetic forms*
	Grammar: LSL6.1.1 Review previous year level grammatical structures and extend to more complex structures during interaction.	**Grammar:** RVL6.1.1 Use and apply grammar at the simple sentence level and expose to more complex sentence structure to comprehend written text.	**Grammar:** WPL6.1.1 Use complete, grammatical simple sentences and extend to more complex sentence structure when producing written texts
	Phonology LSL6.1.2 Apply phonemic understanding of words relevant to Year 6 level and extend.	**Phonology** RVL6.1.2 Understand phonetic awareness of previous level words and apply to new and unfamiliar words relevant for Year 6 level.	**Mechanics: spelling, punctuation and capitalization** WPL6.1.2 Apply standard English mechanics of spelling, punctuation, capitalization in writing and also refer to Sāmoa written language to assist in the punctuation and capitalization.
	Vocabulary LSL6.1.3 Consolidate understanding and use of the 850 frequent words from previous level and extend to at least 1,000 frequent words for Year 6 level related to immediate physical/ social environment, everyday events, class topics and other relevant situations.	**Vocabulary** RVL6.1.3 Recognise and comprehend at least 1,000 words, some of which are frequent words used in previous levels related to a wider physical and social environment, familiar events, and relevant topics in other learning areas of Year 6 level.	**Vocabulary** WPL6.1.3 Use a productive vocabulary of at least 1,000 frequent words related to their immediate physical, and social environment, everyday events, and class topics when writing
	LSL6.1.4 Use a productive vocabulary of at least 1000 frequent words to communicate in routine social and classroom situations	RVL6.1.4 Use Sāmoa language to assist in understanding words and passage meaning. RVL6.1.5 Reads, understands and extends sight words related to personal experience and other topics relevant to this class level.	

TEACHING IDEAS		

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	**Receptive grammatical knowledge** Review and extend sentence structures for making statements, commands, and asking questions: extend simple to compound and some complex sentences and question forms. Sentence: simple to compound and complex statements (SVO, SV, SVC, SVOC, past, present, present & past continuous, perfect tenses & future tenses). Directives: single direction, moving towards complex directives line up and quietly wait for the teacher to come. sit down and close your eyes making sure you relax, hands up without calling out and wait until you are asked.	**Receptive grammatical knowledge** Review and use sentence structures for making statements, commands, and asking questions: simple sentence to compound and some complex sentences and question forms. Sentence: simple statements to compound (SVO, SV, SVC, past, present, present & past continuous, future). Extend directives from single instructions like, line up, sit down, hands up to line up and wait quietly etc. **Review, consolidate & extend the following:** Sentence: "wh"- questions using who, what, when, where, how. Sentence: conjoined with 'and', 'but', ' unless', 'until', 'than'. Sentence: subordinated with 'because' while', 'so'.	**Grammar** Formulate simple sentences (SVO, SV, SVC, SVOC, past, present, present & past continuous, perfect tenses & future tenses); Use simple present, simple past tense, present and past continuous, perfect and future tense of verbs accurately Use past tense regular verbs with 'ed' endings and irregular verbs accurately Sentence: wh- questions using who, what, when, where, why, how Sentence: conjoined with 'and', 'but', 'unless', 'until', and 'than', although Sentence: subordinated with 'because', 'while', and 'so' Sentence: subject-verb concord; singular and plural subject Clause: adverbials of reason and time Clause: direct and indirect speech Use contractions made with 'not' to negate a statement

TEACHING IDEAS

LANGUAGE

Review, consolidate & extend the following:
Sentence: wh- questions using who, what, when, where, why, how.
Sentence: conjoined with 'and', 'but', 'unless', 'until', 'than', although.
Sentence: subordinated with 'because' 'while', 'so'.
Sentence: subject-verb concord; singular and plural subject distinction and tense agreement.
Clause: adverbials of reason.
Clause: direct speech and indirect speech.
Use contractions made with 'not' to negate a statement and to indicate tense e.g. I'll – I will, I'm – I am, They've – They have etc.
Recognise and use spatial prepositions of place to give positions of objectives and diction e.g. under, on, in, up, down, inside, outside, behind, between, in front of, through.
Recognise and practice comparative and superlative adjectives, 'er', 'est' with variation to spelling e.g. heavy, heavier, heaviest(change the y to I and er or est) pretty – prettier, prettiest, with the irregular ones like beautiful, and capable use: 'more' 'most'.
Identify the four basic parts of speech in both words, phrases and sentences (noun, verb, adjective, adverb).

Productive grammatical knowledge
Production at this stage may be characterized by:
words, phrases and sentences, echoing ideas they hear, responding in both languages
use of accurate standard vocabulary and sentence structures, using various high frequency words with or without the structural words to connect ideas.
Use formulaic language and both simple and varied complex structures to interact with others and to convey ideas in a variety of situations.

Phonology
Distinguish between words in a stream of speech and use appropriately.
Hear, differentiate, and attend to short and long vowel sounds, double consonants, diphthongs, silent letters, initial blends in initial, medial and final blends in words, voiced and voiceless 'th' and contractions.

Sentence: subject-verb concord; singular and plural subject distinction.
Clause: adverbials of reason.
Clause: direct speech.
Use contractions made with 'not' to negate a statement and other contraction related to tense as in I'll – I will, we've – we have etc.
Recognize and use the structures and functions of contractions.

Recognize and use spatial prepositions of location and direction of objectives e.g. under, on, up, down, inside, outside, behind, between, in front of.
Recognize and understand the comparative and superlative of adjectives eg. 'er', 'est' as in fast – faster, fastest, low – lower, lowest.
Use of 'more' 'most' e.g. beautiful – more beautiful, most beautiful.
Apply knowledge of the basic parts of speech (noun, verb, adjective, adverb) and a variety of sentence structures to comprehend text.
Identify ways in which conventions (such as punctuation, capitalization) signal meaning in various kinds of sentences and paragraphs.

Phonology
Demonstrate knowledge of English phonemes and their relationships to words and sentences extending to paragraphs and stories to assist comprehension.
Differentiate and apply knowledge of blends, to understand meaning of words read in various texts.
Use letter sounds, blends and cluster sounds to decode simple and unknown words.
Recognise letter blend and cluster sounds, and relate how sounds relate to words and assist pronunciation and in some cases meaning.
Discriminate between initial, medial and final sounds in familiar words e.g. walk/talk, cat/can, cat/cot, think/thing, bat/pat.
Identify a wide range of consonant blend sounds in familiar words, e.g. black, milk, school, and discriminate between a range of initial and final consonant blend sounds in words, e.g. glass/grass and extend to unfamiliar words.

Use prepositions of location and direction of objectives e.g. The book is near the table.
Use simple comparative and superlative adjectives
Use knowledge of the basic parts of speech, (noun, verb, adjective, adverb)and extend to a variety of sentence structures
Recognise the subject-predicate relationship in written sentences.
Show understanding of past, present, present and past continuous, perfect and future tenses through basic time references e.g. Yesterday I played soccer. Today we play volleyball at school

Mechanics: spelling, punctuation and capitalization
Spells correctly, take dictation and construct compound/complex sentences with a little guidance and some independence
Use conventions (such as punctuation, capitalization) correctly to signal meaning in various kinds of sentences

Vocabulary
Use most frequent words related to an extensive physical and social environment, everyday events, and curriculum contexts when writing
Understand and use vocabulary for narratives e.g. stories, legends, folktales, myths, and modern fantasy
Use vocabulary for labeling, classifying and describing, for using appropriate formulaic expressions, e.g. See you tomorrow. Giving reasons, e.g. Sorry, I have to see my teacher now.

TEACHING IDEAS		
LANGUAGE	Associate letter blends and clusters with their representative sounds and stress patterns in words. Discriminate and review sounds, stress and use correct intonation in a wide range of questions, statements, commands and warnings, also in oral speech training exercises and poetry recitation. **Vocabulary** Recognise and use everyday vocabulary, singular and plural, regular and irregular nouns and verbs related to familiar topics such as: family and school personal and social experiences and also extending the topics to a wider selection of events and experiences. Recognise and use relevant vocabulary in other curriculum context. Review and apply words of sequence: first, second, next, last, then, after that (words for basic concepts such as personal details, health, body parts, family, time, colours, shapes, numbers, objects around the home, school, environment, actions, core concepts (e.g. big, little), and core content words for curriculum learning where the medium of instruction is English for these levels).	Distinguish long-and short-vowel sounds in orally-stated single syllable words, e.g. bit/bite and also how it influences the spelling of words, e.g. hop – hopping (double the consonant if it is a short vowel) and hope – hoping (because the vowel o is long, drop off the 'e' and add 'ing'). Syllabify words by clapping and discriminating with the use of consonants and vowels e.g. little – lit/tle most double consonant words will have a syllable break between the consonants Recognise, produce rhyming words and pronounce correctly words in connected speech by linking words together. Give examples of how the writing systems of English and Sāmoa are similar and different. **Vocabulary** Recognise everyday vocabulary, singular and plural, regular and irregular nouns and action verbs, Use known parts of words or word association to work out the meaning of unknown words, e.g. happy/unhappy, care/careless, bath/bathroom. Demonstrate understanding of words of sequence: first, second, next, last; and recognise known clusters of letters in unknown words, e.g. in, chin, thin. Extend sight vocabulary by reading and viewing and from a variety of sources. Identify synonyms and antonyms for most words in Year 6 level.	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST6.1 Explain how speakers and writers shape texts for different purposes and audiences, and produce oral texts appropriate to purposes and audiences*	*RVT6.1 Read and respond to a range of relevant selected texts designed for different purposes and audiences in familiar and some unfamiliar contexts*	*WPT6.1 Produce a wider range of texts with appropriate format and features to suit purpose and audience and ides; use appropriate writing to explore, develop and present creative writing in various forms (poetry, short skits, comic strips, simple short stories, visual and written media etc)*
	Purpose, audiences, ideas LST6.1.1 Recognise the main ideas in unfamiliar texts on known topics and explain how the ideas are formed according to their purpose, audience, organisation, and features.	**Purpose, audiences, ideas** RVT6.1.1 Analyse, respond to a variety of texts written for different purposes, audiences, and describe their features, give feedback to and forms personal opinions on texts.	**Purposes, audiences, ideas** WPT6.1.1 Construct texts appropriate for a variety of purposes, situations, levels of formality, and a range of audience characteristics:
	LST6.1.2 I Describe features of different audiences and situation for their texts eg. age, size eg of group, formal/informal, say how the features affect ideas, language, organisation of communication	RVT6.1.2 Explore and respond as a reader/viewer to various literary and media genres on familiar and unfamiliar topics (e.g. picture books, poetry, storybooks, instructions – recipes, making things, print and visuals on posters, songs, simple informational texts, other media, e.g. favourite movie, cartoons; give feedback to and form personal opinions on texts.	• produce elements of narratives, simple information reports with knowledge of beginning, middle, end • produce simple descriptions of people, places and things • produce simple points of view • use writing to convey a message, explore and create ideas • WPT6.1.2 Develop success criteria for their writing.
	LST6.1.3 Create simple speech and informal dialogue for different purposes and audiences e.g. Give morning reports, give simple explanations, a simple reasoned point of view	RVT6.1.3 Show increasing independence in selection of materials and reading and fosters a love of reading.	WPT6.1.3 Present and share ideas for different purposes, audiences and combines different forms of oral and visual information for impact.
	Text form and features LST6.1.4 Recognize and produce the layout and different elements of the narrative, simple informational and performance texts for this year	RVT6.1.4 Read silently for sustained periods of time simple chapter books within controlled vocabulary and grammatical range.	**Text form and features** WPT6.1.4 Structure and use appropriate features in their texts to suit audience, purpose, ideas.
	LST6.1.5 Describe language and organisational features of formal and informal speech or in narrative or descriptive texts, simple informational texts, and simple reasoned points of view	**Text form and features** RVT6.1.5 Assess the layout, and elements of the different texts for this year and relate effectiveness to purpose and audience giving simple justification.	WPT6.1.5 Demonstrate increasing control of rhetorical features for texts in this year.
	LST6.1.6 Demonstrate increasing control of rhetorical features for texts in this year sequence, definition, classification, cause and effect, exemplification	RVT6.1.6 Read aloud to develop fluency, expression, accuracy and confidence.	WPT6.1.6 Write freely within a time bound period to express ideas and build writing fluency and speed.
		RVT6.1.7 Identify and label main parts of a text and explain purpose.	WPT6.1.7 Use writing creatively for self expression.
	Comprehension LST6.1.7 Recognise, identify and respond to meanings, ideas within predictable oral texts on personal topics and topics in other curriculum areas eg. food using recipes, environment notices to protect either sea /land/air as in Science.	**Comprehension** RVT6.1.8 Respond to meanings, ideas, and purposes at different levels of comprehension: literal, interpretive, applied.	
		RVT6.1.9 Respond to questions at trivial (answer straight from text), local l(extended information requiring wider understanding) and global levels (inferring information beyond what is given in the text).	
		RVT6.1.10 Understand and explain gist of meaning in a simple text (e.g. transitional readers).	
		RVT6.1.11 Read faster and demonstrate understanding of 70-80% of text with controlled vocabulary (receptive).	

TEACHING IDEAS

TEXTS

Purpose, audiences, ideas
Use previous years experiences and knowledge of texts to identify features of familiar audiences for their texts eg. gender roles, topics of interests,
Identify the purposes of different text and describe the features of specific audiences e.g. age, backgrounds, status, interests, motivation
Describe the language features of the range of texts covered in this year, relates these features to the audience and purpose of the texts:
Listen and identify the purpose, audience of a wider range of familiar texts : descriptions, recounts, instructions, narratives, legends, myths, fairy tales, fables, chants/ rhymes, radio/t.v. advertisements, new, announcements
Make simple assessments of how well the language and text structures have been selected to suit the distance of the audience, formality and informality of the text eg variety of vocabulary used eg action words, adjectives, the use of slang, the use of figurative language in legends

Text form and features
Identify and produce elements of oral familiar and new/unfamiliar descriptions, recounts, instructions, and narratives, simple information reports based on a variety of social situations
Speak on a range of topics that deal with various ideas: eg friendship, school, village/town; inter grate with other curriculum subjects and demonstrate that they can maintain and extend a topic,
- recounts personal experiences and imaginary events
- givesdescriptions of famous people, useful objects, pets both locally and overseas, different places
- retell familiar legends, fables, stories, headline news item

Select content, language, and text form to suit needs of particular audience and purpose eg a story to entertain children will have certain language, illustration
Demonstrate increasing control of rhetorical patterns such as sequence, definition, classification, cause and effect, exemplification, comparison and contrast

Purpose, audiences, ideas
Identify the purpose, audience of a range of familiar texts: descriptions, recounts, instructions, narratives, legends, chants/ rhymes.
Apply appropriate reading rate for different purposes.
Set purposes for reading/ viewing a variety of different types of texts and read; discuss outcome of reading.
Foster a love of extending ideas through reading and other visual medium.
Give extended interpretation of information recorded in a variety of graphic forms, e.g. a newspaper clipping, timetable, T.V. programme and time, poster of school library rules.

Text form and features
Make simple assessments of the effect of the layout, and elements of the different texts for this year.
Relate features of reference texts, story books, play scripts to their purpose.
Analyses and relates language features used in various text types to purpose, e.g. stories use pictures, lots of talking (dialogue); stories have a beginning, middle, end; instructions start with a verb, have steps, list materials, e.g. recipes, can have pictures; recounts use the past tense, uses I etc. because...
Read own stories aloud and with competent production of expressions.

Purpose, audiences, ideas
Analyse and use given models to structure texts:
- produces recounts and instructions with a sense of beginning, middle, end
- produce descriptions of people, places and things
- produces simple points of view
- use writing to convey a message and explore ideas.
Use a range of prewriting, writing, revising, and editing strategies to plan, draft, and improve their writing. Use peer editing.
Using knowledge of purpose, audience, text organisation and features, identify the success criteria for their writing and use this for monitoring their own production.
Experiment with different ways of presenting ideas and information e.g. combines visual and written text in a poster, a collage, a song and actions. Produce creative writing as in poems, cinquains, rhymes.

Text form and features
Apply organization and language features when producing recounts, narratives, descriptions, simple points of view, simple information report.
Text demonstrate extended use of language features and increasing control of rhetorical structures : sequence, definition, classification, cause and effect, exemplification, comparison and contrast, simple reasoned points of view developing the language features of persuasive texts, e.g. use of passives, link words associated with reasoning, use of modals, stating an opinion and providing details /examples to support it.

	TEACHING IDEAS		
TEXTS	Demonstrate developing understanding of form and basic features of simple reasoned points of view eg the language features of persuasive texts eg, link words associated with reasoning, use of modals, stating an opinion and providing details /examples to support it **Comprehension** Respond appropriately to a variety of texts on topics ranging from personal to social ones e.g. a movie, a live performance; e.g. expressing an opinion with justification, expressing personal preferences, make a simple assessment of effectiveness of choices made Look purposefully for particular information in pictures, diagrams, charts, graphs, oral texts which also include other subject areas Identify the gist or main ideas in various spoken texts e.g. stories with the help of picture cues or peer help Identify and able to interpret basic ideas in texts, signs, labels, pictures Relate story ideas to own experiences using either Sāmoa or English Use either Sāmoa or English to discriminate between details actually stated and those that are not Recall story sequence and in some cases role play story in groups (inter grate with drama, dance & movement)	**Comprehension** Produce extended response to meanings, ideas, and purposes at different levels of comprehension: literal, interpretive, applied, and uses mainly English and at times Sāmoa, demonstrate understanding in a variety of ways: • answering literal and extended questions about the story – using what, where, when, why & how questions • expressing an opinion and stating reasoning related to it • predicting consequence based on story events • using pictures and at times relevant caption or diction to discuss main idea of a text • putting in time order the events of a story or instruction • identify story line: beginning, middle, ending • retelling the story in own words • drawing conclusions • discriminates between details actually stated and those that are not • identifies examples of facts in informational texts • demonstrates motivation and interest in being an independent reader and a love of reading. Respond to simple questions on why they like or dislike a simple story or text.	

LISTENING AND SPEAKING

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LSI6.1Participate in limited interactions in pair, small group, and whole class contexts for a variety of social and curriculum purposes using simple phrases

Interpersonal context
LSI6.1.1 Understand and respond appropriately to simple learned formulas and patterns.

LSI6.1.2 Explore alternative forms and methods of communication in familiar and increasingly demanding situations and topics with known interlocutors.

Content
LSI6.1.3 Initiate communication in a range of social and curriculum purposes (e.g. by making requests, or comments or by offering information).

LSI6.1.4 Volunteer information and respond to questions about self and family, elicit information and ask clarification questions; ask a teacher to restate or simplify directions; indicate interests, opinions, or preferences related to class projects; give and ask for permission; ask peers for their opinions, preferences, and desires; retell the main idea or message from listening or reading.

Delivery: fluency, pronunciation, non-verbal
LSI6.1.5 Use routine formulas with fluency in a range of informal and social contexts; use some alternative structures with increasing confidence.

LSI6.1.6 Understand and use appropriate language and non-verbal strategies to enhance conversation in informal contexts.

LSI6.1.7 Pause and hesitate appropriately and makes use of gestures and facial expressions to accompany discourse.

LSI6.1.8 Understand and use mostly high frequency words with some structural words to produce connected texts approximating standard English.

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TEACHING IDEAS

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Interpersonal context
Follow and respond to increasingly varied classroom survival directions: schedules, homework, sequence of tasks, routines when carrying out classroom activities, introducing a new topic, process, instructions/explanations when visiting out of school sites for learning

Increasing range of interaction contexts: familiar and some unfamiliar people and situations, one to one, group situations, some whole class contexts when listening and discussing e.g. a story; listening to guest speakers, some out of class contexts e.g. inter-class, some whole school situations, some community contexts.

Content
Participate in a range of language functions: offer and respond to greetings, compliments, invitations, introductions, and farewells; sharing and requesting information; volunteer information and respond to questions about self and family, elicit information and ask clarification questions; ask a teacher to restate or simplify directions; indicate interests, opinions, or preferences related to class projects; give and ask for permission; ask peers for their opinions, preferences, and desires.

Delivery: fluency, pronunciation, non-verbal
Pronounce familiar words and phrases comprehensibly with closer approximation to standard English sounds.

Experiment with and show increasing fluency when using alternative structures although errors may still be evident and use of Sāmoa for support.

Incorporate new high frequency vocabulary and structural words to increase the range and accuracy of constructions.

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Year Seven

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP7.1 Use a range of strategies with increased confidence and flexibility to understand increasingly complex texts and sustain participation in classroom interactions*	*RVP7.1 Use a range of processing and comprehension strategies effectively to understand and think more deeply about their texts*	*WPP7.1 Use a range of strategies to plan, draft, revise and publish their texts*
	Comprehension LSP7.1.1 Use a range of before, during and after listening comprehension strategies to interpret increasingly complex texts.	**Processing strategies** RVP7.1.1 Use and integrate a range of processing strategies flexibly to decode and understand their texts: • use visual, graph-phonic information, syntactic information, prior knowledge to decode and understand their texts • use attending and searching, predicting, cross-checking and confirming, self-correcting strategies	**Encoding** WPP7.1.1 Use their phonemic awareness and knowledge of phonics along with syntactic and meaning information efficiently to match their written words with spoken words
	Communication LSP7.1.2 Use an increasing number of strategies, textual devices or features to make meaning clearer to intended audience and achieve purpose of communication.		**Composing** WPP7.1.2 Use their phonemic awareness and knowledge of phonics along with syntactic and meaning information efficiently to match their written words with spoken words
	Thinking critically LSP7.1.3 Develop the success criteria for a listening and speaking task; provide more elaborate feedback to others.	RVP7.1.2 Uses a range of strategies efficiently to find information within sources, to search for, select and organise key and supporting information.	
	Monitor/self evaluate/ reflective LSP7.1.4 Monitor, self-evaluate, and describe progress, articulating what they are learning.	**Comprehension strategies** RVP7.1.3 With increasing efficiency apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading • making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring.	
		Thinking critically RVP7.1.4 Respond critically and thoughtfully to a text from their personal viewpoint.	
		Vocabulary learning strategies RVP7.1.5 Shows increasing confidence in the use of a range of vocabulary learning strategies to learn technical and understand new words.	

TEACHING IDEAS		

PROCESSES AND STRATEGIES

Comprehension
Listen for explicit and implicit meaning
- identify the gist or main ideas by recognizing the stress in connected speech
- indicate specific information in spoken texts, e.g. *take down details of messages*
- understand the connection between ideas supported by cohesive devices, e.g. *although, at last, because, before, first, if*
- predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world
- use audio cues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts
- understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions.

Communication
Use appropriate gestures, facial expressions, intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings.

Participate effectively in an oral interaction:
- open an interaction by
  - greeting someone in an appropriate manner
  - introducing oneself giving some details
  - eliciting a response by asking questions or providing information on a topic, e.g. *I've borrowed three very interesting books.' Would you like to have a look?'*
- maintain an interaction by
  - controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognizing others' desire to speak, e.g. It's my turn . . . It's your turn now.
  - asking and responding to others' opinions, e.g. Do you like that book? What do you think of (name of a character in the book)?
  - asking clarifying questions

Processing strategies
Use a range of processing strategies in integrated ways to decode and understand their texts:
- *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams; use the organising principle of texts, such as index and contents pages, asking relevant questions, using search engines, skimming and scanning; using a structured overview, graphic outline, locating key words and making notes; adjust reading rate for different purposes
- *predicting* – forming expectations or anticipating what will come next by drawing on prior knowledge and experience of language
- *cross-checking and confirming* – checking to see that the reading makes sense and fits with all the information already processed
- *self-correcting-detecting* or suspecting that an error has been made and searching for additional information in order to arrive at the right meaning.

Comprehension strategies
Use any combination of comprehension strategies along with processing strategies:
- *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
- *forming hypotheses about texts*: from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
- *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading task
- *creating mental images or visualising*

Composing
Use the following strategies:

Forming intentions:
What learners do:
- reflect on the success criteria of their task
- decide on topic area
- decide on purpose, form, audience
- make connections with what they already know and with what they have read
- decide on important ideas
- draw up sections or a rough sequence, using devices such as graphic organiser when appropriate
- ask questions of themselves and of others to clarify ideas
- gather information by discussing ideas, locating sources, and selecting information
- seek feedback on their ideas and on how to express and organise them
- reflect on their ideas honestly and openly

Composing a text
What learners do:
- write their ideas down as clearly as possible
- apply their knowledge and awareness of how to use visual and grapho-phonic, semantic, and syntactic information in written texts
- attend to structure and form as well as ideas
- think about the best words to use for intended audience
- seek and act upon feedback from their teacher or peers
- check they are covering the main points they identified when forming intentions
- check factual accuracy
- shape their texts to create links between basic information and further details
- attend to spelling, grammar, and handwriting

Revising
What learners do:
- review how clearly and effectively they have expressed their ideas
- review the purpose or point of view
- review their work critically, for example, for choice of vocabulary and for interest
- ask questions about their intended audience: how will the audience feel when they read this?

TEACHING IDEAS		
PROCESSES AND STRATEGIES	○ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate ○ self-correcting or rephrasing questions and answers if they are not understood ○ predicting the likely development of a conversation and responding accordingly - close an interaction by ○ using appropriate formulaic ○ expressions, e.g. See you tomorrow. ○ giving reasons, e.g. Sorry. I have to see my teacher now. **Thinking critically** Analyse purpose and audience of task, describe success criteria, and use to assess their own and others' production. **Monitor/self evaluate/ reflective** Use criteria to describe own progress with elaborate reasons and set future goals.	*inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgements and draw conclusions *identify author's purpose and point of view* *identifying and summarising main ideas* *analysing and synthesising* *evaluating ideas and information.* **Thinking critically –** Think beyond a literal and factual level to: - analyse meanings, - respond critically to text when reading, and - being critically aware when composing texts; - respond to texts at a personal level, reflecting on them. In Year 7 and 8 students should be able to - identify and respond to points of view presented in their texts with reasons, examples, details - evaluate some of the choices authors make by saying whether they thought it was effective and why. **Vocabulary learning strategies** Show increasing confidence in the use of a range of vocabulary learning strategies to learn technical and understand new words e.g. - analyses word parts, word origins, - identify parts of speech and shows awareness of collocations; - use the dictionary confidently for word meanings and other information such as word origins, synonyms, uses translation	- seek and respond to feedback from teacher or peers - modify writing as necessary - attend to surface features - Publishing and presenting - What learners do: - make judgements about how to present their writing to the audience - proof-read their writing, checking for correctness (for example, accurate spelling) - complete the version to be published or presented - seek feedback about the published piece from their teacher, peers, and others to inform further learning - enjoy their own work, share it, and display it **Monitor/self evaluate/reflective** Describe the strategies they use to plan, compose and revise texts Evaluate their own work using teacher- and class-generated criteria Select devices and techniques to influence particular audiences, such as their peers, in texts such as advertisements, stories, arguments – year 7

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL7.1 Demonstrate an understanding of longer passages of connected oral text with several ideas or text sequences, and is able to produce coherent and accurate standard English* **Grammar:** LSL7.1.1 Understand and use some complex sentences LSL7.1.2 Rely less on formulaic chunks and use more independently generated basic and complex structures to construct original responses **Phonology** LSL7.1.3 Recognise most letter sound relationships, including most letter clusters and a range of spelling patterns that represent sounds in words, and use this knowledge to produce accurate conventional spelling. **Vocabulary** LSL7.1.4 Recognise and use at least 1200 words some of which are frequent words useful for social and curriculum contexts, and subject specific technical vocabulary to convey ideas and information across a range of text types LSL7.1.5 Recognise and use structural vocabulary to produce fairly coherent and accurate standard English e.g. conjunctions, transition words, reference words; LSL7.1.6 Recognise and use a range of simple lexical phrases suitable for different everyday contexts and some special occasions and purposes e.g. welcome, farewell, apology, thanking,	*RVL7.1 Examine the effects on meaning and audience interpretation when using particular structures and different combinations of grammatical structures* **Grammar:** RVL7.1.1 Recognise the type of relationships between ideas and information in subordinating conjunctions in adverbial clauses (concessive clause: although, though, while; purpose clause: in order to, so that; relative clause: who, which, when...) RVL7.1.2 Recognise the effects on meaning when order within clauses changes RVL7.1.3 Discuss the effects on audience when combining different types of sentences (simple, complex, short/long) within a text **Phonology** RVL7.1.4 Apply their phonemic awareness, and knowledge of the relationships between sounds and spelling patterns to recognise and spell many of their words accurately **Vocabulary** RVL7.1.5 Recognise and use at least 1200 words some of which are frequent words useful for social and curriculum contexts, and subject specific technical vocabulary RVL7.1.6 Recognise specific meanings of words in particular contexts and their common underlying meaning e.g. community in Science, Social Science RVL7.1.7 Use and apply their experience of Sāmoa language to identify how words, phrases, shape and create particular meanings, and to influence audience interpretations or points of view	*WPL7.1 Produce coherent, logically developed, and accurate standard English texts using a variety of grammatical constructions* **Grammar:** WPL7.1.1 Use a range of different sentence beginnings and structures (such as use of relative clauses when describing character for example; use of modals e.g. might, should, must) appropriate to writing purpose WPL7.1.2 Use subordinated clauses with increasing control WPL7.1.3 Demonstrate a sense of paragraphing WPL7.1.4 Maintain whole text coherence through use of words that link ideas within and across sentences e.g. use of conjunctions, transition phrases, reference links e.g. pronouns, rephrasing; adverbial phrases of time and place **Mechanics: spelling, punctuation and capitalization** WPL7.1.5 Use punctuation to support meaning, including exclamation marks and quotation marks, and apostrophe; accurately use full stops, commas, and question marks WPL7.1.6 Use conventional spelling Vocabulary WPL7.1.7 Use their knowledge of 1,200 high frequency words, topic words and subject specific words to express ideas, information, opinions, and describe personal experiences

TEACHING IDEAS

LANGUAGE

Grammar:
Recognise and use grammar at the sentence structure and clause level:
- Sentence: conjoined with and, but
- Sentence: subordinated
- Clause: adverbial of time, etc
- Clause: noun e.g. I think…
- Clause: relative
- Clause: direct/indirect speech
- question tags,
- changing statements to questions, commands and requests,

Understand and use grammar at the group level
- Verb group and tense: past perfect, past continuous
- Verb group: non-finite forms e.g. Fono collecting water
- Verb group passives
- Verb group: modals e.g. can, could, should
- Verb group: question tags

Understand and use grammar at the word level
- Noun: singular and plural; countable and uncountable, articles
- Adjective: inflections e.g. ier, iest
- Pronoun: possessive, relative, demonstrative
- Adverb: inflections e.g. –ly
- Sense of clause: commas, quotation marks
- Paragraphing

Review: Present and past perfect, future, past, present tenses, direct and indirect speech, active and passive, conditional statements
Production is fairly coherent and uses accurate standard English showing ability to use structural words to link ideas.

Phonology
Investigate more complex letter-sound relationships, e.g., discovering one sound in English, can be represented by different spellings, castle, kitten, castle, phone, cough, fair, who, threw, through (from Y5 & 6)

Relate parts of words to sounds e.g. b-oat, s-ocks

Grammar
Identify words and phrases that signal relationships in texts such as consequence, addition, time, subordinating conjunctions such as:
- after, before, unless, although, if, until, as, in order that, when, as if, since, whenever, as long, as, so that, where, as soon as, than, wherever, because, though, while

Identify changes in meaning when the order of grammatical structure changes e.g. within clauses and order within larger texts e.g. at paragraph level
Point to different combinations of sentence structures and say how they affect meaning and audience

Phonology
Use most letter sound relationships including complex ones so as to recognise and spell frequent words correctly

Vocabulary
Use knowledge of at least 1500 words to understand their texts. This knowledge includes many different facets for this level:
- know how the word sounds
- pronounce the word intelligibly using correct stress patterns
- spell the word accurately
- recognise it in print
- understand what it means in the context where it's first met
- know its most common meaning
- know whether it has any other meanings in different contexts
- know what part of speech it is and how it fits into the structure of the language
- know whether the word is technical or general vocabulary
- understand if the word is used in informal or formal contexts

Use and apply their experience of Sāmoa language to examine and assess the use of words, phrases, to shape and create particular meanings, and to influence audience interpretations or points of view:
- find words in an advertisement that describe a product
- identify the different levels of meaning attached to the usage of the words
- describe the intended effect of the words on the audience

Grammar
Recognise and use grammar at the sentence structure and clause level:
- Sentence: conjoined with and, but
- Sentence: subordinated
- Clause: adverbial of time, etc
- Clause: noun e.g. I think…
- Clause: relative
- Clause: direct/indirect speech

Understand and use grammar at the group level
- Verb group and tense: past perfect, past continuous
- Verb group: non-finite forms e.g. Fono collecting water
- Verb group passives
- Verb group: modals e.g. can, could, should
- Verb group: question tags

Understand and use grammar at the word level
- Noun: singular and plural; countable and uncountable
- Adjective: inflections e.g. ier, iest
- Pronoun: possessive, relative, demonstrative
- Adverb: inflections e.g. –ly
- Sense of clause: commas, quotation marks
- Paragraphing

Mechanics: spelling, punctuation and capitalization
Use punctuation and spelling conventions accurately and effectively to enhance meaning

Vocabulary
Use vocabulary knowledge to choose words deliberately to fit purpose and audience of writing and presentations

Use interesting verbs, adjectives, adverbs with guidance to enhance the descriptiveness and accuracy of texts

Use emotive language in a literary or factual recount or narrative

Use a range of expressions to signal personal opinion

Use a range of conjunctions appropriate to the relationships being expressed e.g. to convey coordination, comparison, contrast, subordination

TEACHING IDEAS		
LANGUAGE	Recognise familiar patterns in words and use these patterns to solve, pronounce, and write new words (from Y5 & 6) **Vocabulary** Recognise and use 1,200 frequent words for social contexts (vocabulary of everyday tasks, family relationships, interactions, express ideas, opinions, and describe personal experiences); words for curriculum contexts (words expressing relationships between ideas e.g. cause and effect, compare/contrast words, words for classroom procedures); and technical or topic specific words Recognise and use word formation strategies using prefixes, roots, suffixes Use interesting verbs, adjectives, adverbs with guidance to enhance the descriptiveness and accuracy of texts Use phrases to suit purpose and audience e.g., to welcome, farewell, apologise, thank, express condolence and so on Use varied and precise verbs, adjectives, adverbs to enhance the descriptiveness and accuracy of texts Use a range of conjunctions appropriate to the relationships being expressed e.g. to convey coordination, comparison, contrast, subordination	Use of a range of vocabulary learning strategies to learn technical and understand new words e.g. analyses word parts, word origins, identifies parts of speech and shows awareness of collocations; uses the dictionary confidently for word meanings and other information such as word origins, synonyms, uses translation

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST7.1 Recognise and elaborate on their response to key information/ideas and supporting details in a range of extended oral informational and literary texts*	*RVT7.1 Analyse and elaborate on a personal response to a range of extended informational and literary texts in print and visual forms*	*WPT7.1 Produce and publish coherent, accurate texts for a range of contexts, purposes and audiences, in a variety of formats*
	Purpose, audiences, ideas LST7.1.1 Describe the purpose and audience of a range of oral informational and literary texts and give an example of how this affects the ideas included, and the way speakers/presenters speak or present information LST7.1.2 Demonstrate awareness of how speakers try to influence their audience by pointing to examples LST7.1.3 Demonstrate understanding of and convey ideas within general and subject specific topics with some unfamiliar subject matter LST7.1.4 Produce brief but cohesive and more elaborate talks on a range of purposes for an audience of their peers **Text form and features** LST7.1.5 Make judgments about how some features make oral forms effective for their purpose and audience e.g. repetition, clarity of delivery, use of pictures, use of simple language. LST7.1.6 Make purposeful use of selected features in their productions **Comprehension** LST7.1.7 Follow the gist and some detail of a range of spoken informational and literary texts e.g. follows a route using a map; identifying relevant information when instructions are given; listens for relevant information in an explanation; distinguishes fact from opinion in a simple speech LST7.1.8 Identify relationships among ideas, information, events within texts e.g. distinguishes cause and effect, fact and opinion, main idea, supporting details	**Purpose, audiences, ideas** RVT7.1.1 Analyse a range of different texts and provide details about: characters/participants, events, structure, theme/key ideas e.g. recounts, narratives, instructions, simple information reports, informational promotions on TV about tsunamis, earthquakes, fire, and arguments; letters, recipes, legends, posters, poems, short news article in the paper RVT7.1.2 Read for different purposes and vary the type and rate of reading to suit purposes **Text form and features** RVT7.1.3 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience RVT7.1.4 Use knowledge of text form: paragraph structure, sentence conventions, to identify main points in a text (each paragraph deals with one topic or event, sentences can present the key message in the first part followed by additional information); notice the use of punctuation conventions, word choice to express certain meaning RVT7.1.5 Comment on the use of form (overall structure, and sentence types) in relation to purpose and audience for particular text types e.g. why would you have a title in an instruction text, why would you list materials you need first and why write beginning with a verb? **Comprehension** RVT7.1.6 Elaborate reasons for their personal response to text by expanding on opinions, giving examples, linking to background knowledge	**Purposes, audiences, ideas** WPT7.1.1 Plans and writes cohesive texts for different purposes: • Produce recounts, narratives, instructions, information reports, and simple reasoned points of view • Produce book reviews, creative writing for magazines WPT7.1.2 Develop success criteria for their writing WPT7.1.3 Publish writing in different formats **Text form and features** WPT7.1.4 Develop topic in logical and coherent stages according to purpose of task WPT7.1.5 Demonstrate control of rhetorical patterns (ways of organising ideas depending on purpose and audience and topic), such as sequence, definition, classification, cause and effect, comparison and contrast, description

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	LST7.1.9 Make inferences and predictions based on information stated explicitly and implicitly in texts giving explanations for their views LST7.1.10 Make personal responses to materials and support their responses with reason, example, details, discuss underlying theme or message	RVT7.1.7 Begin to integrate multiple sources of information in response to tasks RVT7.1.8 Identify points of view presented in imaginative, factual and argument or persuasive texts (e.g. for persuasive texts, the many advertisements they see on TV), and the way language forms are used to convey points of view RVT7.1.9 Make comparisons between texts read on details such as theme, setting, character, plot, structure, information, or the way the text is written	

	TEACHING IDEAS		
TEXTS	**Purpose, audiences, ideas** Describe characteristics of specified audiences, select content, language, and text form to suit needs of audience and purpose • Identify the influence of an intended audience on a text's construction: content, language, text form, for example a story for early childhood children compared with one for secondary level students • use appropriate introductions and conclusions according to purpose and context • modify speech appropriately when speaking to groups of different size, age, or status Listen to simple persuasive texts (e.g.. a speech giving a point of view, debates) and give some examples of how speakers try to influence the audience Produce brief but cohesive talks on different purposes for an audience of their peers, giving more elaborate details, reasons, e.g. description of a familiar place, object, person; recount an event; present a simple reasoned point o view on a topic **Text form and features** Describe, assess and produce the form and features of the oral information and literary texts for this year by: • identifying the sequence of a speech, poem, the storyline of a narrative, oral instructions	**Purpose, audiences, ideas** Describe characteristics of specified audiences, select content, language, and text form to suit needs of audience and purpose • Identify the influence of an intended audience on a text's construction: content, language, text form, for example a story for early childhood children compared with one for secondary level students • use appropriate introductions and conclusions according to purpose and context • modify speech appropriately when speaking to groups of different size, age, or status Describe how well a text meets its purpose and how effectively it conveys its ideas to the audience **Text form and features** Distinguish the layout, and elements of : recounts, narratives, instructions, information reports, and arguments, book reviews Explain how the structures and features of texts, such as a set of instruction, meet the needs, interests and expectations of a particular audience e.g. for younger children Describe the effect of the language features of texts for this year on purpose and audience: simple information reports, simple descriptions, information in graphic forms, simple explanations, advertisements, recounts in newspapers, poems	**Purpose, audiences, ideas** Analyse models of recounts, narratives, instructions, information reports, and arguments, book reviews to identify their: • purpose • audience • overall organisation • ideas • language features: sentences, word choices, tense-selection of nouns, verbs, adjectives etc appropriate to text • other features such as the use of images • rhetorical patterns present Develop success criteria for each text type Use analysis and success criteria to plan and write cohesive recounts, narratives, instructions, information reports, simple reasoned points of view, book reviews, writing for a magazine **Text form and features** Recognise and use organisation and language features when producing imaginative and informational texts, for example: • able to sustain a storyline or sequence of events and some characterisation in literary or factual recounts or narratives • sequences information in procedural texts • writes cohesive paragraphs reflecting distinct ideas in information and persuasive texts • Incorporates key events in the summary of a book; shows awareness of audience in writing a review

TEACHING IDEAS		
TEXTS	• identifying some features of the delivery e.g. repetition, clarity of delivery, use of pictures, use of simple language, hesitations, etc • say whether the features were helpful or not to the purpose and audience and give a reason **Comprehension** Identify relevant information, links key ideas to supporting details ; distinguish facts from opinions Experiment with different formats for recording main ideas from sustained teacher talk Follow and respond to others' views and statements about a literary text pointing to examples in the text Recognise and express relationships through comparisons and contrasts e.g. 'this book /story is the same as the last one we read because...	**Comprehension** Begin to integrate/reconstruct information from 2 different sources to support a view or in response to tasks e.g. using information from surveys, charts, combined with text information Demonstrate understanding at different levels of comprehension by being able to: • Recall specific details in a text • Sequence key ideas using rhetorical markers: chronological, cause and effect • Identify problems, consequences and possible solutions • Make inferences based on a text and provide a justification for these inferences • Make judgements on texts and justify opinion e.g. brief review of a book, story, children's book • Relate text ideas to own experiences and other known situations, make comparisons and contrasts e.g. this story is like the last one we read because.... • Provide a summary statement of key ideas in paragraphs, and short excerpts	• select features to influence particular audiences, such as their peers, in texts such as advertisements, stories, arguments Write simple persuasive texts that present a single point of view on a familiar topic: • Supports opinion with details from a literary or informational text • Uses a range of expressions to signal personal opinion Demonstrate control of rhetorical patterns (ways of organising ideas depending on purpose and audience and topic), such as sequence, definition, classification, cause and effect, comparison and contrast, description

LISTENING AND SPEAKING

INTERPERSONAL COMMUNICATION	*LSI7.1 Participate in different interactive group situations in class, whole school context, and some out of school contexts relying less on formulaic chunks and using some alternative structures with confidence* **Interpersonal context** LSI7.1.1 Use learned formulas and patterns confidently and flexibly, and gaining confidence with some alternative ways of saying things to: initiate, maintain and close interactions in familiar social and classroom situations, and some unfamiliar spontaneous contexts with support LSI7.1.2 Initiate communication in a variety of contexts (e.g. ask questions, give instructions, request service or information, explain a problem) **Content** LSI7.1.3 Participate for sustained periods in a range of language functions using varied, and some extended language structures **Delivery: fluency, pronunciation, non-verbal** LSI7.1.4 Speak fluently and confidently, with occasional pauses and hesitation, focusing on the message in rehearsed and some spontaneous conversations; LSI7.1.5 Respond in an appropriate or relevant way for the audience and purpose for communicating LSI7.1.6 Use a larger vocabulary, varied structures and learned phrases flexibly to create original responses in routine and spontaneous conversations LSI7.1.7 Pronounce most words in a way this is usually clear to the listener, although they may retain features of Sāmoa

TEACHING IDEAS

INTERPERSONAL COMMUNICATION	**Interpersonal context** Follow and respond to increasingly varied and complex classroom survival directions: sequence of tasks; explanation of processes; reporting to whole class etc Initiate, sustain and close interactions in familiar social and classroom situations, and some unfamiliar spontaneous contexts with support: familiar people and situations, one to one, group situations in class, whole class contexts involving discussions, class meetings; some unfamiliar situations with support e.g. thanking, introducing a visiting speaker using memorised structures; requesting information from a source by using standard phrases; Whole school contexts – inter-class activities; presenting a viewpoint; Request service or information in out- of school contexts using the telephone (request for a telephone number, request for information about the cost of something and so on) Role play interactions involving buying something from a shop; returning something that is faulty **Content** Participate in a range of language functions using extended language: ask and respond to questions; clarify and restate information as needed; ask a teacher to restate or simplify directions; give instructions; explain a problem; converse about feelings, interests, preferences, ideas, experiences and plans; exchange messages through activities such as, making telephone calls and invitations; provide simple oral and written accounts of events and one's reactions to them; participate with others in making choices and decisions for carrying out events e.g. a class meeting to discuss events; obtain and provide objects, services and information in classroom situations; giving an oral speech on a topic; rephrasing of spoken texts to clarify meaning when questioned by listeners **Delivery: fluency, pronunciation, non-verbal** Use connected texts fluently, confidently and appropriately in a range of situations Use a larger vocabulary and learned phrases flexibly to create original responses in spontaneous conversations; use structural vocabulary appropriately to produce fairly coherent and accurate English Use appropriate intonation and stress, and vary volume, tone of voice and speed, facial expressions and gestures to convey intended meanings and feelings Pronounce most words in a way this is usually clear to the listener, although they may retain features of Sāmoa

Year Eight

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
PROCESSES AND STRATEGIES	*LSP8.1 Use a range of strategies with increased confidence and flexibility to understand increasingly complex texts and sustain participation in classroom interactions*	*RVP8.1Use a range of processing and comprehension strategies effectively to understand and think more deeply about their texts*	*WP8.1 Use a range of strategies to plan, draft, revise and publish their texts*
	Comprehension LSP8.1.1Use a range of before, during and after listening comprehension strategies to interpret increasingly complex texts **Communication** LSP8.1.2 Use an increasing number of strategies, textual devices or features to make meaning clearer to intended audience and achieve purpose of communication **Thinking critically** LSP8.1.3 Develop the success criteria for a listening and speaking task; provide more elaborate feedback to others **Monitor/self evaluate/reflective** LSP8.1.4 Monitor, self-evaluate, and describe progress, articulating what they are learning	**Processing strategies** RVP8.1.1 Use and integrate a range of processing strategies flexibly to decode and understand their texts • use visual, graph-phonic information, syntactic information, prior knowledge to decode and understand their texts • use attending and searching, predicting, cross-checking and confirming, self-correcting strategies RVP8.1.2 Use a range of strategies efficiently to find information within sources, to search for, select and organise key and supporting information **Comprehension strategies** RVP8.1.3 With increasing efficiency apply comprehension strategies in combination with processing strategies to make sense of the text and to think about what they are reading • making connections, forming hypotheses about texts, ask questions, creating mental images or visualising, inferring **Thinking critically** RVP8.1.4 Respond critically and thoughtfully to a text from their personal viewpoint **Vocabulary learning strategies** RVP8.1.5 Show increasing confidence in the use of a range of vocabulary learning strategies to learn technical and understand new words	**Encoding** WPP8.1.1 Use their phonemic awareness and knowledge of phonics along with syntactic and meaning information efficiently to match their written words with spoken words **Composing** WPP8.1.2 Use a range of strategies effectively during the four main stages of writing: forming intentions; composing a text; revising; publishing or presenting in order to create meaningful texts in English

TEACHING IDEAS

PROCESSES AND STRATEGIES

Comprehension
Listen for explicit and implicit meaning
- identify the gist or main ideas by recognizing the stress in connected speech
- locate specific information in spoken texts, e.g. *take down details of messages*
- understand the connection between ideas supported by cohesive devices, e.g. *although, at last, because, before, first, if*
- predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world
- use audio cues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts
- understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions

Communication
Use appropriate gestures, facial expressions, intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

Participate effectively in an oral interaction:
- open an interaction by
  - greeting someone in an appropriate manner
  - introducing oneself giving some details
  - eliciting a response by asking questions or providing information on a topic, e.g. I've borrowed three very interesting books. Would you like to have a look?
- maintain an interaction by
  - controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognizing others' desire to speak, e.g. It's my turn . . . It's your turn now.
  - asking and responding to others' opinions, e.g. Do you like that book? What do you think of (name of a character in the book)?

Processing strategies
With greater efficiency and flexibility, use a range of processing strategies in integrated ways to decode and understand their texts:
- *attending and searching* – looking purposefully for particular information, known words, familiar text features, patterns of syntax, and information in pictures and diagrams; use the organising principle of texts, such as index and contents pages, asking relevant questions, using search engines, skimming and scanning; using a structured overview, graphic outline, locating key words and making notes; adjust reading rate for different purposes
- *predicting* – forming expectations or anticipating what will come next by drawing on prior knowledge and experience of language
- *cross-checking and confirming* – checking to see that the reading makes sense and fits with all the information already processed
- *self-correcting-detecting* or suspecting that an error has been made and searching for additional information in order to arrive at the right meaning

Comprehension strategies
Use any combination of comprehension strategies along with processing strategies efficiently and flexibly:
- *making connections* – making links with their own knowledge and experience and helping them to predict, infer, and build their own interpretations as they read
- *forming hypotheses about texts:* from the cover, the title, the opening section, and the illustrations, including what the reader brings to the text
- *ask questions* – helping to reinforce the habit of reading for a purpose; helps readers to engage with the ideas in the text, author and gives focus to the reading task
- *creating mental images or visualising*

Composing
Use the following strategies:

Forming intentions:
What learners do:
- reflect on the success criteria of their task
- decide on topic area
- decide on purpose, form, audience
- make connections with what they already know and with what they have read
- decide on important ideas
- draw up sections or a rough sequence, using devices such as graphic organiser when appropriate
- ask questions of themselves and of others to clarify ideas
- gather information by discussing ideas, locating sources, and selecting information
- seek feedback on their ideas and on how to express and organise them
- reflect on their ideas honestly and openly

Composing a text
What learners do:
- write their ideas down as clearly as possible
- apply their knowledge and awareness of how to use visual and grapho-phonic, semantic, and syntactic information in written texts
- attend to structure and form as well as ideas
- think about the best words to use for intended audience
- seek and act upon feedback fromm their teacher or peers
- check they are covering the main points they identified when forming intentions
- check factual accuracy
- shape their texts to create links between basic information and further details
- attend to spelling, grammar, and handwriting

Revising
What learners do:
- review how clearly and effectively they have expressed their ideas
- review the purpose or point of view
- review their work critically, for example, for choice of vocabulary and for interest

TEACHING IDEAS		

PROCESSES AND STRATEGIES

- ○ asking clarifying questions
- ○ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate
- ○ self-correcting or rephrasing questions and answers if they are not understood
- ○ predicting the likely development of a conversation and responding accordingly
- close an interaction by
- ○ using appropriate formulaic expressions, e.g. See you tomorrow.
- ○ giving reasons, e.g. Sorry. I have to see my teacher now

Thinking critically
Analyse purpose and audience of task, describe success criteria, and use to assess their own and others' production

Monitor/self evaluate/reflective
Use criteria to describe own progress with elaborate reasons and set future goals

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- *inferring* – using content in a text, together with existing knowledge, to come to a personal conclusion about something not stated explicitly in the text – reading between the lines to make predictions, revise these, make critical judgements and draw conclusions
- *identify author's purpose and point of view*
- *identifying and summarising main ideas*
- *analysing and synthesising*
- *evaluating ideas and information*

Thinking critically
Think beyond a literal and factual level to:
- analyse meanings,
- respond critically to text when reading, and
- being critically aware when composing texts;
- respond to texts at a personal level, reflecting on them.

In Year 7 and 8 students should be able to
Identify and respond to points of view presented in their texts with reasons, examples, details
Evaluate some of the choices authors make by saying whether they thought it was effective and why

Vocabulary learning strategies
Show increasing confidence in the use of a range of vocabulary learning strategies to learn technical and understand new words e.g. analyses word parts, word origins, identifies parts of speech and shows awareness of collocations; uses the dictionary confidently for word meanings and other information such as word origins, synonyms, uses translation
A large bank of high frequency words is established, distinguish multiple meanings in context including polite forms
Demonstrate a more sophisticated word study that includes exploring word families, prefixes, and irregular spelling

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- ask questions about their intended audience: how will the audience feel when they read this?
- seek and respond to feedback from teacher or peers
- modify writing where necessary
- attend to surface features.

Publishing and presenting
What learners do:
- make judgements about how to present their writing to the audience
- proof-read their writing, checking for correctness (for example, accurate spelling)
- complete the version to be published or presented
- seek feedback about the published piece from their teacher, peers, and others to inform further learning
- enjoy their own work, share it, and display it

Monitor/self evaluate/reflective
Describe the strategies they use to plan, compose and revise texts
Evaluate their own work using teacher- and class-generated criteria
Select devices and techniques to influence particular audiences, such as their peers, in texts such as advertisements, stories, arguments

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
LANGUAGE	*LSL8.1 Demonstrate an understanding of longer passages of connected oral text with several ideas or text sequences and is able to produce coherent and accurate standard English*	*RVL8.1 Examine the effects on meaning and audience interpretation when using particular structures and different combinations of grammatical structures*	*WPL8.1 Produce coherent, logically developed, and accurate standard English texts using a variety of grammatical constructions*

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
Grammar: LSL8.1.1 Understand and use an increasing range of complex sentences LSL8.1.2 Rely less on formulaic chunks and use more independently generated basic and complex structures to construct original responses **Phonology** LSL8.1.3 Recognise most complex letter sound relationships and a range of spelling patterns that represent sounds in words, and use this knowledge to produce accurate conventional spelling **Vocabulary** LSL8.1.4 Recognise and use at least 1500 words some of which are frequent words useful for social and curriculum contexts, and subject specific technical vocabulary to convey ideas and information across a range of text types LSL8.1.5 Recognise and use structural vocabulary to produce fairly coherent and accurate standard English e.g. conjunctions, transition words, reference words; LSL8.1.6 Recognise and use appropriately a range of lexical phrases suitable for different everyday contexts and some special occasions and purposes e.g. welcome, farewell, apology, thanking, to express condolence…	**Grammar:** RVL8.1.1 Recognise the type of relationships between ideas and information in subordinating conjunctions in adverbial clauses (concessive clause: although, though, while; purpose clause: in order to, so that; relative clause: who, which, when…) RVL8.1.2 Recognise the effects on meaning when order within clauses changes RVL8.1.3 Discuss the effects on audience when combining different types of sentences (simple, complex, short/long) within a text **Phonology** RVL8.1.4 Apply their phonemic awareness, and knowledge of the relationships between sounds and spelling patterns to recognise and spell many of their words accurately **Vocabulary** RVL8.1.5 Recognise and use at least 1500 words some of which are frequent words useful for social and curriculum contexts, and subject specific technical vocabulary RVL8.1.6 Recognise specific meanings of words in particular contexts and their common underlying meaning e.g. community in Science, Social Science RVL8.1.7 Use and apply their experience of Sāmoa language to examine and assess the use of words, phrases, to shape and create particular meanings, and to influence audience interpretations or points of view	**Grammar:** WPL8.1.1 Use a range of different sentence beginnings and structures (such as use of relative clauses when describing character for example; use of modals e.g. might, should, must) appropriate to writing purpose WPL8.1.2 Use subordinated clauses with increasing control WPL8.1.3 Demonstrate a sense of paragraphing WPL8.1.4 Maintain whole text coherence through use of words that link ideas within and across sentences e.g. use of conjunctions, transition phrases, reference links e.g. pronouns, rephrasing; adverbial phrases of time and place **Mechanics: spelling, punctuation and capitalization** WPL8.1.5 Use punctuation to support meaning, including exclamation marks and quotation marks, and apostrophe; accurately use full stops, commas, and question marks WPL8.1.6 Use conventional spelling **Vocabulary** WPL8.1.7 Use their knowledge of 1,500 high frequency words, topic words and subject specific words to express ideas, information, opinions, and describe personal experiences

TEACHING IDEAS

LANGUAGE

Grammar:
Recognise and use grammar at the sentence structure and clause level:
- Sentence: conjoined with and, but
- Sentence: subordinated
- Clause: adverbial of time, etc
- Clause: noun e.g. I think…
- Clause: relative
- Clause: direct/indirect speech
- question tags,
- changing statements to questions, commands and requests,

Understand and use grammar at the group level
- Verb group and tense: past perfect, past continuous
- Verb group: non-finite forms e.g. Fono collecting water
- Verb group passives
- Verb group: modals e.g. can, could, should
- Verb group: question tags

Understand and use grammar at the word level
- Noun: singular and plural; countable and uncountable, articles
- Adjective: inflections e.g. ier, iest
- Pronoun: possessive, relative, demonstrative
- Adverb: inflections e.g. –ly
- Sense of clause: commas, quotation marks
- Paragraphing

Review: Present and past perfect, future, past, present tenses, direct and indirect speech, active and passive, conditional statements
Production is fairly coherent and uses accurate standard English showing ability to use structural words to link ideas

Phonology
Review more complex letter-sound relationships, e.g., discovering one sound in English, can be represented by different spellings, character, kitten, castle, phone, cough, fair, who, threw, through (from Y5 & 6)

Relate parts of words to sounds e.g. b-oat, s-ocks

Recognise familiar patterns in words and use these patterns to solve, pronounce, and write new words (from Y5 & 6)

Grammar
Identify words and phrases that signal relationships in texts such as consequence, addition, time, subordinating conjunctions such as:
after   before   unless
although   if   until
as   in order that   when
as if   since   whenever
as long as   so that   where
as soon as   than
wherever
because   though   while

Explain an adverbial clause and its function
Describe the relationships between the ideas and information signalled by different subordinating conjunctions in adverbial clauses
Explain changes in meaning when the order of grammatical structure changes e.g. within clauses and order within larger texts e.g. at paragraph level
Explain the effects of different combinations of sentence structures on meaning and audience

Phonology
Use knowledge of complex letter-sound relationships to recognise and spell frequent words correctly

Vocabulary
Use a knowledge of at least 1500 words to understand their texts. This knowledge includes many different facets for this level:
- know how the word sounds
- pronounce the word intelligibly using correct stress patterns
- spell the word accurately
- recognise it in print
- understand what it means in the context where it's first met
- know its most common meaning
- know whether it has any other meanings in different contexts
- know what part of speech it is and how it fits into the structure of the language
- know whether the word is technical or general vocabulary
- know whether it is being used literally, metaphorically, idiomatically in a particular instance
- understand if the word is used in informal or formal contexts

Grammar
Recognise and use grammar at the sentence structure and clause level:
- Sentence: conjoined with and, but
- Sentence: subordinated
- Clause: adverbial of time, etc
- Clause: noun e.g. I think…
- Clause: relative
- Clause: direct/indirect speech

Understand and use grammar at the group level
- Verb group and tense: past perfect, past continuous
- Verb group: non-finite forms e.g. Fono collecting water
- Verb group passives
- Verb group: modals e.g. can, could, should
- Verb group: question tags

Understand and use grammar at the word level
- Noun: singular and plural; countable and uncountable
- Adjective: inflections e.g. ier, iest
- Pronoun: possessive, relative, demonstrative
- Adverb: inflections e.g. –ly
- Sense of clause: commas, quotation marks
- Paragraphing

Mechanics: spelling, punctuation and capitalization
Use punctuation and spelling conventions accurately and effectively to enhance meaning

Vocabulary
Use vocabulary knowledge to choose words deliberately to fit purpose and audience of writing and presentations
Use emotive language in a literary or factual recount or narrative
Use a range of expressions to signal personal opinion
Uses varied and precise verbs, adjectives, adverbs to enhance the descriptiveness and accuracy of texts

Use a range of conjunctions appropriate to the relationships being expressed e.g. to convey coordination, comparison, contrast, subordination

	TEACHING IDEAS		
LANGUAGE	**Vocabulary** Recognise and use 1,500 frequent words for social contexts (vocabulary of everyday tasks, family relationships, interactions, express ideas, opinions, and describe personal experiences); words for curriculum contexts (words expressing relationships between ideas e.g. cause and effect, compare/contrast words, words for classroom procedures); and technical or topic specific words Recognise and use word formation strategies using prefixes, roots, suffixes Use interesting verbs, adjectives, adverbs with guidance to enhance the descriptiveness and accuracy of texts Use phrases to suit purpose and audience e.g., to welcome, farewell, apologise, thank, express condolence and so on Use varied and precise verbs, adjectives, adverbs to enhance the descriptiveness and accuracy of texts Use a range of conjunctions appropriate to the relationships being expressed e.g. to convey coordination, comparison, contrast, subordination	Discuss the use of language or words of phrases to create stereotypes and specific meanings: - e.g. find words in their texts that describe males, females – is there a pattern in the images involved? Is it the same in real life? Why/Why not? (a good example in our Sāmoa language is the phrase – o le itupa vaivai in reference to women, and the phrase o le malosi o le nu'u in reference to aumaga); the phrase 'E au le inailau a tama'ita'i'; - e.g. -locate words on tourism posters that describe Sāmoa, discuss the levels of meaning in the words e.g. 'Pearl of the Pacific', 'paradise', the images that are presented by these words (eg beautiful white sandy beaches; paradise; peaceful..). Is this the same in real life? e.g. view and analyse advertisements on TV. Identify key words / phrases used to describe particular products, services - note their meanings, note their influence on audience – use both Sāmoa and English advertisements	Use of a range of vocabulary learning strategies to learn technical and understand new words e.g. analyses word parts, word origins, identifies parts of speech and shows awareness of collocations; uses the dictionary confidently for word meanings and other information such as word origins, synonyms, uses translation	

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	*LST8.1 Recognise and elaborate on their response to key information/ideas and supporting details in a range of extended oral informational and literary texts*	*RVT8.1 Analyse and elaborate on a personal response to a range of extended informational and literary texts in print and visual forms*	*WPT8.1 Produce and publish coherent, accurate texts for a range of contexts, purposes and audiences, in a variety of formats*
	Purpose, audiences, ideas LST8.1.1 Describe the purpose and audience of a range of oral informational and literary texts and give an extended explanation using either English or Sāmoa of how this affects the ideas included, and the way speakers/presenters speak or present information LST8.1.2 Explain how speakers try to influence their audience using examples from a range of oral texts (e.g. a student speech, a speech they hear on TV or radio, an advertisement LST8.1.3 Demonstrate understanding of and convey ideas and opinions with extended reasoning about general topics, and some abstract ideas in subject specific topics LST8.1.4 Produce sustained, cohesive and more elaborate talks on a range of purposes for an audience of their peers **Text form and features** LST8.1.5 Assess how effectively the ideas are conveyed to the audience e.g. maintenance of interest, adequacy of information supplied, clarity of ideas, logical development of ideas, repetition, clarity of delivery, use of pictures, use of simple language, etc. LST8.1.6 Make purposeful use of selected features in their productions **Comprehension** LST8.1.7 Follow the gist and some detail of a range of spoken informational and literary texts; summarize (e.g. the main argument/idea in a persuasive text e.g. a debate; a simple speech, short story being read, a poem; a set of instructions relating to an activity LST8.1.8 Explain relationships among ideas, information, events within texts e.g. distinguishes cause and effect, fact and opinion, main idea, supporting details	**Purpose, audiences, ideas** RVT8.1.1 Analyse a range of different texts for their purpose, audience and provide details about: characters/participants, events, structure, theme/key ideas Examples of texts: recounts, narratives, instructions, simple information reports, informational promotions on tv about tsunamis, earthquakes, fire, and arguments; letters, static images, poems, short news article in the paper RVT8.1.2 Compare and make a general statement on the influence of purpose and intended audience on two different texts' construction: content, language, text form: for example, a simple information report on the topic 'Whales' and a simple argument text on "Saving the Whale", for an audience of their peers, and an audience of the general public RVT8.1.3 Read for different purposes and vary the type and rate of reading to suit purposes **Text form and features** RVT8.1.4 Distinguish the layout, and elements of the different texts for this year and relate to purpose and audience RVT8.1.5 Use knowledge of text form: paragraph structure, sentence conventions, to identify main points in a text (each paragraph deals with one topic or event, sentences can present the key message in the first part followed by additional information); notice the use of punctuation conventions, word choice to express certain meaning RVT8.1.6 Identify how texts represent events, people, ideas and places in certain ways **Comprehension** RVT8.1.7 Elaborate reasons for their personal response to text by expanding on opinions, giving examples, linking to background knowledge RVT8.1.8 Begin to integrate multiple sources of information in response to tasks	**Purposes, audiences, ideas** WPT8.1.1 Plan and write cohesive texts for different purposes: • Produce recounts, narratives, instructions, information reports, and simple reasoned points of view • Produce book reviews, creative writing for magazines WPT8.1.2 Develop and express ideas with reasonable clarity, logic and adequate supporting details WPT8.1.3 Develop success criteria for their writing WPT8.1.4 Publish writing in different formats **Text form and features** WPT8.1.5 Develop topic in logical and coherent stages according to purpose of task WPT8.1.6 Demonstrate control of rhetorical patterns (ways of organising ideas depending on purpose and audience and topic), such as sequence, definition, classification, cause and effect, comparison and contrast, description

	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
TEXTS	LST8.1.9 Make inferences and predictions based on information stated explicitly and implicitly in texts giving explanations for their views LST8.1.10 Make personal responses to materials and support their responses with reason, example, details, discuss underlying theme or message	RVT8.1.9 Identify points of view presented in imaginative, factual and argument or persuasive texts (e.g. for persuasive texts, the many advertisements they see on tv), and the way language forms are used to convey points of view RVT8.1.10 Make comparisons between texts read on details such as theme, setting, character, plot, structure, information, or the way the text is written	

TEACHING IDEAS

TEXTS	**Purpose, audiences, ideas** Listen to informational texts such as instruction, information reports as part of their subject learning, explanation texts (e.g. of process), descriptions (e.g. a village, a character), audio texts (eg bilingual radio news of local events), persuasive texts (point of view about something, debates), literary texts (e.g narratives, poems, plays) and do the following: • identify their purpose • identify their audience and describe some of their features • identify main and supporting ideas included in the texts • make a statement about the link between audience, purpose, ideas and delivery giving some examples from the text Listen to simple persuasive texts (e.g. a speech giving a point of view, debates) and elaborate on how speakers try to influence the audience Produce cohesive talks maintaining a topic on different purposes for an audience of their peers, giving more elaborate details, reasons; general topics may include reports of events, description of people, places, events, objects; present a reasoned point o view on a topic; develop and express ideas with reasonable clarity, logic and adequate supporting details **Text form and features** Describe, assess and produce the form and features of the oral information and literary texts for this year by: • identifying the sequence of a speech, poem, the storyline of a narrative, oral instructions	**Purpose, audiences, ideas** Describe characteristics of specified audiences, select content, language, and text form to suit needs of audience and purpose • Identify the influence of an intended audience on a text's construction: content, language, text form, for example a story for early childhood children compared with one for secondary level students • use appropriate introductions and conclusions according to purpose and context • modify speech appropriately when speaking to groups of different size, age, or status Describe how well a text meets its purpose and how effectively it conveys its ideas to the audience **Text form and features** Distinguish the layout, and elements of: recounts, narratives, instructions, information reports, and arguments, book reviews Explain how the structures and features of texts, such as a set of instruction, meet the needs, interests and expectations of a particular audience e.g. for younger children Describe the effect of the language features of texts for this year on purpose and audience: simple information reports, simple descriptions, information in graphic forms, simple explanations, advertisements, recounts in newspapers, poems	**Purpose, audiences, ideas** Analyse models of recounts, narratives, instructions, information reports, and arguments, book reviews to identify their: • purpose • audience • overall organisation • ideas • language features: sentences, word choices, tense-selection of nouns, verbs, adjectives etc appropriate to text • other features such as the use of images • rhetorical patterns present Develop success criteria for each text type Use analysis and success criteria to plan and write cohesive recounts, narratives, insttructions, information reports, simple reasoned points of view, book reviews, writing for a magazine **Text form and features** Recognise and use organisation and language features when producing imaginative and informational texts, for example: • able to sustain a storyline or sequence of events and some characterisation in literary or factual recounts or narratives • sequences information in procedural texts • writes cohesive paragraphs reflecting distinct ideas in information and persuasive texts • Incorporates key events in the summary of a book;; shows awareness of audience in writing a review

TEACHING IDEAS		
TEXTS	- identifying some features of the delivery e.g. repetition, clarity of delivery, use of pictures, use of simple language, hesitations, etc - say whether the features were helpful or not to the purpose and audience and give a reason Develop and convey personal voice where appropriate **Comprehension** Identify relevant information, links key ideas to supporting details ; distinguish facts from opinions Select and record main ideas / supporting ideas from sustained teacher talk using different formats eg. information tables, diagrams Elaborate on personal response to literary texts pointing to examples in text, linking to background knowledge, giving reasons, Recognise and express relationships through comparisons and contrasts e.g. 'this book /story is the same as the last one we read because...; the speech by Timi was better because....	Comment on the use of form (overall structure, and sentence types) in relation to purpose and audience for particular text types e.g. why would you have a title in an instruction text, why would you list materials you need first and why write beginning with a verb? Point to language use, visuals, and their experience of Sāmoa language, to identify how texts represent events, people, ideas and places in certain ways e.g. find all the English words, phrases that describe Sāmoa in tourist brochures; list all words/ sayings in Sāmoa language that identify women and explain how they represent women e.g. 'o le itupa vaivai' (the weak side), 'o le tuafafine o le i'oimata o le tuagane' (sister is the pupil of the brother's eye), 'o le feagaiga' (the covenant), 'e au le inailau a tama'ita'i' **Comprehension** Begin to integrate/reconstruct information from 2 different sources to support a view or in response to tasks e.g. using information from surveys, charts, combined with text information Demonstrate understanding at different levels of comprehension by being able to: - Recall specific details in a text - Sequence key ideas using rhetorical markers: chronological, cause and effect - Identify problems, consequences and possible solutions - Make inferences based on a text and provide a justification for these inferences - Make judgements on texts and justify opinion e.g. brief review of a book, story, children's book - Relate text ideas to own experiences and other known situations, make comparisons and contrasts eg this story is like the last one we read because.... - Provide a summary statement of key ideas in paragraphs, and short excerpts	- select features to influence particular audiences, such as their peers, in texts such as advertisements, stories, arguments Write simple persuasive texts that present a single point of view on a familiar topic: - Supports opinion with details from a literary or informational text - Uses a range of expressions to signal personal opinion Demonstrate control of rhetorical patterns (ways of organising ideas depending on purpose and audience and topic), such as sequence, definition, classification, cause and effect, comparison and contrast, description

LISTENING AND SPEAKING

INTERPERSONAL COMMUNICATION

LSl8.1Participate in different interactive group situations in class, whole school context, and some out of school contexts relying less on formulaic chunks and using some alternative structures with confidence

Interpersonal context
LSl8.1.1 Use learned formulas and patterns confidently and flexibly, and increasingly use some alternative ways of saying things to: initiate, maintain and close interactions in familiar social and classroom situations, and some unfamiliar spontaneous contexts with support

LST8.1.2 Initiate communication in a variety of contexts (e.g. ask questions, give instructions, negotiate disagreements, request service or information, arrange appointments, explain a problem)

Content
LSl8.1.3 Participate for sustained periods in a range of language functions using varied, extended language structures

Delivery: fluency, pronunciation, non-verbal
LSl8.1.4 Speak fluently and confidently, with occasional pauses and hesitation, focusing on the message in rehearsed and some spontaneous conversations

LSl8.1.5 Respond in an appropriate or relevant way for the audience and purpose for communicating

LSl8.1.6 Use a larger vocabulary, varied structures and learned phrases flexibly to create original responses in routine and spontaneous conversations

LSl8.1.7 Pronounce most words in a way usually clear to the listener, although they may retain features of Sāmoa

TEACHING IDEAS

INTERPERSONAL COMMUNICATION

Interpersonal context
Follow and respond to increasingly varied and complex classroom survival directions: sequence of tasks; explanation of processes; reporting to whole class etc
Initiate, sustain and close interactions in familiar social and classroom situations, and some unfamiliar spontaneous contexts with support: familiar people and situations, one to one, group situations in class, whole class contexts involving discussions, class meetings; some unfamiliar situations with support e.g. thanking, introducing a visiting speaker using memorised structures; requesting information from a source by using standard phrases; Whole school contexts – inter-class activities; presenting a viewpoint;
Request service or information in out- of school contexts using the telephone (request for a telephone number, request for information about the cost of something and so on, request for someone to fix a tap leak, make an appointment etc)
Role play interactions involving buying something from a shop; returning something that is faulty

Content
Participate in a range of language functions using extended language: ask and respond to questions; clarify and restate information as needed; ask a teacher to restate or simplify directions; give instructions; explain a problem; converse about feelings, interests, preferences, ideas, experiences and plans; exchange messages through activities such as, making telephone calls and invitations; provide simple oral and written accounts of events and one's reactions to them; participate with others in making choices and decisions for carrying out events e.g. a class meeting to discuss events; obtain and provide objects, services and information in classroom situations; giving an oral speech on a topic; rephrasing of spoken texts to clarify meaning when questioned by listeners

Delivery: fluency, pronunciation, non-verbal
Use connected texts fluently, confidently and appropriately in a range of situations
Use a larger vocabulary and learned phrases flexibly to create original responses in spontaneous conversations; use structural vocabulary appropriately to produce fairly coherent and accurate English
Use appropriate intonation and stress, and vary volume, tone of voice and speed, facial expressions and gestures to convey intended meanings and feelings