

# REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 5 - ENGLISH FAL - TERM 1 - 4)



GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1-2</b>	<p><b>Listens and retells a short story</b></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"> <li>• Listens to a story</li> </ul> <ul style="list-style-type: none"> <li>• Retells events in correct sequence, using simple past tense</li> <li>• Names the characters correctly</li> </ul>	<p><b>Reads a short story</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the read text</li> <li>• Discusses the title, plot and where the story takes place (setting)</li> <li>• Expresses simple opinion on the story</li> <li>• Uses a dictionary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul>	<p><b>Writes a personal recount of events</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content for the topic</li> <li>• Selects from experience</li> <li>• Stays on the topic</li> <li>• Frame used by struggling learners</li> <li>• Uses appropriate grammar, spelling and punctuation.</li> <li>• Uses vocabulary related to topic</li> </ul> <p><b>Creates/Uses a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Labels pages with letters of alphabet</li> <li>• Enters 5 words and meanings (drawing/sentence using the word/ explanation of word)</li> <li>• Or continues to enter words into dictionary created in Grade 4</li> </ul>	<p><b>Spelling and punctuation</b></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><b>Working with words and sentences</b></p> <p>Understands and uses countable nouns (e.g. book – books)</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>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran</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><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
<p><b>Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.</b></p>				

**GRADE 5 TERM 1**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 3-4</b></p>	<p><b>Takes part in a class discussion to give a factual recount on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Recounts a recent event</li> <li>• Tells events in correct sequence</li> <li>• Asks and answers simple questions on the topic</li> <li>• Gives other learners a chance to speak</li> <li>• Listens to them and encourages their attempts to speak their additional language</li> <li>• Code switches if necessary</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions / directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads information text with visuals,</b> e.g. charts/tables/diagrams/ mind maps/ 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"> <li>• Pre-reading: read and discuss title and look at pictures/diagrams/maps</li> <li>• Uses reading strategies, e.g. skims for general idea, uses contextual clues to find meaning</li> <li>• Identifies main facts</li> <li>• Explains meaning of unfamiliar words</li> <li>• Answers questions about the text</li> </ul> <p><b>Reads social texts,</b> e.g. invitations</p> <ul style="list-style-type: none"> <li>• Explains main message</li> <li>• Identifies features of text</li> <li>• Discusses purpose of text</li> <li>• Uses a dictionary to find meaning of new words</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul>	<p><b>Writes a factual recount</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Writes a title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary and redrafts</li> <li>• Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mind maps/maps/plans/diagrams</li> <li>• Selects important information</li> <li>• Includes relevant labels</li> </ul> <p><b>Writes an sms / email to accept or turn down an invitation</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Organises information correctly</li> <li>• Uses correct format, e.g. salutation, date, etc.</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning</li> </ul>	<p><b>Spelling and punctuation</b></p> <p>Spells familiar words correctly, using a personal dictionary Revises capital letters, full stop and comma, colon and semi colon</p> <p><b>Working with words and sentences</b></p> <p>Uses connecting words to show addition (and) and sequence (then, before)</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 adverbs of time (e.g. tomorrow, yesterday) or frequency (often) Uses ‘will’ to indicate something that will happen, e.g. There will be a storm today</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
<p><b>FORMAL ASSESSMENT: TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>				

**GRADE 5 TERM 1**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5–6</b>	<p><b>Listens and responds to a story</b></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"> <li>• Chooses from oral descriptions to identify people in the story</li> <li>• Uses an oral description to identify people in the story</li> <li>• Expresses feelings and opinions about the story</li> <li>• Answers oral questions about the story</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions / directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads a story.</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, reads to find detail</li> <li>• Answers questions about the story</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Shares opinions on the book</li> <li>• Relates text to own life</li> <li>• Expresses emotional responses to texts read</li> </ul>	<p><b>Writes a simple story with a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Writes at least four paragraphs</li> <li>• Writes an appropriate opening sentence</li> <li>• Writes about events logically</li> <li>• Uses connecting words (and, but)</li> <li>• Uses some adjectives as comparatives and superlatives</li> <li>• Writes an appropriate ending</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling and punctuation</b></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Punctuates correctly: exclamation mark, question mark and inverted commas</p> <p><b>Working with words and sentences</b></p> <p>Understands and uses uncountable nouns (e.g. chalk) 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 Builds on understanding and use of comparative adjectives</p> <p>Uses question forms, e.g. who, what, when, which, why, how</p> <p>Understands and uses reported speech. Capital letters for proper nouns, for titles and initials of people</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li>• <b>Essay (20 marks)</b> Narrative or Descriptive During the term</li> </ul>				

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p><b>Listens and responds to a poem/song</b></p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Talks about the poem (what poem is about)</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Gives personal response (likes/dislikes about the poem)</li> </ul>	<p><b>Reads poem</b></p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Discusses the topic and main ideas in the poem</li> <li>• Discusses rhyme</li> <li>• Discusses words that begin with the same sound</li> <li>• Discusses words that imitate their sound</li> <li>• Discusses comparisons, e.g. ‘He sings like a bird.’; ‘She is a star.’</li> <li>• Answers questions about the poem (oral or written)</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books/stories/texts read</li> </ul>	<p><b>Writes a simple poem with a frame or rhyming sentences:</b></p> <ul style="list-style-type: none"> <li>• Repeats the same structure to create a poetic rhythm and pattern</li> <li>• Uses words which imitate their sounds</li> <li>• Uses words beginning with the same sound.</li> </ul> <p><b>Writes about poem</b></p> <ul style="list-style-type: none"> <li>• Explains what the poem is about</li> <li>• Expresses feelings about the poem</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p><b>Working with words and sentences</b></p> <p>Understands the possessive form of the noun (e.g. Bongi’s eyes) Uses apostrophes for showing possession</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
	<p><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Literary/Non- literary text (15 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language Structures and Conventions (15 marks): Activities for this task do not have to be written in one session.</li> </ul>			

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9–10	<p><b>Listens to and describes a simple process</b> e.g. for making or doing something.</p> <ul style="list-style-type: none"> <li>• Uses connecting words, e.g. first, next, finally, etc.</li> </ul>	<p><b>Reads procedural text</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, contextual clues</li> <li>• identifies specific details of text</li> <li>• identifies sequence of instructions</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p>	<p><b>Writes instructions using a frame</b></p> <ul style="list-style-type: none"> <li>• Uses correct specific details</li> <li>• Uses correct sequence, using connecting words, e.g. first, next, etc.</li> <li>• Uses present simple tense</li> <li>• Uses correct structure and format</li> </ul>	<p><b>Spelling and punctuation</b></p> <p>Uses the dictionary to check spelling and meanings of words</p> <p><b>Working with words and sentences</b></p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p>
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>
<b>GRADE 5 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1</b>				
	<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read aloud (20 marks)</li> </ul> <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>	<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li>• Essay (20 marks)</li> </ul> <p>Descriptive / narrative (3 paragraphs) During the term</p>		<p><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Literary/Non- literary text (15 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language Structures and Conventions (15 marks)</li> </ul> <p>Activities for this task do not have to be written in one session</p>

**GRADE 5 TERM 2**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 1 – 2</b></p>	<p><b>Listens to a story and takes part in a class discussion on a familiar topic, code-switching if necessary</b></p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Answers questions about what came first, second, third, etc.</li> <li>Answers more complex questions, e.g. Why don’t they...? What would you do...?</li> <li>Expresses feelings and opinions, e.g. Why couldn’t ...?</li> <li>Asks questions</li> <li>Respects other learners by listening to them</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows instructions / directions</li> <li>Tells own news</li> <li>Tells of own related experiences</li> </ul>	<p><b>Reads a story</b></p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: reads and discusses title and looks at pictures</li> <li>Uses reading strategies, e.g. making predictions, using contextual clues</li> <li>Discusses new vocabulary</li> <li>Identifies sequence of events, setting and characters</li> <li>Makes up questions about the story</li> <li>Uses a dictionary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reads a simple book/story review</b></p> <ul style="list-style-type: none"> <li>Identifies key features, e.g. title, list of characters, brief summary and rating</li> <li>Gives opinion of the review</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Does a short oral book review using an appropriate frame</li> </ul>	<p><b>Writes a simple book/story review with a frame</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content</li> <li>Uses frame correctly</li> <li>Includes title, character, settings and summary of story</li> <li>Gives personal opinion of text</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <p>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><b>Working with words and sentences</b></p> <p>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><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Collocations, e.g. Happy birthday, fish and chips</li> </ul>
<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li><b>Read Aloud (20 marks)</b></li> </ul> <p><b>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</b></p>				

**GRADE 5 TERM 2**

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

**GRADE 5 TERM 2**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK</b></p> <p align="center"><b>5 – 6</b></p>	<p><b>Listens to and responds to oral instructions</b> Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Follows the instructions</li> <li>• Shows understanding of command words</li> <li>• Explains what should happen (if instructions cannot be carried out)</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> </ul>	<p><b>Reads procedural text</b>, e.g. instructions for making or doing something Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies such as scanning for specific detail</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Answers questions on the text</li> <li>• Follows the instructions correctly</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul>	<p><b>Writes a recipe or instructions for making or doing something using a frame</b></p> <ul style="list-style-type: none"> <li>• Uses the frame correctly</li> <li>• Includes list of ingredients</li> <li>• Includes method in correct sequence</li> <li>• Uses appropriate vocabulary</li> <li>• Uses present simple tense</li> <li>• Spells familiar words correctly</li> <li>• Uses dictionary to check spelling</li> <li>• Presents work neatly using proper form, such as headings</li> </ul>	<p><b>Spelling</b> Spells familiar words correctly, using a personal dictionary 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><b>Working with words and sentences</b> Uses adverbs of place (here, there) Begins to use adverbs of degree, e.g. ‘very, really, almost, too’ Simple present tense Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>

**FORMAL ASSESSMENT TASK 4:**

- **Transactional writing: (10 marks)**  
Written before the controlled test



**GRADE 5 TERM 2**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 7 –8</b></p>	<p><b>Listens and retells stories</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/ funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Answers literal questions</li> <li>• Answers more complex questions, e.g. Why don't they...? What would you do...?</li> <li>• Gives a personal response</li> <li>• Expresses feelings and opinions, e.g. Why couldn't...</li> </ul> <p><b>Retells the story</b></p> <ul style="list-style-type: none"> <li>• Describes events in sequence</li> <li>• Refers to main characters</li> <li>• Retelling of story line makes sense</li> <li>• Suggests an alternative ending</li> <li>• Uses tenses introduced in previous grades</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Tells of own related experiences</li> </ul>	<p><b>Reads stories</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Reads for detail and uses contextual clues to find meaning</li> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Understands the vocabulary</li> <li>• Answers questions on the story</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul>	<p><b>Writes a story using a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Writes at least four paragraphs</li> <li>• Links paragraphs using connecting words</li> <li>• Uses new vocabulary and punctuation learnt</li> <li>• Uses techniques for creative writing, e.g. uses comparisons</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</p> <p><b>Working with words and sentences</b></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. If ..., then ...</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> <li>• Synonyms (words that are similar in meaning e.g. soft/gentle)</li> </ul>
<p align="center"><b>WEEK 9 – 10</b></p>	<p><b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b></p> <ul style="list-style-type: none"> <li>• <b>Question 1: Literary/Non- literary text (15 marks)</b></li> <li>• <b>Question 2: Visual text (10 marks)</b></li> <li>• <b>Question 3: Summary writing (5 marks)</b></li> <li>• <b>Question 4: Language Structures and Conventions (10 marks)</b></li> </ul>			

**FORMATIVE ASSESSMENT ACTIVITIES**

<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"><li>• Variety of Listening and Speaking activities</li><li>• Listening and Speaking activities that comply with the Covid-19 conditions</li></ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"><li>• Reading Process</li><li>• Reading aloud activities</li><li>• Reading Comprehension activities</li><li>• Literature activities based on the three prescribed genres for the semester</li></ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"><li>• Writing Process</li><li>• Paragraphing</li><li>• Transactional Texts</li><li>• Essay</li><li>• Creative Writing</li></ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"><li>• Variety of Language Structures and Convention activities</li></ul>

**GRADE 5 TERM 2**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
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**GRADE 5 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2**

<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"><li>• Read Aloud (20 marks)</li></ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	<b>FORMAL ASSESSMENT TASK 4: WRITING</b> <p>Transactional writing: (10 marks) Written before the controlled test</p>	<b>FORMAL ASSESSMENT TASK 5: RESPONSE TO TEXTS (40 MARKS)</b> <ul style="list-style-type: none"><li>• Question 1: Literary / non-literary text comprehension (15 marks)</li><li>• Question 2: Visual text comprehension (10 marks)</li><li>• Question 3: Summary writing (5 marks)</li><li>• Question 4: Language Structures and Conventions in context (10 marks)</li></ul>
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**GRADE 5 TERM 3**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK</b> <b>1 - 2</b></p>	<p><b>Listens to a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Talks about the poem (what the poem is about)</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Gives personal response (likes/ dislikes)</li> </ul> <p><b>Listens to and gives personal recounts</b></p> <ul style="list-style-type: none"> <li>• Recalls own experiences in the right sequence</li> <li>• Answers questions about what happened first, second, etc.</li> </ul>	<p><b>Reads poem</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>• Discusses topic and main idea</li> <li>• Discusses rhyme and comparisons (similes)</li> <li>• Expresses feelings stimulated by the Poem</li> </ul> <p><b>Reads a story with dialogue</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Understands how a plot and characters can represent a particular view of the world</li> <li>• Answers questions about story</li> <li>• Identifies the moral/main message of the story</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p>	<p><b>Writes a simple story including dialogue (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Writes an interesting story</li> <li>• Story has a beginning, a middle and an ending</li> <li>• Uses an appropriate tense</li> <li>• Co-ordinates sentences with 'and' and 'but'</li> <li>• Uses a wider range of punctuation, including inverted commas</li> <li>• Begins to use the writing process</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using, e.g. mind maps</li> <li>• Writes first draft</li> <li>• Checks spelling</li> <li>• Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling and punctuations</b></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><b>Working with words and sentences</b></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) Develops use of direct speech.</p> <p>Begins to recognise and use reported speech.</p> <p><b>Vocabulary in context</b></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
<p align="center"><b>WEEK</b> <b>3 - 4</b></p>	<p><b>Takes part in a conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Respects other learners by listening to them</li> <li>• Encourages other group members to support fellow learners</li> <li>• Code switches if necessary</li> <li>• Asks and answers more complex questions, e.g. What would you do...?</li> </ul> <p><b>Practises Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions/ directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads a play</b></p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading predicting from title</li> <li>• Uses reading strategies</li> <li>• Identifies the story-line</li> <li>• Discusses characters, setting and action</li> <li>• Expresses feelings stimulated by the text</li> <li>• Discusses the play format</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reflects on texts read Independently</b></p> <ul style="list-style-type: none"> <li>• Compares texts read</li> </ul>	<p><b>Writes a short dialogue/play script using a frame</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate characters</li> <li>• Organises the dialogue and action logically</li> <li>• Uses direct speech</li> <li>• Uses an informal style of writing</li> <li>• Uses appropriate punctuation, e.g. colon, exclamation and question marks</li> </ul> <p><b>Uses writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft with correct spacing</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling and punctuation</b></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><b>Working with words and sentences</b></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 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>

**GRADE 5 TERM 3**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<p align="center"><b>WEEK</b></p> <p align="center"><b>5 - 6</b></p>	<p><b>Listens and participates in a class discussion on project work based on literature study</b></p> <ul style="list-style-type: none"> <li>• Listens to information about project</li> <li>• Respects other learners by listening to them</li> <li>• Encourages other group members to support fellow learners</li> <li>• Code switches if necessary</li> <li>• Asks and answers questions</li> <li>• Shares ideas and opinions</li> <li>• Uses a framework to present ideas/thoughts/plans:               <ul style="list-style-type: none"> <li>-Topic</li> <li>-Main points and supporting ideas</li> <li>-Research / investigation to be done</li> </ul> </li> </ul>	<p><b>Reads a story</b></p> <p>(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"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Understands the features of the text</li> <li>• Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>• Expresses cause and effect in a story, e.g. What happened when...?</li> <li>• Answers questions about the story</li> <li>• Identifies and discusses characters</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Rewrites the story in own words, using a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Uses the simple past tense</li> <li>• Identifies the main events</li> <li>• Tells the events in the correct order</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <p>Spells familiar words correctly, using a personal dictionary 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><b>Working with words and sentences</b></p> <p>Understands and uses countable nouns (e.g. book – books) Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on understanding and use of comparative adjectives Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Uses exclamation marks</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>

<p><b>WEEK 7–8</b></p>	<p><b>Listens and talks about a familiar topic with preparation</b></p> <ul style="list-style-type: none"> <li>Plans and prepares important points</li> <li>Says at least 5 sentences on the topic</li> <li>Answers questions</li> </ul> <p><b>Practises Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/directions</li> <li>Tells own news</li> </ul>	<p><b>Reads information texts with visuals,</b> e.g. charts/tables/ diagrams/ mind maps/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"> <li>Pre-reading: scans for important details</li> <li>Discusses main information given and the specific details</li> <li>Selects relevant details to answer questions</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Draws/completes and labels simple visual texts,</b> 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"> <li>Uses information from a visual or written text</li> <li>Organises information neatly</li> <li>Conveys information correctly</li> <li>Uses appropriate symbols/diagrams</li> </ul> <p><b>Makes a mind map summary of a short text</b></p> <ul style="list-style-type: none"> <li>Identifies at least three main points</li> <li>Uses the correct structure</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></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><b>Working with words and sentences</b></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><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read text</p>
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GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 4-8	Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.			
	<b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 MARKS)</b>  Stage 1: Research (Learners do research on their project) (10 marks) Week 4 - 5  Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> <li>• Planning/pre-writing of the creative writing project</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> Week 6		<b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT (20 MARKS)</b>  Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks) Oral presentation: <ul style="list-style-type: none"> <li>• Uses appropriate structure: introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Shows evidence of research/ investigation</li> <li>• Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</li> <li>• Participates in a discussion</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	



**GRADE 5 TERM 3**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<p align="center"><b>WEEK</b> <b>9 - 10</b></p>	<p><b>Plays language game/s</b></p> <ul style="list-style-type: none"> <li>• Follows instructions correctly</li> <li>• Uses a range of vocabulary</li> <li>• Takes turns, giving others a chance to speak</li> </ul> <p><b>Practices Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions / directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads information texts from across the curriculum</b>, e.g. a short report, description or explanation from another subject</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and headings and pictures/visuals</li> <li>• Uses reading strategies, e.g. skimming</li> <li>• Discusses main ideas and specific details</li> <li>• Interprets and discusses visuals</li> </ul> <p><b>Does comprehension activity</b></p> <p><b>Practices reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Writes information text, e.g.</b> texts used in other subjects</p> <ul style="list-style-type: none"> <li>• Writes two to three paragraphs</li> <li>• Organizes information logically</li> <li>• Uses formal language</li> <li>• Includes specific details</li> <li>• Uses passive voice appropriately</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Uses the writing process</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using, e.g. mind maps</li> <li>• Writes first draft</li> <li>• Checks spelling</li> <li>• Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></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><b>Working with words and sentences</b></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><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p><b>Joining prefixes or suffixes to abase word</b></p>

**FORMATIVE ASSESSMENT ACTIVITIES**

**Listening and Speaking activities**

- Variety of Listening and Speaking activities
- Listening and Speaking activities that comply with the Covid-19 conditions

**Reading and Viewing activities**

- Reading Process
- Reading aloud activities
- Reading Comprehension activities
- Literature activities based on the three prescribed genres for the semester

**Writing and Presenting activities**

- Writing Process
- Paragraphing
- Transactional Texts
- Essay
- Creative Writing

**Language Structures and Conventions activities**

- Variety of Language Structures and Convention activities

**GRADE 5 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3**

**FORMAL ASSESSMENT TASK 6**

- Creative Writing (10+30=40 marks)
- Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.

**FORMAL ASSESSMENT TASK 7 Oral**

- Oral presentation of project (20 marks)

Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded

**Note:** There must be a variation of genres across the grades.

**GRADE 5 TERM 4**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p><b>WEEK</b></p> <p><b>1 - 2</b></p>	<p><b>Listens to oral description of places/people</b></p> <ul style="list-style-type: none"> <li>Text from the textbook or reader/s or Teacher's Resource File (TRF)</li> <li>Identifies places/people</li> <li>Notes relevant information from a story, e.g. on a chart/table</li> <li>Identifies similarities and differences</li> </ul> <ul style="list-style-type: none"> <li>Answers literal questions</li> </ul> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> </ul> <ul style="list-style-type: none"> <li>Answers and begins to ask some more complex questions, e.g. Why couldn't? What...? How do you think ...?</li> </ul> <ul style="list-style-type: none"> <li>Discusses ethical, social and critical issues in a story, code switching if necessary</li> </ul>	<p><b>Reads a story</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies, e.g. uses contextual clues to find the meaning of new words</li> <li>Discusses main idea and other details.</li> <li>Identifies the sequence of events</li> <li>Identifies the setting and characters</li> <li>Answers and begins to ask some more complex questions, e.g. Why couldn't? What...? How do you think ...?</li> <li>Discusses ethical, social and critical issues in a story, code switching if necessary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reads and solves a word puzzle</b></p> <ul style="list-style-type: none"> <li>Uses relevant vocabulary</li> <li>Spells words correctly</li> <li>Explains meanings of words/uses them in a sentence</li> </ul>	<p><b>Writes a simple story (Narrative or Descriptive)</b></p> <ul style="list-style-type: none"> <li>Uses story structure</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses correct tense consistently</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Rewrites after feedback</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words ending in -l : double the l when you add a suffix, e.g. travel, travelling</p> <p><b>Working with words and sentences</b></p> <p>Understands and uses uncountable nouns (e.g. chalk)</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
<p><b>FORMAL ASSESSMENT TASK 7: ORAL</b></p> <ul style="list-style-type: none"> <li>Oral Presentation (20 marks)</li> </ul> <p><b>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</b></p>				

**GRADE 5 TERM 4**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p><b>WEEK</b> <b>3 - 4</b></p>	<p><b>Participates in class discussion</b></p> <ul style="list-style-type: none"> <li>• Discusses familiar topics including from other subjects</li> <li>• Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions</li> <li>• Uses concepts and vocabulary from other subjects</li> <li>• Takes turns, shows respect for others, respects others opinions</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>- Performs a short poem or rhyme</li> <li>- Plays a simple language game</li> <li>- Gives and follows simple instructions/directions</li> <li>- Tells own news</li> </ul>	<p><b>Reads media text</b>, 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"> <li>• Pre-reading: predicts what text is about by previewing it</li> <li>• Uses a range of reading strategies, e.g. skimming, scanning</li> <li>• Answers questions</li> <li>• Discusses main ideas and specific details</li> <li>• Understands the layout and design of media texts</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Writes information text using a frame</b></p> <ul style="list-style-type: none"> <li>• Selects a relevant topic</li> <li>• Includes relevant information</li> <li>• Includes information about advantages and disadvantages</li> <li>• Organise advantages and disadvantages into a table</li> </ul> <p>Uses the following writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using, e.g. mind maps</li> <li>• Writes first draft</li> <li>• Rewrites after feedback</li> </ul> <p><b>Designs a poster</b></p> <ul style="list-style-type: none"> <li>• Includes relevant information</li> <li>• Includes a picture</li> <li>• Uses print sizes effectively</li> <li>• Presents neat, legible, final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning</li> </ul>	<p><b>Spelling</b></p> <p>Uses the dictionary to check spelling and meanings of words Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p><b>Working with words and sentences</b></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 Uses different types of adjectives including those relating to age/ temperature/ what things are made of Begins to use irregular forms of some verbs, e.g. run, ran</p>

**GRADE 5 TERM 4**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<p align="center"><b>WEEK</b></p> <p align="center"><b>5- 6</b></p>	<p><b>Takes part in a class discussion</b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Respects other learners</li> <li>• Listens to them and encourages them to speak</li> <li>• Code switches if necessary</li> </ul> <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"> <li>• Chooses relevant content</li> <li>• Uses the conditional form</li> </ul>	<p><b>Reads information text from across the curriculum</b>, 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"> <li>• Pre-reading: reads and discusses headings and pictures</li> <li>• Uses reading strategies, e.g. scans for information</li> <li>• Notices the role that pictures and photographs play in constructing meaning</li> <li>• Answers questions about the text</li> <li>• Summarises a paragraph with support</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reads and understands a poster</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: discusses pictures</li> <li>• Interprets the information</li> <li>• Discusses the purpose of the text</li> <li>• Discusses some of the language use</li> <li>• Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> <li>• Discusses the layout.</li> </ul>	<p><b>Designs a poster</b></p> <ul style="list-style-type: none"> <li>• Includes relevant information</li> <li>• Includes a picture</li> <li>• Uses print sizes effectively</li> <li>• Presents neat, legible, final draft</li> </ul> <p><b>Writes information text using a frame</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate information</li> <li>• Includes a chart, graph or diagram if appropriate</li> <li>• Writes two to three paragraphs</li> <li>• Uses correct facts and organises facts properly</li> <li>• Uses correct spelling and punctuation</li> <li>• Uses connecting words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Writes first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<p><b>Spelling</b></p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Singular and plural forms of nouns</p> <p><b>Working with words and sentences</b></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><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>
<p><b>FORMAL ASSESSMENT TASK 8:</b></p> <ul style="list-style-type: none"> <li>• <b>Transactional writing: (10 marks)</b> Written before the controlled test</li> </ul>				

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 - 8	-	Revision	-	Revision
WEEK 9- 10	<b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary/Non- literary text (15 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions (10 marks)</li> </ul>			
	<b>FORMATIVE ASSESSMENT ACTIVITIES</b>			
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>
	<b>GRADE 5 ENGLISH FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4</b>			
	<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>• Oral Presentation (20 marks)</li> </ul> This task is a continuation from Term 3. It will be completed and recorded in Term 4.	<b>FORMAL ASSESSMENT TASK 8:</b> <ul style="list-style-type: none"> <li>• Transactional writing: (10 marks)</li> </ul> Written before the controlled test	<b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary/Non- literary text (15 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions (10 marks)</li> </ul>	