

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Listens to a short story</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> • Answers literal questions • Expresses simple opinion on the story • Predicts what will happen next 	<p>Reads a short story</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, plot and where the story takes place (setting) • Expresses simple opinion on the story • Uses a dictionary 	<p>Writes a personal recount of events</p> <ul style="list-style-type: none"> • Selects from experience • Chooses appropriate content for the topic • Stays on the topic • Frame used by struggling learners • Uses appropriate grammar, spelling and punctuation. • Uses vocabulary related to topic <p>Writes an opinion on a story</p> <ul style="list-style-type: none"> • Pre-writing: discusses what they like/dislike • Writes 2 sentences to express what they like/dislike <p>Creates a personal dictionary</p> <ul style="list-style-type: none"> • Labels pages with letters of alphabet • Enters 5 words and meanings (drawing/sentence using the word/explanation of word) • Or continues to enter words into dictionary created in Grade 4 	<p>Spelling and punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Revises full stop, question mark and exclamation mark</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Revises 'a' and 'the' with nouns.</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Builds on understanding and use of simple past</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
	<p>Retells a story</p> <ul style="list-style-type: none"> • Retells events in correct sequence, using simple past • Names the characters correctly <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news 	<p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Gives opinion on story 		

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<p>WEEK 3–4</p>	<p>Takes part in a conversation about a familiar topic</p> <ul style="list-style-type: none"> Asks and answers simple questions on the topic Code switches if necessary Gives other learners a chance to speak Listens to them and encourages their attempts to speak their additional language Encourages other group members to support fellow learners. <p>Gives a factual recount</p> <ul style="list-style-type: none"> Recounts a recent event Tells events in correct sequence <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/ directions Tells own news 	<p>Reads information text with visuals, e.g. charts/tables/diagrams/ mindmaps/ maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: read and discuss title and look at pictures/diagrams/maps Uses reading strategies, e.g. skims for general idea, uses contextual clues to find meaning Identifies main facts Explains meaning of unfamiliar words Answers questions about the text <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on the book Relates text to own life 	<p>Writes a factual recount</p> <ul style="list-style-type: none"> Selects appropriate content Writes a title Sequences events correctly Uses appropriate vocabulary Uses appropriate grammar, spelling and punctuation Corrects spelling using a dictionary and redrafts Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/plans/diagrams Selects important information Includes relevant labels <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences</p> <p>Builds on understanding and use of simple present</p> <p>Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission</p> <p>Uses ‘must’ to show necessity</p> <p>Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran</p> <p>Uses adverbs of time (e.g. tomorrow, yesterday) or frequency (often)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Listens to a story</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Chooses from oral descriptions to identify people in the story • Uses an oral description to identify people in the story • Expresses feelings and opinions about the story • Answers oral questions about the story <p>Role plays some familiar situations</p> <ul style="list-style-type: none"> • Participates in dialogue Includes relevant information • Uses correct tense <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news 	<p>Reads a story.</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, reads to find detail • Answers questions about the story <p>Reads social texts, e.g. invitations</p> <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words • Practises reading • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional responses to texts read 	<p>Writes a simple description of people</p> <ul style="list-style-type: none"> • Writes at least one paragraph • Writes creatively • Uses appropriate adjectives • Uses present simple and present progressive tenses <p>Writes a short message</p> <ul style="list-style-type: none"> • Chooses relevant content • Organises information correctly • Uses correct format, e.g. salutation, date, etc. • Constructs sentences correctly <p>Writes paragraphs</p> <ul style="list-style-type: none"> • Describes a planned event • Organises actions and events logically • Uses connecting words • Uses the future tense • Checks spelling and punctuation <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuation</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Working with words and sentences</p> <p>Understands and uses uncountable nouns (e.g. chalk)</p> <p>Builds on use of prepositions that show position (on, under, above)</p> <p>Uses connecting words to show addition (and) and sequence (then, before)</p> <p>Uses question forms, e.g. who, what, when, which, why, how</p> <p>Understands and uses reported speech.</p> <p>Capital letters for proper nouns, for titles and initials of people</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Compound words, e.g. playground</p>

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WEEK 7–8	<p>Listens to and carries out instructions, e.g. for making or doing something.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Responds correctly to instructions, • Follows sequence correctly <p>Describes a simple process</p> <ul style="list-style-type: none"> • Uses connecting words,, e.g. first, next, finally, etc. • Distinguishes parts from the whole <p>Plays a language game</p> <ul style="list-style-type: none"> • Gives instructions • Takes turns • Uses simple present tense <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Tells own news 	<p>Reads procedural text</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Explains what must be done • Carries out instructions (if possible) <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Gives short oral review • Includes key points, e.g. title, and/ topic • Gives personal opinion of text 	<p>Writes instructions</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence, using connecting words, e.g. first, next, etc. • Uses present simple tense • Uses correct structure and format <p>Writes account of procedure</p> <ul style="list-style-type: none"> • Writes explanation of what must be done or factual recount, i.e. account of the procedure carried out • Writes account in logical sequence • Uses connecting words • Comments on the procedure carried out <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Working with words and sentences</p> <p>Understands and uses of the possessive form of the noun (e.g. Bong'i's eyes)</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Builds on understanding and use of comparative adjectives</p> <p>Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Uses apostrophes for showing possession</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9–10	<p>Listens to a poem/song</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Talks about the poem (what poem is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes/ dislikes the poem) <p>Performs the poem</p> <ul style="list-style-type: none"> • Pronounces words correctly • Shows understanding • Conveys rhythm <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Plays a simple language game • Gives and follows instructions / directions • Tells own news 	<p>Reads poem/poems</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses the topic and main ideas in the poem • Discusses rhyme • Discusses words that begin with the same sound • Discusses words that imitate their sound • Discusses comparisons, e.g. 'He sings like a bird.'; 'She is a star.' • Answers questions about the poem/s (oral or written) <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate expression, showing understanding • Uses good pronunciation, phrasing and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books/stories/texts read 	<p>Writes a simple poem/s with a frame or rhyming sentences:</p> <ul style="list-style-type: none"> • Repeats the same structure to create a poetic rhythm and pattern • Uses words which imitate their sounds • Uses words beginning with the same sound. <p>Writes about poem/s</p> <ul style="list-style-type: none"> • Explains what poem is about • Expresses feelings about the poem <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences</p> <p>Uses the gender forms of some nouns (e.g. cow/bull)</p> <p>Uses different types of adjectives including what things are made of, e.g. woollen</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p> <p>Uses 'will' to indicate something that will happen, e.g. There will be a storm today</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 5 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 2 WEEK 1–2	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Answers questions about what came first, second, third, etc. • Gives a personal response • Answers more complex questions, e.g. Why don’t they...? What would you do...? • Expresses feelings and opinions, e.g. Why couldn’t ...? <p>Takes part in a conversation on a familiar topic, code-switching if necessary</p> <ul style="list-style-type: none"> • Asks and answers question • Respects other learners by listening to them • Encourages other learners to speak <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions / directions • Tells own news • Tells of own related experiences 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies, e.g. making predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters • Makes up questions about the story • Uses a dictionary <p>Does comprehension activity on the text (oral or written) Reads a simple book/story review</p> <ul style="list-style-type: none"> • Identifies key features, e.g. title, list of characters, brief summary and rating • Gives opinion of the review <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a short oral book review 	<p>Writes a simple story with a frame</p> <ul style="list-style-type: none"> • Writes an appropriate opening sentence • Writes about events logically • Uses connecting words (and, but) • Uses some adjectives as comparatives and superlatives • Writes an appropriate ending <p>Writes a simple book/story review with a frame</p> <ul style="list-style-type: none"> • Uses frame correctly • Includes title, main characters and plot/topic • Includes summary of plot • Gives personal opinion of text <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Uses the dictionary to check spelling and meanings of words</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences Uses nouns that have only plurals, e.g. scissors and trousers</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses some adjectives as comparatives and superlatives</p> <p>Develops the use of question forms e.g. who, what, when, which, why, how</p> <p>Uses connecting words to show addition e.g. and contrast e.g. but</p> <p>Vocabulary in context Words taken from shared or individually read texts</p> <p>Collocations, e.g. Happy birthday, fish and chips</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Listens to information text, e.g. oral description/s of object/s/plants/animals/ places</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies the object/s Describes what it/they are used for Draw and label it <p>Classifies things according to criteria such as their purpose or capability</p> <ul style="list-style-type: none"> Sorts things into groups Explains why things go together Completes a table under appropriate headings <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/ directions Tells own news Tells of own related experiences 	<p>Reads information text with visuals, e.g. charts/tables/ diagrams/mindmaps/ maps/pictures/graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures/visuals Uses reading strategies, e.g. skimming Scans for specific information, e.g. timetables or schedules Answers questions on text and visuals <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells a story read 	<p>Writes a short description of objects/ plants/animals/places using a frame</p> <ul style="list-style-type: none"> Uses the frame correctly Includes specific details Uses correct determiners Uses relevant vocabulary Punctuation is correct <p>Make a mind map summary of a short information text</p> <ul style="list-style-type: none"> Identifies at least three main points Uses key words Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/ pictures Uses information from a written or visual text Includes specific details Uses appropriate vocabulary <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Builds on understanding and use of future tense</p> <p>Simple present to describe universal truths, e.g. ‘The sun sets in the west.’</p> <p>Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Uses prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> Antonyms (words that are opposite in meaning e.g. sad/happy) Joining prefixes or suffixes to a base word

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Listens to stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> Answers literal questions Gives a personal response Answers more complex questions, e.g. <i>Why don't they...? What would you do...?</i> Expresses feelings and opinions, e.g. <i>Why couldn't</i> Notes relevant information from the story using key words Labels/completes visual text, e.g. diagram or table about the story <p>Retells the story</p> <ul style="list-style-type: none"> Uses the simple past tense Uses the correct sequence Uses connecting words <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Tells of own related experiences 	<p>Reads stories.</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Reads for detail and uses contextual clues to find meaning Identifies and comments on the plot Gives reasons for action Understands the vocabulary Answers questions on the story Retells story in correct sequence (oral or writing) <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses emotional response to texts read Relates reading to own life 	<p>Writes a story using a frame</p> <ul style="list-style-type: none"> Writes at least two paragraphs Links paragraphs using connecting words Uses new vocabulary and punctuation learnt Uses techniques for creative writing, e.g. uses comparisons Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Breaks long words into smaller chunks, e.g. <i>be-cause; sen-ten-ce</i></p> <p>Working with words and sentences</p> <p>Uses different types of adjectives including those relating to age/temperature/ what things are made of</p> <p>Understands and uses verbs to describe actions</p> <p>Begins to use 'must', 'should' and 'have to' to show obligation.</p> <p>Begins to use 'shall' and 'will' to show intention.</p> <p>Begins to use the conditional, e.g. <i>If ..., then ...</i></p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> Synonyms (words that are similar in meaning e.g. <i>soft/gentle</i>)

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Listens to and responds to oral instructions</p> <ul style="list-style-type: none"> Text from the textbook or reader/s or Teacher's Resource File (TRF) Follows the instructions Shows understanding of command words Explains what should happen (if instructions cannot be carried out) <p>Role plays familiar situations, e.g. giving instructions</p> <ul style="list-style-type: none"> Gives at least 4 directions/ instructions in the correct sequence Uses appropriate language/ vocabulary and gestures, e.g. direction words, the command form of the verb <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/ directions 	<p>Reads procedural text, e.g. a recipe or instructions for making or doing something</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies such as scanning for specific detail Discusses specific details of text Discusses sequence of instructions Answers questions on the text Follows the instructions correctly <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books or texts read Relates to own experience 	<p>Writes a recipe or instructions for making or doing something using a frame</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Uses the frame correctly Includes list of ingredients Includes method in correct sequence Uses appropriate vocabulary Uses present simple tense Spells familiar words correctly Uses dictionary to check spelling Presents work neatly using proper form, such as headings <p>Writes a short account of the procedure followed, i.e. a factual recount</p> <ul style="list-style-type: none"> Includes all relevant information Writes the account in the correct sequence Makes a comment on the procedure followed <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Uses adverbs of place (here, there)</p> <p>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p>Uses question marks</p> <p>Uses exclamation marks</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
WEEK 9–10	SUMMATIVE ASSESSMENT			

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Listens to oral description of places/people</p> <ul style="list-style-type: none"> Text from the textbook or reader/s or Teacher’s Resource File (TRF) Identifies places/people Notes relevant information from a story, e.g. on a chart/table Identifies similarities and differences <p>Listens to and gives personal recounts</p> <ul style="list-style-type: none"> Recalls own experiences in the right sequence Answers questions about what happened first, second, etc. <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news 	<p>Reads a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction).</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Understands the features of the text Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences Expresses cause and effect in a story, e.g. What happened when...? Answers questions about the story Identifies and discusses characters <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reads a short paragraph</p> <ul style="list-style-type: none"> Discusses main idea and specific details Summarises with support, e.g. chooses the best summary <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 	<p>Rewrites the story in own words, using a frame</p> <ul style="list-style-type: none"> Uses the simple past tense Identifies the main events Tells the events in the correct order Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on understanding and use of comparative adjectives</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Uses exclamation marks</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Talks about a familiar topic with preparation</p> <ul style="list-style-type: none"> Plans and prepares important points Says at least 5 sentences on the topic Answers questions <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news 	<p>Reads information texts with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: scans for important details Discusses main information given and the specific details Selects relevant details to answer questions <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells a text in about 5 sentences. 	<p>Draws/completes and labels simple visual texts, e.g. charts/tables/ diagrams/ maps/pictures/graphs</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Uses information from a visual or written text Organises information neatly Conveys information correctly Uses appropriate symbols/diagrams <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> Identifies at least three main points Uses the correct structure <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Working with words and sentences</p> <p>Uses the simple present to describe universal truths e.g. The sun sets in the west.</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Uses different types of adjectives including those relating age/ temperature/what things are made of</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Phrasal verbs, e.g. divide up, move in</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Listens to stories</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands stories, answering literal questions • Giving personal response • Expresses and explains own opinion <p>Retells the story</p> <ul style="list-style-type: none"> • Describes events in sequence • Refers to main characters • Retelling of story line makes sense • Suggests an alternative ending • Uses tenses introduced in previous grades <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news 	<p>Reads a story with dialogue</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands how a plot and characters can represent a particular view of the world • Answers questions about story • Identifies the moral/main message of the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poem/s</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Discusses topic and main idea • Discusses rhyme and comparisons (similes) • Expresses feelings stimulated by the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates texts to own life • Shares opinions on the text 	<p>Writes a simple story including dialogue</p> <ul style="list-style-type: none"> • Writes an interesting story • (Story has a beginning, a middle and an ending) • Uses an appropriate tense • Co-ordinates sentences with ‘and’ and ‘but’ • Uses a wider range of punctuation, including inverted commas • Begins to use the writing process <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuations</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Working with words and sentences</p> <p>Constructs simple sentences using subject, verb, object, e.g. ‘Bongi/read/ her book’</p> <p>Begins to use connecting words to show condition (if, then)</p> <p>Develops use of direct speech.</p> <p>Begins to recognise and use reported speech.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Takes part in a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Encourages group members to support fellow learners Uses concepts and vocabulary relating to other subjects. Code switches if necessary <p>Plays language game/s</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows instructions / directions Tells own news 	<p>Reads procedural text, e.g. instructions for a simple scientific experiment or a project</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies, e.g. skimming Finds specific details Interprets visuals Describes the sequence and format Follows the instructions <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reads information texts from across the curriculum, e.g. a short report, description or explanation from another subject</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies, e.g. skimming Discusses main ideas and specific details Interprets and discusses visuals <p>Does comprehension activity on the text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on the text 	<p>Writes information text, e.g. texts used in other subjects</p> <ul style="list-style-type: none"> Writes two to three paragraphs Organises information logically Uses formal language Includes specific details Uses passive voice appropriately Uses the dictionary to check spelling and meanings of words Uses the writing process <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using, e.g. mind maps Writes first draft Checks spelling Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Working with words and sentences</p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p> <p>Uses prepositions that show position and direction</p> <p>Understands and uses reported speech.</p> <p>Understands and uses negative forms</p> <p>Uses the passive voice</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Joining prefixes or suffixes to a base word</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 9–10</p>	<p>Takes part in a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Encourages other group members to support fellow learners Code switches if necessary Asks and answers more complex questions, e.g. What would you do...? <p>Performs simple plays</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Uses appropriate content and language Uses direct speech Develops sensible story line Uses voice and expression and gestures to convey meaning Pronounces words audibly and correctly <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows instructions/ directions Tells own news 	<p>Reads a play</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading predicting from title Uses reading strategies Identifies the story-line Discusses characters, setting and action Expresses feelings stimulated by the text Discusses the play format <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding of the text Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Compares texts read 	<p>Writes a short dialogue/play script using a frame</p> <ul style="list-style-type: none"> Selects appropriate characters Organises the dialogue and action logically Uses direct speech Uses an informal style of writing Uses appropriate punctuation, e.g. colon, exclamation and question marks <p>Uses writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Add –es to form plurals of words ending in –s, –sh, –ch, or –z; e.g. bunch, bunches; brush, brushes</p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Working with words and sentences</p> <p>Uses the gender forms of some nouns (e.g. cow/bull)</p> <p>Revises ‘a’ and ‘the’ with nouns.</p> <p>Uses regular forms of the verb, e.g. walk, walked</p> <p>Uses direct and indirect speech correctly</p> <p>Builds on understanding and use of simple past</p> <p>Builds on understanding and use of simple present</p> <p>Begins to use connecting words to show choice (e.g., either...or...)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 5 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands stories • Answers literal questions • Asks relevant questions and responds to questions • Answers and begins to ask some more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows and gives instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions/ directions • Tells own news 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Does comprehension activity on the text (oral or written) Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells the story in 5 or 6 sentences • Does a short, oral book review 	<p>Writes a personal recount of events</p> <ul style="list-style-type: none"> • Selects topic and content from own experience • Tells event in sequence • Expresses cause and effect <p>Writes a simple story</p> <ul style="list-style-type: none"> • Uses story structure • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words <p>Uses the following writing process to write the story</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Words ending in -l : double the l when you add a suffix., e.g. travel, travelling</p> <p>Working with words and sentences Understands and uses uncountable nouns (e.g. chalk) Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of personal pronouns (e.g. I, you, it, us, them) Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Participates in discussion</p> <ul style="list-style-type: none"> • Discusses familiar topics including from other subjects • Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions • Uses concepts and vocabulary from other subjects • Takes turns, shows respect for others, respects others opinions <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performs a short poem or rhyme <input type="checkbox"/> Plays a simple language game <input type="checkbox"/> Gives and follows simple instructions/directions <input type="checkbox"/> Tells own news 	<p>Reads media text, e.g. a magazine article or news report. Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies, e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Understands the layout and design of media texts <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and understands a poster</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates text to own life 	<p>Writes information text using a frame</p> <ul style="list-style-type: none"> • Selects a relevant topic • Includes relevant information • Includes information about advantages and disadvantages • Organise advantages and disadvantages into a table <p>Uses the following writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback <p>Uses the dictionary to check spelling and meanings of words</p> <p>Designs a poster</p> <ul style="list-style-type: none"> • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <p>Uses nouns that have only plurals, e.g. scissors and trousers</p> <p>Builds on use of demonstrative pronouns (e.g. this, that, those, these)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses different types of adjectives including those relating to age/ temperature/ what things are made of</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> Text from the textbook or reader/s or Teacher’s Resource File (TRF) Identifies plot, characters and actions Summarises story with support Expresses an opinion, giving a reason for it Uses tenses introduced in the earlier grades, e.g. simple past and future <p>Tells a story</p> <ul style="list-style-type: none"> Includes characters and a setting Includes a simple plot Sequence of story makes sense <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news Recalls events or experiences in the right sequence 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies, e.g. uses contextual clues to find the meaning of new words Discusses main idea and other details. Identifies the sequence of events Identifies the setting and characters Answers and begins to ask some more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poem/s</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme, words that begin with the same sounds and comparisons <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Does a short, oral book review 	<p>Writes a personal recount of events</p> <ul style="list-style-type: none"> Selects topic and content from own experience Tells events in sequence Expresses cause and effect Uses appropriate grammar, vocabulary, spelling and information. Uses the writing process <p>Writes a simple book review using a frame</p> <ul style="list-style-type: none"> Selects appropriate content Uses frame correctly Expresses and explains own opinion Includes title, character, settings and summary of story <p>Uses the following writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps or lists, etc. Writes first draft Rewrites after feedback <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Add s to form most plurals</p> <p>Working with words and sentences Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission Uses adverbs of time (e.g. tomorrow, yesterday) Uses adverbs of frequency (e.g. ‘She hardly ever visits me.’) Uses prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Takes part in a conversation</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to them and encourages them to speak Code switches if necessary <p>Participates in discussion on less familiar topics, e.g. imagines and describes possibilities regarding the imaginary situation, such as what they would do with R100</p> <ul style="list-style-type: none"> Chooses relevant content Uses the conditional form <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news 	<p>Reads information text from across the curriculum, e.g. a short report, description or explanation from another subject</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses headings and pictures Uses reading strategies, e.g. scans for information Notices the role that pictures and photographs play in constructing meaning Answers questions about the text Summarises a paragraph with support <p>Does comprehension activity on the text (oral or written)</p> <p>Reads and understands a poster</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on the text Rates text against others read during the year 	<p>Designs a poster</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses print sizes effectively Presents neat, legible, final draft <p>Writes information text using a frame</p> <ul style="list-style-type: none"> Selects appropriate information Includes a chart, graph or diagram if appropriate Writes two to three paragraphs Uses correct facts and organises facts properly Uses correct spelling and punctuation Uses connecting words <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>singular and plural forms of nouns</p> <p>Working with words and sentences</p> <p>Develops use of connecting words showing reason and purpose.</p> <p>Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today</p> <p>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Present progressive tense (e.g. 'He is reading.')</p> <p>Uses the passive voice.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
WEEK 9–10	SUMMATIVE ASSESSMENT			