

3.5.2 Grade 5

GRADE 5				
TERM 1				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
1-2	<p>Listens to a short story</p> <p>(Choose from 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 questions Predicts what will happen next <p>Retells a story</p> <ul style="list-style-type: none"> Retells events in own words 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>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, and where the story takes place (setting) Expresses simple opinion on the story Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with striving towards 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 sentences Gives opinion on story 	<p>Writes a personal (narrative / descriptive) 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 all learners Uses appropriate grammar, spelling and punctuation. Uses vocabulary related to topic <p>Writes an opinion on a story (for enrichment)</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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses countable nouns (e.g. book - books) Builds on use of proper nouns e.g. with capital letter Revises "a" and "the" with nouns. Builds on use of personal pronouns (e.g. I, you, it, us, them) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
3-4	<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 <p>Gives a factual / descriptive recount</p> <ul style="list-style-type: none"> Recounts a recent event Tells events in sequence <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme/or part of a short story 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/ mind maps/ maps/ pictures/ graphs/ photographs/ drawings/ cartoons</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. 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-striving towards 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 text Relates text to own life 	<p>Writes a factual / descriptive recount in a frame</p> <ul style="list-style-type: none"> Selects appropriate content Sequences events correctly Uses appropriate vocabulary Uses appropriate grammar, spelling and punctuation Corrects spelling using a dictionary and redrafts <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>Working with words</p> <ul style="list-style-type: none"> Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> Builds on understanding and use of simple tenses Builds on use of modals e.g. “can” to show ability, “may” to ask for permission, uses “must” to show necessity Uses regular forms of the verb e.g. walk, walked Uses adverbs of time (e.g. tomorrow, yesterday) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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5-6	<p>Listens to a story with dialogue</p> <p>(Choose from fiction/ traditional stories/ personal accounts/ adventure/ /real life stories/</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • 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 play: familiar situations</p> <ul style="list-style-type: none"> • Participates in dialogue • Includes relevant information • Uses correct tense <p>Practises Listening and Speaking for enrichment</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"> • Discusses purpose of text • Uses a dictionary to find meaning of new words <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"> • Uses words to express feelings about the text 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 simple tenses <p>Writes a short message</p> <ul style="list-style-type: none"> • Organises information • Uses correct format e.g. salutation, date, etc. • Constructs sentences correctly <p>Writes a paragraph</p> <ul style="list-style-type: none"> • Describes an event • Uses connectors • 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>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on use of prepositions that show position (on, under, above) • Uses connectors to show addition (and) and sequence (then, before) • Capital letters for proper nouns, for titles and initials of people <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Compound words e.g. playground

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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>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme/song • Tells own news 	<p>Reads procedural (instructions) 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 • 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 within a frame</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence, using connectors e.g. first, next, etc. • Uses simple tenses • Uses correct structure and format <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>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Uses the dictionary to check spelling and meanings of words <p>Working with sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bong'i's eyes) • Begins to use determiners such as one, two, etc and first, second, last. • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Builds on understanding and use of comparative adjectives • Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were • Builds on understanding and use of present progressive <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

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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 /song (what poem is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes / dislikes the poem) <p>Performs the poem for enrichment</p> <ul style="list-style-type: none"> • Pronounces words correctly • Shows understanding • Conveys rhythm 	<p>Reads poem/songs</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 e.g. stories / texts / poems / songs read 	<p>Writes a passage about poem/s</p> <ul style="list-style-type: none"> • Discusses what passage is about <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>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses the gender forms of some nouns (e.g. cow/bull) • Uses different types of adjectives including what things are made of e.g. woollen <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

GRADE 5				
TERM 2				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
11-12	<p>Listens to a story (Choose from fiction/ traditional stories/ personal accounts/)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF) Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers-questions • Answers simple questions <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 	<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 with support 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 • Uses a dictionary <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"> • Discusses a short story 	<p>Writes a simple a paragraph with a frame</p> <ul style="list-style-type: none"> • Writes an appropriate opening sentence • Writes about events logically • Uses connectors (and, but) • Uses some adjectives Writes an appropriate ending <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>Working with words</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses nouns and plurals e.g. scissors and trousers • Builds on use of adjectives before nouns e.g. The small dog <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
13-14	<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>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/ mind maps/ maps / pictures / graphs / photographs/ drawings / cartoons</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 Read 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 text read 	<p>Writes a short description of objects / plants / animals / places using a frame (3-4 sentences)</p> <ul style="list-style-type: none"> Uses the frame correctly Includes specific details Uses correct determiners Uses relevant vocabulary Punctuation is correct <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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with sentences</p> <ul style="list-style-type: none"> Builds on understanding and use of future tense Simple present to describe regular actions e.g. "I brush my teeth every day" Extends use of forms of the verb "to be" e.g. be / been / being; am / is / are; was / were Begins to use prepositions that show direction (towards), time (on, during), possession (with) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
15-16	<p>Takes part in a conversation about a familiar topic (e. g. Role models)</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 <p>Gives a factual / descriptive recount</p> <ul style="list-style-type: none"> Recounts a recent event Tells events in sequence <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme/or part of a short story Plays a simple language game Gives and follows simple instructions / directions Tells own news Diagram or table about the story 	<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 information Identifies and comments on the message Understands the vocabulary Answers questions on the story Retells story in-own words (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>Writes a passage using a frame</p> <ul style="list-style-type: none"> Writes at least two paragraphs in a frame Links paragraphs using connectors Uses new vocabulary and punctuation learnt 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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce Working with sentences Uses different types of adjectives Understands and uses verbs to describe actions <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
17-18	<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 <p>Role plays familiar situations e.g. giving instructions</p> <ul style="list-style-type: none"> Gives at least 4 2 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 for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme or part of a story Plays a simple language game Gives and follows simple instructions / directions 	<p>Reads procedural (instructions) 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 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 texts read 	<p>Writes a recipe 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 <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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words starting with selected letters <p>Working with sentences</p> <ul style="list-style-type: none"> Uses adverbs of place (here, there) Begins to use adverbs of degree e.g. “very, really, almost, too” Future tense (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’) Begins to use connectors to show contrast (but), reason (because) and purpose (so that). Uses question marks Uses exclamation marks <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts
19-20	FORMAL ASSESSMENT			

GRADE 5				
TERM 3				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
21-22	<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 <p>Listens to and gives personal recounts</p> <ul style="list-style-type: none"> Recalls own experiences 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 or song or part of a short story 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 Answers questions about the story Identifies-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 <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Discussion on text studied 	<p>Rewrites the a paragraph/passage in own words, using a frame</p> <ul style="list-style-type: none"> Uses the simple tenses 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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words starting with selected letters <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses nouns Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on understanding and use of adjectives Builds on use of subject verb concord e.g. There is one book/There are two books ... Uses forms of the verb 'Builds on the use of question marks Builds on the use of exclamation marks <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
23-24	<p>Talks about a familiar topic with preparation</p> <ul style="list-style-type: none"> Plans and prepares important points Says at least 3 sentences on the topic Answers questions <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme or song or part of the story 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/ mind maps / maps / pictures / graphs / photographs / drawings / cartoons</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: focuses on important details Discusses main information given- 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 3 sentences. 	<p>Draws/completes and labels simple visual texts e.g. charts/tables/ diagrams/ mind maps/ maps/pictures/graphs/ photographs/drawings/ cartoons</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- gives information <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> Identifies at least three main points <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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Words starting with selecting letters <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses of the noun Begins to use determiners such as one, two, etc and first, second, last. Begins to use pronouns Uses different types of adjectives <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts
25-26	<p>Listens to stories (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 questions Expresses own opinion <p>Retells the story</p> <ul style="list-style-type: none"> Refers to main characters Retelling of story in own words Uses tenses introduced in previous grades 	<p>Reads a story Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Discusses characters 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 or song/s</p> <ul style="list-style-type: none"> Discusses topic and main idea <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 	<p>Writes a simple story in a frame-Writes an story</p> <ul style="list-style-type: none"> Story has a beginning, a middle and an ending <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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words starting with selected letters. <p>Working with sentences</p> <ul style="list-style-type: none"> Analyses simple sentences into subject, verb, object Begins to use connectors (if, then) Develops use of direct speech. Begins to recognise and use reported speech. <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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TERM 3				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
27-28	<p>Takes part in a conversation on a familiar topic (e.g. the weather)</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Code switches if necessary <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme or song or a part of a story Plays a simple language game Gives and follows simple instructions / directions Tells own news 	<p>Reads procedural text e.g. instructions Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Finds specific details Interprets visuals Discusses the sequence <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Does comprehension activity on the text (oral or written)</p>	<p>Writes on a information text previously used</p> <ul style="list-style-type: none"> Writes one to two-paragraphs Organises information logically Uses the dictionary to check spelling and meanings of words Uses the writing process with support <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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words starting with selecting letters <p>Working with sentences</p> <ul style="list-style-type: none"> Develops understanding and use of connecting Understands and uses reported speech. Understands and uses negative forms <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

GRADE 5				
TERM 3				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
29-30	<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 Code switches if necessary Asks and answers more complex questions e.g. What would you do...? <p>Performs simple role plays</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Develops sensible story line Pronounces words audibly and correctly <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme or song or a part of a story Plays a simple language game Gives and follows simple instructions / directions Tells own news 	<p>Reads a 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 Uses reading strategies with support Identifies the story-line Discusses characters, setting Does comprehension activity on the text (oral or written) <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/ using a frame</p> <ul style="list-style-type: none"> Selects appropriate characters Organises the dialogue- logically Uses direct speech Uses an informal style of writing Uses appropriate punctuation e.g. colon, exclamation and question mark Uses writing process <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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Reinforces plural forms <p>Working with sentences</p> <ul style="list-style-type: none"> Uses the gender forms of some nouns (e.g. cow/bull) Revises “a” and “the” with nouns. Uses regular forms of the verb e.g. walk, walked Builds on understanding tenses Revises use of connectors to show choice (e.g., either... or...) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
31-32	<p>Listens to a story</p> <p>(Choose from /traditional stories/personal accounts/adventure / 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 • Answers-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 ...? 	<p>Reads a story or poem or song</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 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 simple question and begins to ask some more complex questions e.g. Why couldn't ...?; What...?; How do you think ...? <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"> • Discusses texts studied 	<p>Writes a recount of events</p> <p>Relates event</p> <p>Writes a simple story / paragraph / passage in a frame</p> <ul style="list-style-type: none"> • Uses story structure • Links sentences into a coherent paragraph using pronouns, connectors and correct punctuation • Uses correct tense Uses the dictionary to check spelling and meanings of words • Uses the following writing process with support <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>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Words ending in selecting letters <p>Working with sentences</p> <ul style="list-style-type: none"> • Understands and uses nouns (e.g. chalk) • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Uses different types of adjectives • Builds on use of subject verb concord e.g. There is one book/There are two books ... <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
33-34	<p>Participates in discussion</p> <ul style="list-style-type: none"> • Discusses familiar topics- • 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"> • Performs a short poem or rhyme or song • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news 	<p>Reads text 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 • Answers questions • Discusses main ideas and specific details <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 text 	<p>Writes information text using a frame</p> <ul style="list-style-type: none"> • Selects a relevant topic • Includes relevant information • Uses the following writing process with support <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>Working with words</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Words with long and short vowel sounds: <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses nouns Builds on use of pronouns • Builds on use of adjectives <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
35-36	<p>Listens to a story</p> <p>(Choose from #traditional stories/personal accounts/ /real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <p>Identifies plot, characters and actions</p> <ul style="list-style-type: none"> • Answer questions <p>Tells same story in own words with support</p> <ul style="list-style-type: none"> • Sequence of story makes sense <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 or song • 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</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 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 ...? <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>Writes a recount of events in a frame</p> <ul style="list-style-type: none"> • Relates events in sequence • Uses appropriate grammar, vocabulary, spelling and information. • Uses the writing process with support <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>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Singular and plural forms of nouns <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on understanding-tenses • Builds on use of modals e.g. "can" to show ability, "may" to ask for permission • Uses adverbs of time (e.g. tomorrow, yesterday) • Begins to use prepositions that show direction (towards), time (on, during), possession (with) <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
37-38	<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>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme or song Plays a simple language game Gives and follows simple instructions / directions Tells own news 		<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 Writes one to two paragraphs Uses correct spelling and punctuation Uses connectors Uses the writing process with support 	<p>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words singular and plural forms of nouns <p>Working with sentences</p> <ul style="list-style-type: none"> Develops use of connectors Uses adverbs of manner (e.g. quickly, slowly) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts
39-40	FORMAL ASSESSMENT			