ENGLISH

Syllabus for Primary Schools

YEAR 5

LEARNING OUTCOMES

for

YEAR 5

ORACY LISTENING AND SPEAKING		READING		WRITING	
STORIES POEMS SONGS TOPICS		**READING STRATEGIES**		**HANDWRITING PRESENTATION SKILLS**	
5.1.1	Demonstrate enjoyment, increasing interest and attentiveness during listening or viewing activities	5.2.1	Demonstrate awareness and knowledge of book conventions	5.3.1	Develop an individual handwriting style
5.1.2	Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	5.2.2	Demonstrate ability to access information from a range of sources	5.3.2	Use a range of presentational features
5.1.3	Demonstrate ability to recite poems with correct intonation and pronunciation	5.2.3	Use a range of strategies automatically when encountering difficult text	**WRITING STRATEGIES**	
LANGUAGE INTERACTIVE CONVERSATIONS		5.2.4	Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word	5.3.3	Demonstrate competence of various strategies to spell correctly
5.1.4	Demonstrate increasing efficiency in using appropriate language when participating in discussions on read-aloud text, stories, poems and songs	5.2.5	Demonstrate efficiency in using a variety of strategies to understand and maintain meaning of text	5.3.4	Demonstrate ability to plan their writing through brainstorming, classifying and organising information prior to writing

5.1.5 Give descriptions of characters, scenes, objects and pictures	**READING**	5.3.5 Write in a coherent and cohesive manner, grouping information in paragraph(s) form
5.1.6 Use appropriate and grammatically correct language to communicate meaningfully and with a purpose	5.2.6 Participate in shared reading experiences	5.3.6 Demonstrate ability to proof-read, edit own work and begin to revise own work
5.1.7 Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience	5.2.7 Read confidently, with fluency, expression and clear diction	**WRITING**
5.1.8 Explain the different steps of a simple procedure using clear and precise instructions	5.2.8 With support read and understand unfamiliar text	5.3.7 Use drawing and writing to complement and support each other
5.1.9 Participate in situations for acting out a simple event	5.2.9 With support use a wide range of monitoring and adjusting strategies to aid comprehension	5.3.8 Participate in shared teacher / pupil/s writing
5.1.10 With support initiate discussion, and contribute to conversation	**VOCABULARY**	5.3.9 With support write for an audience and with a purpose
5.1.11 Understand and practise the conventions of social discourse	5.2.10 Sustain an increasing bank of words which are recognized automatically when encountered in different contexts	5.3.10 Write expanded sentences according to ability

VOCABULARY	ATTITUDE	5.3.11 With support create and write own book/s and experiment with different genres
5.1.12 Use a range of vocabulary related to a particular topic	5.2.11 Begin to discuss and recommend books and share opinions	5.3.12 Demonstrate understanding of the functions of sentence structure
ATTITUDE		5.3.13 With support demonstrate understanding of the function and relation of words in context
5.1.13 Participate enthusiastically in oral activities		5.3.14 Use grammatically correct sentences
5.1.14 Demonstrate a positive view of their own opinions and appreciate the views of others		5.3.15 Write answers to literal and inferential questions on picture, topic, story and poem
		VOCABULARY
		5.3.16 Make use of interesting, subject specific and evocative words and expressions to achieve specific effects
		ATTITUDE
		5.3.17 Demonstrate enjoyment and motivation to participate in writing activities

PROGRAMME

for

YEAR 5

5.1   ORACY – LISTENING AND SPEAKING

Learning Outcomes	Notes
STORIES POEMS SONGS TOPICS	
5.1.1 Demonstrate enjoyment, increasing interest and attentiveness during listening or viewing activities	*Using more challenging text of moderate length suitable to the needs and age of the learners*
❖ Listen attentively to read-aloud text, stories, poems, songs	*Fiction / non-fiction text, audio / video cassettes, CD – Rom, DVD …*
❖ Demonstrate flexibility in listening for key words, main ideas and specific information	
5.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	
❖ Interact and participate	*Listening activities provide a stimulus for participating in other activities e.g. discussion type activities, dialogues (reading and writing activities)*
❖ React to a range of instructions	*Perform tasks based on oral directions involving more than one action*
❖ Participate in role-play using miming	*Learners perform actions or express themselves without using words*
❖ Make out the words in a song	*As a pleasurable activity and using traditional or pop songs*
❖ Organize thoughts	
5.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation	*As a pleasurable activity memorize favourite poems, or parts of a poem, songs…*
❖ Demonstrate sensitivity to rhyme and figures of speech	***E.g. Alliteration, Onomatopoeia, Personification*** *Alliteration:- the repetition of initial sounds in successive words* *Onomatopoeia:- words which seem to imitate the sound they describe* *Personification:- giving 'human-like' qualities to animals, objects…* ***Emphasis is not on technical terms***
❖ With support make innovations on a poem	*May give a different ending, add on lines, suggest different rhyming words*

❖ With support create poems	*E.g. Meg and Mog went down to the beach to play*
	   It was a lovely sunny day
	   They ran and sang
	   And played on the golden sand
	   Till the sun lost its glare

LANGUAGE INTERACTIVE CONVERSATIONS

5.1.4	**Demonstrate increasing efficiency in using appropriate language when participating in discussions on read-aloud text, stories, poems and songs**	*Use language forms which are typical of the spoken language* *E.g. contracted form ' They didn't'; short form answers 'I'm nine'...* *Use fiction / non-fiction*
❖	Talk about the general idea of a text, story, poem and song	*The gist of the subject of the text ...*
❖	Offer predictions	*What might happen next, different endings*
❖	Recall important event, ideas in sequential order	
❖	Share ideas, views and thoughts on characters, events	*E.g. On stereotyping of characters, events ...*
❖	Answer questions orally	*'Wh' questions; How...? Did...?*
❖	Retell scenes from a story, video	
❖	Retell story	*Use features of story language:* *Words denoting time: e.g. 'Once upon a time'; 'One day'; 'On the following day...'* *Words denoting sequence: e.g. 'first, 'then', 'after', 'suddenly'...*
❖	With support propose questions	*Learners are encouraged to question facts, events, characters...*
5.1.5	**Give descriptions of characters, scenes, objects and pictures**	
❖	Demonstrate ability to sequence ideas while describing	
❖	Ability to use vivid descriptions	*Use appropriate vocabulary and expressions*
❖	Use grammatically correct language	*Subject / verb agreement; use of verb tense with accuracy; pronouns match the nouns they represent*
5.1.6	**Use appropriate and grammatically correct language to communicate meaningfully with a purpose**	*Discussion, dialogues, Show and Tell; role-play, and drama*
❖	Use and respond appropriately to greetings	*E.g. How do you do? Very well thank you*
❖	Give clear and precise instructions to guide activity	*During games, in pairs / group work*
❖	Report messages to others	
❖	Make requests and express personal needs	*E.g. May I...?, Can I ...?, I want..., I wish..., I like...*
❖	Participate in discussions and ask questions	*E.g. for more information, clarification..., during discussions, dialogues, Show and Tell...*
❖	Convey opinion favourable or otherwise and justify it	
5.1.7	**Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience**	*In front of peers ...Dialogues, discussions, Show and Tell, role-play, drama ...*
❖	Participate in performances using appropriate language	*E.g. In role-play, drama, simulated situations*
❖	Adopt intonation patterns to communicate meaningfully	*Change pitch of voice to show surprise, anger, questioning ...*
❖	Talk about experiences, interests, possessions, likes and dislikes	

❖	Retell or create a story	
❖	Tell personal anecdotes	
5.1.8	**Explain the different steps of a simple procedure using clear and precise instructions**	*Individually or in groups talk about e.g. 'How to look after a plant, a pet' / or a simple recipe*
❖	Give clear and precise instructions using correct logical sequence and appropriate language	*Emphasis should be on sequence rather than actual knowledge*
❖	Use clear diction and appropriate intonation to guide activity	
❖	Organize thoughts	
5.1.9	**Participate in situations for acting out a simple event**	
❖	Use clear, precise and appropriate language	
❖	Report spoken language	*Convey simple message e.g. a telephone message*
❖	Participate in role-play using appropriate language in a simulated situation	*Learners practise speaking in a 'Let's Pretend' situations e.g. Directing a person to go from one place to another such as simple familiar routes; may use diagrams to help visualize the route*
5.1.10	**With support initiate discussion, and contribute to conversation**	
❖	Extend ideas and facts	
❖	Propose questions	*Ask questions for information, clarification…*
❖	Develop and participate in dialogues using appropriate language	*E.g. Create a dialogue based on a situation between the librarian and a student looking for a particular book…*
5.1.11	**Understand and practise the conventions of social discourse**	
❖	Take turns in conversations	*Give time to the person speaking to finish before joining in …*
❖	Listen to others	
❖	Express and exchange ideas and information	
❖	Respond to others	
❖	Appreciate the views and opinions of others	
❖	Deal politely with opposing points of view	
	VOCABULARY	
5.1.12	**Use a range of vocabulary related to particular topics**	
❖	Use and experiment with language patterns	
❖	Use new words, phrases and expressions spontaneously	

	ATTITUDE	
5.1.13	**Participate enthusiastically in oral activities**	*Discussions, dialogues and performances*
5.1.14	**Demonstrate a positive view of their own opinions and appreciate the views of others**	

5.2   READING

Learning Outcomes	Notes
READING STRATEGIES	
5.2.1 Demonstrate awareness and knowledge of book conventions	*Title, author, page, Contents page, Chapter/Lesson/Unit, Preface/Blurb (preliminary remarks on subject of book), Index*
❖ Show knowledge of specific features in a text	*E.g. picture, diagram, tables, graphs photographs ...*
❖ Locate a specific portion of a book	*Use Index or Contents page*
❖ Use the Preface / Blurb for information about the subject matter of book	*Summary/preliminary remarks found on book cover*
❖ Ability to use a dictionary	*Use alphabetic skills to locate words*
5.2.2 Demonstrate ability to access information from a range of sources	
❖ Select appropriate reading materials from a range of text forms	*Messages, notices, instructions, newsletters ...*
❖ Gather information from a range of sources	*Books, videos, internet, CD – Rom, DVD, notice-boards, posters, brochures, magazines, newspapers ...*
❖ Identify information needs and locate possible sources of information	*Reference material: dictionaries, encyclopaedias ...* *Libraries, Internet sites*
5.2.3 Use a range of strategies automatically when encountering difficult text	
❖ Self-correct	
❖ Re-read to clarify meaning	*Go back on line to re-read sentence for meaning*
❖ Read on	*The ability to read smoothly, easily and readily*
❖ Slow down and sub-vocalise when encountering difficult text	*Move lips and mouth and try to pronounce the words silently*
❖ Substitute familiar words for unknown words	
❖ Use context	
5.2.4 Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word	
❖ Use sounding out (graphophonic knowledge)	*Letter-sound correspondence*
❖ Use common letter patterns	E.g.' ing', ' tion', 'er', ' ive', ' ful', ' ness', ' able', ' ious' …
❖ Show knowledge of known parts of words	E.g. information: '**in**' '**for**' or '**form**' …
❖ Use syllabification with word segmentation	*E.g. information: in / for / ma / tion*

	❖ Use knowledge of meaning when encountering homophones	*E.g. 'hear' and 'here' …*
	❖ Use knowledge of meaning when encountering homonyms	*E.g. bolt (verb: to fasten door, or to dart away)* *bolt (noun: sliding piece of lock; or sudden start)*
5.2.5	**Demonstrate efficiency in using a variety of strategies to understand and maintain meaning of text**	
	❖ Relate text to own experience	*Learners make connections between what they read and what they know*
	❖ Create images in the mind for enhancing reading comprehension	
	❖ Identify with main characters in text	
	❖ Use prior knowledge to text	
	❖ Make and substantiate predictions	
	❖ Generate self-questions about the text	
	READING	
5.2.6	**Participate in shared reading experiences**	*Read with teacher and peers, using fiction, non-fiction, poetry, newspapers…*
	❖ Read for different purposes	*Enjoyment, information; books, messages, reports, instructions…*
5.2.7	**Read confidently, with fluency, expression and clear diction**	
	❖ Read different genres for an audience	*Read fiction, non-fiction, poetry, reports … in front of a class, in groups …*
	❖ Read silently with sustained concentration	
5.2.8	**With support read and understand unfamiliar text**	
5.2.9	**With support use a wide range of monitoring and adjusting strategies to aid comprehension**	
	❖ Identify main ideas and key words	
	❖ Identify and explain words that enhance meaning in a text	*Significant words;* *Functions of words: naming words, descriptive words, action words, words that describe actions; words in italics, technical words …*
	❖ With support discuss figurative language	*E.g. Simile, personification, onomatopoeia;* **Emphasis on the imagery created rather than on the technical terms**
	❖ Skim texts for different purposes	*Skimming: read text quickly to gain a general impression of the main idea of a text*
	❖ Scan texts for different purposes	*Scanning: reading text to locate specific information, detail such as a name, date or place …*
	❖ Make inferences based on implicit information drawn from a text	*Read between the lines*

❖	Provide justification for those inferences made by returning purposefully to the text	*Predict outcomes, events and or actions that may be confirmed or contradicted*
	VOCABULARY	
5.2.10	**Sustain an increasing bank of words which are recognized automatically when encountered in different contexts**	*Including some subject specific words and technical terms* *E.g. expedition, temperature …*
	ATTITUDE	
5.2.11	**Begin to discuss and recommend books and share opinions**	
❖	Express preferences for a range of stories, poems and non-fiction	

5.3   WRITING

Learning Outcomes	Notes
HANDWRITING PRESENTATION SKILLS	
5.3.1 Develop an individual handwriting style	
❖ Demonstrate ability to use cursive handwriting	*Depends on school policy on handwriting – Ideally use cursive handwriting*
❖ Produce legible handwriting	
5.3.2 Use a range of presentational features	*E.g. Upper Case or large font letters as used in newspapers; graphic skills gained in art ...*
WRITING STRATEGIES	
5.3.3 Demonstrate competence of various strategies to spell correctly	*Use a combination of spelling strategies to deal with new words* *Show and discuss with learners the use of different methods which may be used to spell different words.* *(The method is used orally to write correctly)*
❖ Use sounding out of phonemes	*E.g. reflect:- r/e/f/l/e/c/t* *Phoneme is the smallest unit of sound in a word*
❖ Use onset and rime	*Substituting the initial letter(s) which is the onset* *e.g. float, goat, boat, gloat* *'fl, g, b, gl,' are the onset; 'oat' is the rime*
❖ Use syllabification	*E.g. communication;- com / mu / ni / ca / tion*
❖ Identify little words in long words	*E.g. knowledge: - **know** / **led** / ge; Europe:- Eu / **rope***
❖ Identify distinctive features about letters in a word	*E.g. station:- sta / **tion;** television: - tele / vi / **sion***
❖ Use blends	*Blends: the sound of two or more letters joined with minimal changes in those sounds* *e.g. whispering:- 'wh', 'sp'*
❖ Use knowledge of letter patterns	*E.g. 'ing' 'ful' 'er' 'ly' 'tion' 'ness' 'able' 'ive' ...*
❖ Use Look and Say	*Remember graphic representation of the word*
5.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organizing information prior to writing	
❖ Draw on classroom resources	*Word banks, word charts, books ...*

❖	Research topic	*From various sources: Internet, books, CD – Rom, Videos, DVD …*
5.3.5	**Write in a coherent and cohesive manner**	*Ideas are organized and developed in a logical and sequential manner*
❖	Group information in paragraph (s) form	
5.3.6	**Demonstrate ability to proof-read, edit and begin to revise own work**	*Proof-reading: correct work for spelling and punctuation* *Editing: check if writing makes sense; if there are missing words; if sentence could be improved by varying sentence beginnings, by using more descriptive words …* *Revising: checking the development of ideas in a written work*
❖	Use dictionary	

WRITING

5.3.7	**Use drawing and writing to complement and support each other**	
❖	Draw and write captions, words, phrases or sentences to communicate meaning	
5.3.8	**Participate in shared teacher / pupil/s writing**	*About 120 words according to ability*
❖	Write a paragraph or paragraphs on picture	
❖	Write a paragraph or paragraphs about a topic	*Describing a place, person, thing, object …*
❖	Write a story using narrative and descriptive writing	*Write in chronological order using sequence, time expressions: to-day, yesterday, to-morrow;* *'WH' questions; what if …? …* *Story features: setting, characters, events, climax at the end …* *Beginning, middle, ending*
❖	Write innovations or transformations to a known story or poem	*Text Innovations:- adopting the language pattern used by an author:* * E.g. There was a dark dark door; behind the door was a dark dark hall.* * might be substituted for:* * There was a big big square; in the square was a big big house …* *Transformations: Select relevant detail and reshape the main ideas of the text in a different form e.g. use different endings, different settings, characters, what if … ? …*
5.3.9	**With support write for an audience and with a purpose**	*E.g. write to instruct, to inform, to invite, to narrate, to describe…*
❖	Write letters	*Short letter, focus on layout, address and date, salutation, body, subscription, and signature*
❖	Write instructions	
❖	Write messages	

❖	Explaining the different steps of a procedure	*E.g. How to plant a seed ...*
❖	With support develop a short dialogue	*E.g. a telephone conversation, creating a situation ... using direct speech*
❖	With support write a brief report on various situations	*E.g. focus on recent event, TV programme, news item, opinion, personal diary ... varying in length*
❖	Fill in tables or charts	
❖	With support write an advertisement	
5.3.10	**Write expanded sentences according to ability**	E.g. Petra and Paul found a bag. *Petra and Paul found a leather bag. They found it under a wooden bench in the park.* *One day Petra and Paul found a leather bag. They found it under a wooden bench in the park ....*
❖	Generate sentences from a given model	*E.g. It was pitch dark when I woke up.* *It was pitch dark when ...*
❖	Generate sentence patterns	*E.g. They shouted because no one answered.* *They cried out but ...* *They screamed until ...*
❖	With support expand with words and expressions to achieve specific effects	*Drawn from stories, topics, literature, language activities ...* *E.g. different parts of speech: naming words, describing words ...*
❖	Take the initiative to write and generate sentences	*Generate sentences on topics, stories ...*
5.3.11	**With support create and write own book/s and experiment with different genres**	*May be picture book, story books, comics, books on specific topics, journal, diary ...*

5.3.12	**Demonstrate understanding of the functions of sentence structure**	*Use sentence frames with adjectives and adverbs or adjectival or adverbial phrases to develop an understanding of specific sentence structure*
		  e.g. The pretty girl danced gracefully in the ball room.
		       The white mare trotted briskly in the field.

❖	Use correct word order	*Subject, verb, object sentences*
❖	Vary sentence beginnings	
❖	Use correct punctuation in context	*Sentences as units of print defined by capital letter and a full stop, commas, use of speech marks, question marks and exclamation marks to heighten the effect of writing on reader*
❖	Use parts of speech in context	*Content words: Naming words (including plurals - regular and irregular) describing words, verbs, adverbs* *Function words: pronouns, prepositions, conjunctions (and, but, because, until)* *Determiners (a, an, the, some, this, my)* **Emphasis is not on technical terms**

5.3.13	**With support demonstrate understanding of the function and relation of words in context**	*Use sentence transformation by changing one word at a time E.g. a noun must be changed with a noun …*
❖	Begin to show some knowledge of the function of words in a sentence and what most of these words are called	*e.g. Nouns, (plurals: regular and irregular) verbs, adjectives, adverbs, prepositions, conjunctions, determiners (a, an, the); possessive Adjectives(my, his ….)* *Demonstrative adjectives (this that..)*
5.3.14	**Use grammatically correct sentences**	
	Make good use of verb / tense consistency	
	Apply subject / verb agreement	
	Apply noun / pronoun agreement	
	Use conjunctions	*E.g. 'and', 'but', 'until', 'although'*
5.3.15	**Write answers to questions on picture, topic, story and poem**	
❖	Write answers to literal questions on picture, text……	*May skim a text for a main idea or scan a text to give specific information to comprehension questions; Read the lines*
❖	Give the meaning of words used in the text	*Use prior knowledge, context of text …*
❖	Write answers to inferential questions	*Give information which is implied in the text but not directly stated - read between the lines*

VOCABULARY

5.3.16	**Make use of interesting, subject specific, evocative words and expressions to achieve specific effects**	
❖	Select appropriate vocabulary to achieve specific effects	
❖	Use figures of speech in context	*E.g. figurative language, alliteration, onomatopoeia, personification, similes* **Emphasis should not be on the technical terms but should be used for discussion on the imagery created by the figures of speech**

ATTITUDE

5.3.17	**Demonstrate enjoyment and motivation to participate in writing activities**	
❖	Experiment with words, expressions and sentences	*May use stories, poems/rhymes, sentences to generate own writing*