

## **Understanding the Outcomes in Literacy**

### **The Literacy outcomes are divided into 5 strands**

### **The first strand we'll look at is READING COMPREHENSION**

#### **When teaching Reading Comprehension**

1. Introduce to students a wide range of genres or different types of texts to read and comprehend. For example, pictures/diagrams/illustrations, poems, narratives (story books/short stories), moral stories, and technical passages such as expository, reports, newspaper articles, extracts from other subjects and encyclopedia.
2. Reading materials should be educational and entertaining for children.
3. Keep the reading materials of the students' standard.
4. Teach students the comprehension skills. Demonstrate to them how they can get answers from the text.

For example, if it is a picture/illustration, engage in class discussion of the picture/illustration. If it is a story or passage read and explain it to students. Then read and discuss each question, making sure students understand what the question means and know where in the passage they can get that answer from, and why something is an answer and why other things are not an answer.

5. Please, do not just give all answers on board without any explanation and feel good about your coverage. This is no teaching but wasting time, resources, and cheating students.

#### **The next strand is Grammar**

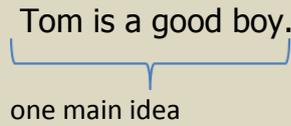
In order to teach the Grammar component well, it is imperative that every English teacher up skills him or herself with the rules of the English language called grammar, using text books and (or) internet.

However, for teachers' convenience some rules of the English language and explanations are provided below on topics such as:

#### **Types of sentences**

1. Simple sentence- a short sentence with one main idea. For example:

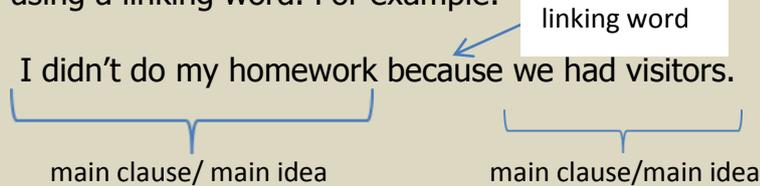
Tom is a good boy.



one main idea

2. Compound sentence – a sentence with two or more main ideas (main clause) joined using a linking word. For example:

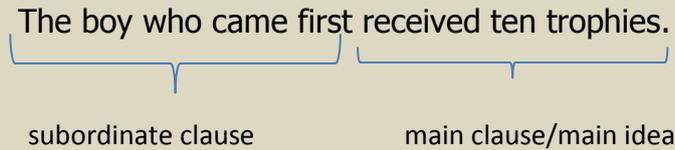
I didn't do my homework because we had visitors.



main clause/ main idea      main clause/main idea

3. Complex sentences – a sentence with one main clause (main idea) and one sub ordinate clause (incomplete idea which cannot make sense on its own but has to depend on the other half of the sentence to make sense).For example:

The boy who came first received ten trophies.



subordinate clause      main clause/main idea

## **Parts of Speech**

1. **Nouns** - are naming words or words that name things, people and places.

a) Types of nouns:

- i) common (names of common things e.g. cup, tree, etc.)
- ii) proper nouns (names of people and places, must start with a capital letter e.g. Fiji, Suva, Lau, Samu, Bua, Tom)

2. **Verbs** – are doing words or words that describe /express an action.

3. **Adverbs** – are words that describe or tell more about a verb. Most adverbs usually end with [ly].

4. **Adjectives** – are words which describe a noun. Adjectives are classified under three categories:

i) Positive adjective e.g. This is a **big** house.

ii) Comparative adjective e.g. This house is **bigger** than the last house I saw.

**NB:** Notice the use of [*than*] when using comparative adjectives.

iii) Superlatives e.g. This house is **the biggest** house from all the houses I have seen.

**NB:** Note the use of [*the*] before any superlative.

5. **Pronouns** – are words used in place of a noun. Types of pronouns for Primary English are:

- i) Personal pronouns e.g. I, you, he, she, it, we, me, him, her,

us, them

- ii) Possessive pronouns e.g. his, hers, ours, theirs, mine, yours
- iii) Reflexive pronouns e.g. myself, yourself, himself, herself, itself, ourselves, themselves, yourselves
- iv) Relative pronouns e.g. who, whose, whom, which, that
- v) Demonstrative pronouns e.g. this, that, these, those

## 6. Articles

### a) Types of Articles

- i) The indefinite articles [a] and [an] are used:
  - with nouns that have an indefinite or general sense.  
For example:  
  
I saw **a** boy yesterday. (it can be any one boy from the many boys, no particular boy is being referred to)
  - before a countable noun or for things which are many e.g. **a** book, **a** man, **a** tree
- ii) The definite article [the] is used for:
  - things which have a definite or particular sense. For example:  
  
**The** boy I saw yesterday is my friend's son. (we are referring to a particular boy only - friend's son)
  - things or positions that are only one in its context.  
For example:  
  
the sun, the earth, the moon, the Principal, the Prime Minister, the President, etc.

### b) When to use a (or an)?

- i) *A* is used before a consonant sound.
- ii) *An* is used before a vowel sound /a, e, i, o, u/.

**NB:** **An** is used before a vowel sound **not** vowel letter. Vowel sounds are /a/, /e/, /i/, /o/, /u/ For example:

*an* apple

*an* elephant

*an* orange

*an* honest person (silent *h*)

*an* umbrella

*a* uniform

*an* ice-cream

*an* essay

*an* SMS (letter [s] has the same sound as in essay)

**b) When to use *the*?**

**i) General vs specific**

We do not use *the* when we refer to nouns or things used in a **general** or universal sense.

But we use *the* when we refer to a **particular** person or thing.

**ii) Buildings and places**

We do not use *the* when we refer to the purpose for which the building exists, or to a place in general. For example:

We are going to school.  
Every Sunday, we go to church.  
We had lunch in town.

We use [*the*] when we refer to a particular building or place. For example:

The motorist went to **the** school to ask for directions.  
I went to **the** church to ask for donations.  
They had to go to **the** town to buy a new machine.

**iii) Roads**

The is not used before names of roads, streets, lanes, drives, crescents, avenues, ways, etc. For example:

Along Grantham Road, you will find several stalls.

However, we use [the] when we refer to a nameless road, lane or path which leads somewhere. For example:

The road beside our house is flooded.  
Can we use **the** lane beside the supermarket?

**iv) Business and government departments**

[The] is not used when these places begin with a personal name. For example:

Have you eaten at McDonald's?  
He is a graduate of Fiji National University.

However, [the] is used before the names of government departments, associations, hotels, bank, shops, business or industrial concerns. For example:

The Ministry of Education is the biggest ministry in Fiji.

The Fijian Resort is one of the nicest places to go for a holiday.

The Bank of the South Pacific has many customers.

#### v) **Games**

Do not use *the* before the names of games. For example:

Are you playing soccer today?

Rugby is a very popular game in Fiji. (not the rugby)

#### vi) **The superlative**

[The] is used before the superlative form of an adjective. For example:

This house is **the** biggest house.

### **A or The?**

- ❖ If something has not been referred to earlier, use [*a*].
- ❖ If something has been referred to or even merely thought of, use [*the*]. For example:

I saw a road accident yesterday. The accident was caused by careless driving.

## **7. Prepositions**

### **Types of prepositions**

1. Simple prepositions – are single words e.g. under, between, for, with, against, etc.
2. Complex prepositions – consist of two or more words e.g. along with, in front of, owing to, etc.

### **Functions of prepositions**

1. Locate the place of the activities e.g. at, in, under, from, near, etc.
2. Indicate the time or duration of the activities e.g. since, till, until, for, by, during.
3. Indicate direction e.g. to, into, towards, away, out of

## **8. Linking Words** (also called conjunctions or connectives)

### **Functions of connectives**

#### a) Connectives to show addition

- i) to show an addition of ideas within a sentence, examples are:

and  
as well (as)  
besides  
together with  
not only...but also  
both...and

- ii) to show an addition of ideas between sentences or paragraphs, examples are:

in addition  
 moreover  
 furthermore

b) Connectives to show comparison

i) to compare objects, persons or situations within a sentence, examples are:

as  
 as well as  
 as if  
 like

ii) to indicate a comparison between sentences, examples are:

likewise  
 similarly  
 in the same way  
 in like manner

iii) to indicate a comparison between paragraphs, examples include:

likewise  
 similarly  
 in the same way  
 in like manner

c) Connectives to show contrast

i) to show a contrast in ideas within a sentence, for example:

but  
 yet  
 while  
 whereas  
 although  
 even though  
 despite  
 in spite of

ii) to show a contrast in ideas between sentences, for example:

on the contrary  
 alternatively  
 on the other hand  
 however  
 nevertheless

d) Connectives to introduce an illustration

i) to expand a sentence or to make a sentence clearer, for example:

such as  
 that is  
 for example  
 for instance  
 in particular  
 namely

ii) to illustrate an idea or a point given in the preceding sentence, for example:

To illustrate

In other words

To give an example

- iii) to begin an illustration in a paragraph, for example:  
As a further illustration  
Another example

e) Connectives to indicate an alternative

- i) to show alternatives within a sentence, for example:

or	Have you seen Wati <u>or</u> Veena?
nor	They didn't eat <u>nor</u> did they drink.
either...or	<u>Either</u> Wati <u>or</u> Veena will be going.
neither	He didn't sing, and <u>neither</u> did she.
neither...nor	<u>Neither</u> Wati <u>nor</u> Veena went to the party.
instead of	Wati went to the wedding <u>instead of</u> the party.

- ii) to show alternatives between sentences / paragraphs, for example:

On the other hand  
Alternatively

f) Connectives to indicate a conclusion or summing up for example:

plainly  
accordingly  
therefore  
thus  
in short  
in fact  
to sum up  
to conclude  
as a result  
consequently  
hence  
in conclusion  
in all  
all in all  
in my opinion

g) Connectives to show order, for example:

first/firstly/in the first place/to begin with  
second/secondly/in the second place  
third/thirdly/etc.  
next/then  
to conclude/in conclusion/finally

h) Connectives to show means, for example:

by  
by means of  
through

## Question Tags

1. The question tag is always derived from the verb and the pronoun in the first half of the sentence. For example:

**It was** raining yesterday, **wasn't it?**

2. If before the comma is positive, then after the comma will be negative.  
For example:

It **was** raining yesterday, **wasn't** it?

positive

negative

3. If the first half of the sentence does not show any helping verb, the question tag will either have doesn't he/she/it (for singular subject) or don't they (for plural subject). For example:

- Mary likes ice-cream, **doesn't** she? (it means Mary does like ice-cream)

Singular subject

singular verb

- Mary and Ana like ice-cream, **don't** they? (it means they do like ice-cream)

Plural subject

plural verb

## Direct & Reported Speech

### Features of Direct Speech

#### 1. Punctuation

- a) Inverted commas have to be used. Commas and full stops are placed within the closing inverted commas. For example:

"I'm going to make fruit juice," said Elina.

- b) Uses other punctuation marks such as a question mark [?] and exclamation mark [!] to quote the exact words of the speaker. For example:

"Has anyone seen my bag?" the teacher asked.

- 2.) Contains the phrase which tells who the speaker is, for example:

"Has anyone seen my bag?" the teacher asked.

Phrase that tells who the speaker is

### Features of Reported Speech

- 1.) No punctuation mark used except full stop.
- 2.) Tenses change as follows:

Direct	Reported
eat	ate
am eating	was eating
have eaten	had eaten
shall eat	should/would eat
may/can eat	might/could eat
ate	had eaten
was eating	had been eating
had eaten	had eaten(no change)

- 3.) Time changes as follows:

Direct	Reported
now	then
today	that day
yesterday	the previous day, the day before
tomorrow	the next day, the following day
last night	the previous night
last week	the previous week, the week before

- 4.) Personal pronouns change as follows:

Direct	Reported
I	He /she
You	He/she
My	His/her
Our	their
we	they

- 5.) Determiners change as follows:

Direct	Reported
this	that
these	those

- 6.) Change in place occurs as follows:

Direct	Reported
here	there

- 7.) For Questions, the verb in reported speech comes at the end of the sentence, unlike the verb for a question in direct speech which comes near the beginning.

Or changes occur in the positioning of the verb so that the reported speech do not remain a question but changes into a statement.

Direct	Reported
"Why <b>are</b> you <b>laughing</b> , Tom?" asked the teacher.	The teacher asked Tom why he <b>was laughing</b> .

"What <b>is</b> the correct answer? asked Pita.	Pita asked what the correct answer <b>was</b> .
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## 8.) That and Whether

Use **that** to record the reported speech for statement, and whether for questions. (**That** is nowadays omitted in spoken language.)

## **The next strand is Punctuation**

### **Punctuation Rules**

#### a) The Apostrophes are used to show when:

- i) something belongs to one person/thing, for example:

*the tail of the rat becomes the rat's tail*

- ii) things belong to more than one person/thing, for example:

*the toys of the boys becomes the boys' toys*

- iii) letters have been left out of a word, for example:

*do not becomes don't*

#### b) Capital Letters are used in the following places in a sentence:

- i) at the beginning of a sentence
- ii) in the middle of a sentence for proper nouns, for example:

Timocis' birthday is in January.

#### c) The Question mark vs Full stops

- If a sentence is a question, it should end with a question mark [?].
- Question marks are also used at the end of a question tag.
- If a sentence is a statement, it should end with a full stop.
- Question mark is not used in reported speech or in a question where no answer is expected.

#### d) The Exclamation mark

- Comes at the end of a sentence to replace the full stop when there is a need to indicate surprise or any strong emotion, e.g. I've won! Wow!
- Is also used if a sentence ends with a high note or a louder voice, indicating/ showing someone is calling loudly, shouting, yelling, etc. e.g. Help! Help! No!

#### e) The Comma

The comma is used:

- i) to separate items in a list.

- If the items belong to the same group, or if the activities or emotions are related to one another, a comma is not necessary before *and*:

I bought oranges, apples and a basket of bananas.

- If the last item is a separate or unrelated unit, a comma is used before *and*:

She is kind, gentle, polite, and the Head Girl of our school.

- A comma is not included after the last item:

His aunt, grandmother, cousins and close friends (*no comma*) came to his graduation.

- ii) to clarify the meaning of a sentence.
- iii) to separate the clauses in a sentence.
- iv) to separate the adjectival or relative clause which merely gives additional information in the sentence, for example:

Ram, *who swims regularly*, is our national swimmer.

- NB:** The comma is not used for adjectival clauses which give necessary information, for example:

The boy *who rescued the children from the fire* was honoured.

- v) to separate the phrase in a sentence.
- vi) to start off direct speech and replies to questions.
- vii) to indicate question tags.

### **The 4<sup>th</sup> strand is Spelling**

There is no set criterion when it comes to teaching spelling. However, teachers are advised to teach spellings of words that students have been exposed to in the decodable readers.

Alternatively, students can also be taught the spelling of commonly used words starting from level one.

It would be interesting to see that as a teacher your students are able to do the following in spelling:

- Can spell simple words correctly.
- Can spell commonly used words.
- Can spell words with two syllables.
- Can spell words with three syllables.
- Can spell polysyllabic words correctly.
- Can spell difficult words correctly.
- Can arrange words in alphabetical order.
- Can spell words correctly using prefixes.
- Can spell words correctly using suffixes.
- Can spell plural nouns correctly.
- Can spell words in past tense.
- Can spell words in past participle.
- Can spell new words. (a word they have never seen before)
- Can spell tricky words. (words not easily pronounced using the phonemes)

### Spelling Rules

- i) *E* goes away when *ing* comes to stay, for example:

*hope* becomes *hoping*.

- ii) *I* before *E* except after *C*, for example:

*chief, piece; receive* and *ceiling*.

- iii) Silent *E* at the end of a word can change the vowel sound, for example:

*cap* becomes *cape*.

Or

- iv) For short words, if the vowel letter in the middle sounds just like saying the alphabet name, then the [e] at the end is silent e.g. *came, hope*

- v) Add an *S* to make a plural of most words, for example:

*star* becomes *stars*.

- vi) For words that end in a 'hissing' sound, for example words that end with *S, CH, SH, X*, add an *ES* to the word when changing to plural. For example,

*one class* becomes *many classes*.

- vii) Ask them to break the word into chunks or syllables.

- viii) Get them to look for little words in bigger words, for example: *believe* is made up of *be, lie* and *eve*; *soldier* is made up of *so, sold, old* and *die*.

## Spelling rules from Jolly Phonics

### **Vowels**

The way vowels work is probably the least understood aspect of phonic teaching. Many of the vowels have more than one way of being written. In addition, vowels often have irregular spellings. Some knowledge about the vowels is useful, but it is important that you do not get too bogged down in rules.

### **Vowels: helpful hints for spelling**

When the children have been taught to listen for the short vowels /a/, /e/, /i/, /o/ and /u/ and can easily identify them in words, they can understand and use the following hints:

1. If a short word contains a short vowel, followed by a /c/ sound, the /c/ is written with <ck>, as in the words, *black, neck, tick, tock* and *duck*. However, if the vowel sound is not one of the short vowels, and the word ends with a /c/ sound, then the /c/ is written <k>, as in the words, *look* and *dark*. This rule does not apply to polysyllabic words; in words such as *magic, fantastic* and *plastic* the final /c/ sound is written <c>.
2. In a short word with a short vowel, ending in <f>, <l>, <s> or <z>, the final consonant needs to be doubled, as in *cliff, spill, miss, buzz*. The exceptions to this rule are the very short words *if, is* and *of*.
3. If the suffixes <ing>, <ed>, <er> or <y> are added to a short word with a short vowel, there must be at least two consonants before the suffix. If the short word has only one consonant at the end, then this consonant is usually doubled before the suffix is added. For example, in the words, *running, stopped, thinner* and *funny*, the final consonants of the original words, *run, stop, thin* and *fun* have been doubled.

Final consonant is doubled:  
doubling needed:

running  
chopped  
thinner  
funny

Two final consonants already so no

bending  
landed  
blonder  
handy

However, if there are already two consonants at the end of the word no such doubling is needed. Furthermore, if the word does not have a short vowel, it is not necessary to have two consonants before the suffix, so *looking, heated, lighter* and *dreamy* have only one consonant before the suffix. Lastly, if the short vowel is spelt with a digraph, it is not necessary to have two consonants before the suffix, as is seen in the words *headed* and *plaited*.

## **The 5<sup>th</sup> strand is writing. There are also notes and explanations on: Changing Questions into statement**

When changing questions into statements ensure the following:

- i) the tense remains the same
- ii) the meaning does not change

### **Conditional Sentences**

The conditional is used when we want to express a situation which is dependent on a certain condition or conditions.

#### **The real condition**

**If + simple present tense and shall/will + basic form of the verb**

The real condition is used for **a likely event, the fulfilment of which is dependent on another.**

If it rains this afternoon, I shall not attend the wedding.  
If I am free, I will give you a call.

#### **The unreal condition I**

**If + simple past tense and should / would + basic form of the verb**

The unreal condition I is used for **an unlikely event.**

If she came, I would be happy.  
(It is unlikely for her to come.)  
  
If he participated in the race, he would lose.  
(It is unlikely for him to participate.)

#### **The unreal condition II**

**If + were and would + basic form of the verb**

The unreal condition II is used for **an impossible assumption; a situation that can never arise.**

If I were you, I would not take that insult lying down.  
If I were a bird, I would fly.

#### **The unreal condition III**

**If + past perfect tense and would + present perfect tense**

The unreal condition III is used for an **irrevocable event.**

If they had studied hard, they would have passed their exam.  
(But they didn't study hard, and they didn't pass the exam.)  
  
If we had had good teamwork, we would have won the game.  
(But we didn't, so we lost.)

### **Writing instructions (Procedures)**

Always follow the logical order of events to arrive at the desired outcome.

### **Giving/Following Directions**

- Teach students the importance of giving directions accurately in our everyday lives. What happens if a wrong direction is given?
- Students should know their right and left.
- Discuss with them the importance of other landmark features that assist in following a direction.

### **Formal and personal letters**

The following table summarizes the important features of formal and personal letters:

	Formal Letter	Personal Letter	Comments
Salutation	Dear Sir/Madam	Dear Sam *	*Use first name only, do not use 'Dear friend'
Complimentary Close	Yours faithfully (only)	Yours sincerely Yours truly Your friend Yours Cheers Love (all the others except <i>Yours faithfully</i> )	<u>Formal letter</u> Write both names when signing off <u>Personal letter</u> Write your first name only when signing off.

**Continuous Class Based Assessments and appropriate & timely feedback to students are very important in order to improve students' learning. The table below summarises the types and nature of assessments suitable for teaching and assessing various outcomes.**

<b>Outcome</b>	<b>Type(s) of CBA</b>
Identifies the author of a story/book.	Book Review (written) Book Review (oral presentation)
Knows what an illustrator does in a book.	Book Review (written) Book Review (oral presentation)
Can write a paragraph by arranging sentences in the correct order of events.	Paragraph writing
Writes instructions in a proper order.	Activity on writing instructions
Writes directions clearly in a logical order.	Activity on writing directions
Uses salutation correctly in a personal/informal letter.	Letter writing activity
Uses salutation correctly in a formal letter.	Letter writing activity
Uses complimentary close correctly in a personal/informal letter.	Letter writing activity
Uses complimentary close correctly in a formal letter.	Letter writing activity
Uses correct layout in personal/informal letter.	Letter writing activity
Uses correct layout in formal letter.	Letter writing activity
The rest of the outcomes in Literacy	Continue teaching using explanations, demonstrations and notes, and assess using a variety of activity questions and short tests.

**Reference:**

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