

GRADE 5 ENGLISH HOME LANGUAGE

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to a story</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak 	<p>Reads a story</p> <p>Text from the textbook or TRF:</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the text • Discusses the central idea, plot, characters and setting • Expresses feelings and opinions • Discusses cause and effect in the story • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life • Compares books/texts read 	<p>Writes a story</p> <ul style="list-style-type: none"> • Pre-writing: reads a book review and discusses the structure, language use, purpose and audience • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Writes a short summary • Uses quotations • Makes recommendations • Uses appropriate grammar, spelling and punctuation • Uses a dictionary for spelling and vocabulary development • Uses complex tenses <p>Uses the 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 	<p>Word level work: common and proper nouns, noun prefixes, suffixes</p> <p>Sentence level work: simple present tense, complex tense</p> <p>Word meaning: synonyms</p> <p>Spelling and punctuation: full stop, comma, quotation marks, question marks, dictionary use</p>

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Listens to and discusses an information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situation <p>Presents an unprepared speech</p> <ul style="list-style-type: none"> • Has beginning, middle and ending • Uses logical organisation of ideas • Selects appropriate language and style for audience and purpose • Uses appropriate intonation • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions 	<p>Reads information text</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies e.g. uses textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development 	<p>Writes information text</p> <ul style="list-style-type: none"> • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation <p>Uses the 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 	<p>Word level work: finite verbs, infinite verbs</p> <p>Sentence level work: subject -verb agreement, tenses</p> <p>Word meaning: personification, proverbs, idiom, simile</p>

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens and responds to a newspaper article</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to questions • Discusses the social, moral and cultural values in the text • Discusses the assumptions and the intention of the writer • Participates in a discussion 	<p>Reads a newspaper article from the textbook or TRF or any other source</p> <ul style="list-style-type: none"> • Pre-reading: predicting from headlines, surveying the text • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a newspaper article</p> <p>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</p> <ul style="list-style-type: none"> • Selects content appropriate to the audience and purpose of the text • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation <p>Uses the 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 	<p>Word meaning: prepositions, determiners, articles</p> <p>Sentence level work: simple past tense, simple future tense</p> <p>Word meaning: antonyms</p> <p>Spelling and punctuation: question marks, dictionary use, word order</p>

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader.</p> <ul style="list-style-type: none"> □ Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Participates in group discussions • Gives balanced and constructive feedback on: plot, theme, setting 	<p>Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader</p> <ul style="list-style-type: none"> • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writing a story, e.g. a folklore story (myth/legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation <p>Writes descriptive / narrative text</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Uses descriptive / narrative vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors 	<p>Word level work: noun prefixes, adjectives, adverbs, pronouns, conjunctions</p> <p>Sentence level work: subject, object, subject-verb agreement, concords,</p> <p>Word meaning: proverbs, idioms, metaphor</p> <p>Spelling and punctuation: dictionary use, word order</p>

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9 – 10	<p>Listens to a poem</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem <p>Performs a poem/selected lines</p> <ul style="list-style-type: none"> • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions 	<p>Reads a poem</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme 	<p>Word level work: conjunctions</p> <p>Sentence level work: statements, simple sentences</p> <p>Word meaning: personification, alliteration, similes, onomatopoeia, metaphors, rhymes, rhythm</p> <p>Spelling and punctuation: capital letters, word division, dictionary use</p>

GRADE 5 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Gives and follows instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions 	<p>Reads an instructional text containing a sequence of instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes instructions e.g. how to make a sandwich</p> <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: adverbs of manner, time, place, degree; prepositions, moods, adjectives</p> <p>Sentence level work: simple sentences, complex sentences</p> <p>Spelling and punctuation: full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation</p>

GRADE 5 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Participates in interviews to collect information</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Formulates relevant questions to guide search for information • Presents information using a table/chart/graph • Analyses information • Summarises information <p>Participates in group discussion</p> <ul style="list-style-type: none"> • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others 	<p>Reads a report with visuals (e.g. tables/charts/graphs/diagrams/maps)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a report</p> <ul style="list-style-type: none"> • Formulate relevant content based on investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: adjectives, pronouns, conjunctions, connections</p> <p>Sentence level work: past continuous tense, future continuous tense, active and passive voice, reported speech, question form</p> <p>Spelling and punctuation: ellipsis, exclamation mark, quotation marks, question marks</p>

GRADE 5 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens to a poem</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Expresses feelings stimulated the poem • Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere <p>Performs an oral poem/choral chant</p> <ul style="list-style-type: none"> • Selects appropriate tone and expression to express content and feeling • Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions 	<p>Reads a poem</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings and opinions • Relates to own life • Uses a dictionary for vocabulary development 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses appropriate punctuation rules 	<p>Word level work: collective nouns, abstract nouns, interjections</p> <p>Sentence level work: present continuous tense</p> <p>Word meaning: alliteration, (assonance, consonance), personification, rhyme, metaphor, simile</p> <p>Spelling and punctuation: word division, dictionary use, exclamation mark</p>

GRADE 5 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses folklore (myth/legend)</p> <p>Text from the textbook, class reader or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback 	<p>Reads folklore (myth/legend) from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting, • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters <p>Discusses new vocabulary from the read text</p> <ul style="list-style-type: none"> • Uses a dictionary 	<p>Writes a folklore (myth/legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors 	<p>Word level work: infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives</p> <p>Sentence level work: object; questions, direct and indirect speech</p> <p>Spelling and punctuation: quotation marks</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 a novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text <p>Describes events</p> <ul style="list-style-type: none"> • Selects relevant content from personal experience • Explains events clearly and in sequence • Expresses feelings in relation to events 	<p>Reads a novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read 	<p>Writes a book review</p> <ul style="list-style-type: none"> • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development 	<p>Word level work: relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections</p> <p>Sentence level work: simple present tense, simple past tense, concords</p> <p>Word meaning: similes, proverbs, idioms</p> <p>Spelling and punctuation: full stop, comma, dictionary use, word division</p>

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Listens to and discusses an advertisement</p> <p>Text from the textbook or Teacher’s Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies key issues • Discusses the effectiveness of the advertisement • Expresses thoughts and feelings in an imaginative way • Listens for specific details • Responds sensitively to ideas and suggestions • Gives feedback • Shares ideas and offers opinions on less familiar topics 	<p>Reads an advertisement from a textbook or Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences • Views and comments on graphical techniques used in visual texts: colour, lettering, layout 	<p>Writes an advertisement</p> <ul style="list-style-type: none"> • Expresses ideas clearly and logically • Uses appropriate visuals and layout for the purpose • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Uses language for creative and imaginative self-expression <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: degrees of comparison, adverbs</p> <p>Sentence level work: simple short sentences, subject-verb agreement</p> <p>Spelling and punctuation: abbreviations, inverted commas</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens to and discusses stories, e.g. folklore (myth/legend) from a class reader</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions 	<p>Reads a story, e.g. a folklore (myth/legend) from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Discusses main idea, characters and setting • Explains how writers use vocabulary and language to describe the plot ,setting, characters • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters 	<p>Writes a story e.g. folklore (myth/legend)</p> <ul style="list-style-type: none"> • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Plans, drafts and refines writing 	<p>Word level work: verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns</p> <p>Sentence level work: statements, questions, commands, direct and indirect speech</p> <p>Word meaning: metaphors, similes, idioms, proverbs, homophones</p> <p>Spelling and punctuation: colon, semi-colon, inverted comma, capital letters</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses a weather report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts 	<p>Reads a weather report from newspaper, a textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Identifies and explains similarities and differences • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Reads an information text with visuals e.g. map • Interprets visuals • Uses a mind-map/notes to summarise information 	<p>Writes a weather report</p> <ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram. <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: verbs (gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns</p> <p>Sentence level work: simple sentences, compound sentences, future tense</p> <p>Word meaning: onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9 – 10	<p>Listens and responds to a play</p> <p>Text from the class reader, textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: predicts from title/picture • Retells the drama scene in sequence • Identifies and discusses the central idea, plot, setting, atmosphere and characters • Listens to specific details • Uses details accurately • Expresses thoughts and feelings • Uses the correct language form <p>Role-plays a character</p> <ul style="list-style-type: none"> • Varies voice and facial expression • Changes register, grammar structure and idioms 	<p>Reads a play from the class reader or Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the plot, <ul style="list-style-type: none"> • setting, atmosphere and characters • Explains the effects of words and imagery • Identifies cause and effect in oral and written texts and explains the relationship • Reads aloud, changing speed as appropriate 	<p>Writes a play script/dialogue</p> <ul style="list-style-type: none"> • Creates characters • Describes setting • Develops plot • Uses correct format • Establishes tone or mood • Plans, drafts and refines the text • Writes sentences using direct and indirect speech • Produces a first draft with central idea and well-developed supporting paragraphs • Uses subject-verb concord • Uses appropriate grammar, spelling and punctuation 	<p>Word level work: verbs (gerunds)</p> <p>Sentence level work: statements, questions, commands, simple sentences, compound sentences, direct and indirect speech</p> <p>Word meaning: oxymoron</p> <p>Spelling and punctuation: quotation marks, semi-colon, inverted commas</p>

GRADE 5 TERM 4

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to a story</p> <p>Text from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Describes events • Comments on the social, moral and cultural values in different texts • Asks and responds to thought-provoking questions <p>Acts out the story</p> <ul style="list-style-type: none"> • Selects appropriate content • Sequences events correctly • Keeps eye contact and changing facial expression, tone, tempo, volume and pace • Expresses thoughts and feelings in an imaginative way 	<p>Reads a story from the class reader, textbook or the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Predicts content or ending • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Identifies and comments on the characters, themes and issues in a fiction story • Explains cause and effect • Remembers important points • Discusses message conveyed • Describes and analyses emotional response to text • Uses a dictionary for vocabulary development [to be repeated with every activity] <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Does a short oral book review using an appropriate frame • Compares books/texts read 	<p>Writes a friendly letter/A diary entry</p> <ul style="list-style-type: none"> • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation 	<p>Word level work: prepositions, determiners, adjectives, adverbs, nouns, pronouns</p> <p>Sentence level work: subject, object, one word for a phrase, conditional clauses</p> <p>Spelling and punctuation: word division, dictionary, capital letters</p>

GRADE 5 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Listens to a report, e.g. news, topical issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers • Responds thoughtfully to critical questions • Discusses format, features, language use and structure of the text <p>Presents an oral report</p> <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others 	<p>Reads an information text with visuals (e.g. pictures/diagrams/maps)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers, • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every activity] 	<p>Writes a report</p> <ul style="list-style-type: none"> • Writes a report using a frame • Orders information logically • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: conjunctions, moods</p> <p>Sentence level work: noun phrase, adjectival phrase, adverbial phrase, prepositional phrase</p> <p>Word meaning: synonyms, antonyms, homophones, homonyms, polysemy</p> <p>Spelling and punctuation: word division, dictionary, capital letters</p>

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens to and discusses information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations 	<p>Reads information text with visuals, e.g. maps/graphs/charts/tables</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses a range of reading strategies to identify the main and supporting ideas and • Summarises information • Interprets visuals • Uses previous knowledge or textual clues to determine meaning • Makes inferences • Transfers information from the visual to narrative form 	<ul style="list-style-type: none"> • Writes descriptive essay • Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way and explains the logic • Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: definite and indefinite articles, adjectives</p> <p>Sentence level work: noun clause, verb clause, negative form, question form</p> <p>Word meaning: metaphors, similes, proverbs, idioms</p> <p>Spelling and punctuation: dictionary use, word division</p>

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions 	<p>Reads an instructional text e.g. recipe, directions</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions 	<p>Writes an instructional text</p> <ul style="list-style-type: none"> • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: stems, prefixes, suffixes</p> <p>Sentence level work: subject-verb agreement, verb phrase, clauses, phrases</p> <p>Word meaning: antonyms, synonyms, metonymy</p> <p>Spelling and punctuation: dictionary use, vocabulary development</p>
WEEK 9 – 10	SUMMATIVE ASSESSMENT			