

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

**GRADE 5 TERM 1**

<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>
<b>WEEK 1–2</b>	<p><b>Listens and retells a short story</b> (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> <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> 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>

**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.**

**GRADE 5 TERM 1**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 3-4</b>	<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/ mindmaps/ maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <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/ mindmaps/maps/plans/diagrams 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)</p> <p>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><b>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</b></p>				

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<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>
<b>WEEK 5–6</b>	<p><b>Listens and responds to a story</b> (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> 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)</p> <p>Uses the gender forms of some nouns (e.g. cow/bull)</p> <p>Uses different types of adjectives including what things are made of, e.g. woollen</p> <p>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>

**FORMAL ASSESSMENT TASK 2: RESPONSE TO TEXTS (40 MARKS)**

- **Literary/Non- literary text (15 marks)**
- **Visual text (10 marks)**
- **Language Structures and Conventions (15 marks)**

**Activities for this task do not have to be written in one session.**

**GRADE 5 TERM 1**

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<b>WEEK 7–8</b>	<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)</p> <p>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: WRITING</b></p> <ul style="list-style-type: none"> <li>• <b>Essay (20 marks)</b> Narrative or Descriptive During the term</li> </ul>				

GRADE 5 TERM 1				
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>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>TASK 2: 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><b>TASK 3: WRITING</b></p> <ul style="list-style-type: none"> <li>• Essay (20 marks)</li> </ul> <p>Descriptive / narrative (3 paragraphs)</p> <p>During the term</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> <p>Words taken from shared or individually read texts</p> <p>Collocations, e.g. Happy birthday, fish and chips</p>

**FORMAL ASSESSMENT TASK 1: ORAL**

- **Read Aloud (20 marks)**

**This task is a continuation from Term 1. It will be completed and recorded in Term 2.**

GRADE 5 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p><b>Listens to information text</b>, e.g. oral description/s of object/s/plants/animals/ places</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <p><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</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/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></p> <p><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></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p><b>Working with words and sentences</b></p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Builds on understanding and use of future tense</p> <p>Simple present to describe universal truths, e.g. ‘The sun sets in the west.’</p> <p>Uses prepositions that show direction (towards), time (on, during), possession (with)</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>• 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 5 – 6</b></p>	<p><b>Listens to and responds to oral instructions</b></p> <p>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></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> </ul>	<p><b>Reads procedural text</b>, e.g. 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"> <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></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p><b>Working with words and sentences</b></p> <p>Uses adverbs of place (here, there)</p> <p>Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</p> <p>Simple present tense</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>

**FORMAL ASSESSMENT TASK 4:**

- **Transactional writing: (2 short or 1 long: 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</b></p> <p><b>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>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				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>GRADE 5 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2</b>				
<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> This task is a continuation from Term 1. It will be completed and recorded in Term 2.		<b>FORMAL ASSESSMENT TASK 4: WRITING</b> Transactional writing: (2 short or 1 long: 10 marks) Written before the controlled test		<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>

**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)</p> <p>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><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> (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> 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 Builds on understanding and use of simple past</p> <p>Builds on understanding and use of simple present</p>

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p><b>WEEK</b></p> <p><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).</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>• 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</b></p> <p><b>( 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</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p><b>Working with words and sentences</b></p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on understanding and use of comparative adjectives</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Uses exclamation marks</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>

<b>WEEK 7–8</b>	<b>Takes part in a conversation on a project</b> <ul style="list-style-type: none"> <li>• Talk about a project</li> <li>• Code switches if necessary</li> </ul>	<b>Reads procedural text, e.g. instructions for a project</b> <ul style="list-style-type: none"> <li>• Describes the format of a project</li> </ul>	<b>Records words and their meanings in a personal dictionary</b> <ul style="list-style-type: none"> <li>• Writes sentences using new words</li> </ul>	<b>Working with words and sentences</b> Develops understanding and use of connecting words showing addition, sequence and contrast.
<b>GRADE 5 TERM 3</b>				
<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>
<b>WEEK 4-8</b>	<b>PROJECT: (based on any ONE of the literature genres studied: poems / short stories / drama</b> <b>Planning /Preparation/Research/ Investigation of oral presentation and creative writing of project</b>			

	<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 MARKS)</b></p> <p><b>Stage 1: Research (Learners do research on their project) (10 marks)</b>  <b>Week 4 - 5</b></p> <p><b>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</b></p> <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> <p><b>Week 6</b></p>	<p><b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT (20 MARKS)</b></p> <p><b>Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</b></p> <p><b>Oral presentation:</b></p> <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> <p><b>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</b></p>
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**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>
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<p><b>WEEK</b> <b>9 - 10</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/ mindmaps/maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <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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**FORMATIVE ASSESSMENT ACTIVITIES**

	<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>

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

<p><b>FORMAL ASSESSMENT TASK 6</b></p> <ul style="list-style-type: none"> <li>• Creative Writing (40 marks)</li> </ul> <p>Project based on any <b>ONE</b> of the literature genres studied: Poems / folktales / short stories / drama</p>	<p><b>FORMAL ASSESSMENT TASK 7 Oral</b></p> <ul style="list-style-type: none"> <li>• Oral presentation of project (20 marks)</li> </ul> <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded</p> <p><b>Note:</b> There must be a variation of genres across the grades.</p>
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**GRADE 5 TERM 4**

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 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) Identifies places/people</li> <li>Notes relevant information from a story, e.g. on a chart/table</li> <li>Identifies similarities and differences</li> <li>Answers literal questions</li> <li>Asks relevant questions and responds to questions</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>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 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>

**FORMAL ASSESSMENT TASK 7: ORAL**

- Oral Presentation (20 marks)**

**This task is a continuation from Term 3. It will be completed and recorded in Term 4.**

**GRADE 5 TERM 4**

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>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</p> <p>Uses different types of adjectives including those relating to age/ temperature/ what things are made of</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p>

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<p align="center"><b>WEEK</b> <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>

**FORMAL ASSESSMENT TASK 8:**

- **Transactional writing: (2 short or 1 long: 10 marks)**  
Written before the controlled test

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WEEK 7 - 8	-	Revision	-	Revision
WEEK 9- 10	<b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST</b> <b>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 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4</b>			

	<p><b>FORMAL ASSESSMENT TASK 7: ORAL</b></p> <ul style="list-style-type: none"><li>• Oral Presentation (20 marks)</li></ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	<p><b>FORMAL ASSESSMENT TASK 8:</b></p> <ul style="list-style-type: none"><li>• Transactional writing: (2 short or 1 long: 10 marks)</li></ul> <p>Written before the controlled test</p>	<p><b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b></p> <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>
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