

GRADE-5 TERM -1

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>Phonographics Library Journal</p> <p>Assessments :</p> <ul style="list-style-type: none"> • I am Me poem (10) • Spelling (10) 	<p>Listens to a story</p> <p>Text</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak <p>'The Lion, the Witch and the Wardrobe'</p> <ul style="list-style-type: none"> • Introducing myself orally • I am me poems. 	<p>Reads a story</p> <p>Text</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the text • Discusses the central idea, plot, characters and setting • Expresses feelings and opinions • Discusses cause and effect in the story • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life • Compares books/texts read • Pre-reading and post-reading exercise: <u>Platinum</u> pp. 8- 10 • Worksheet "Who am I?" • Poem : "New 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Uses appropriate grammar, spelling and punctuation • Uses a dictionary for spelling and vocabulary development • Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft <p>• Write 'I am' Poem</p>	<p>Word level work: common and proper nouns, noun prefixes, suffixes</p> <p>Sentence level work: simple present tense, complex tense</p> <p>Word meaning: synonyms</p> <p>Spelling and punctuation: full stop, comma, quotation marks, question marks, dictionary use</p> <ul style="list-style-type: none"> • <u>Platinum:</u> pp.11 - 16. • EB p. 10 punctuation • Use TLWW for punctuation and word and sentence level work application.

beginnings make
new endings”

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<p>Week 3-4</p> <p>Phonographics Library Journal</p> <p>Assessments –</p> <ul style="list-style-type: none"> • Spelling (10) 	<p>Listens to and discusses an information text Text from the textbook or</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situation <p>Presents an unprepared speech</p> <ul style="list-style-type: none"> • Has beginning, middle and ending • Uses logical organization of ideas • Selects appropriate language and style for audience and purpose • Uses appropriate intonation • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions <ul style="list-style-type: none"> • Listening and speaking: Platinum: pp. 22,25,26 • Present unprepared 	<p>Reads information text</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies e.g. uses textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind-map/notes to summarize information • Uses a dictionary for vocabulary development <ul style="list-style-type: none"> • Platinum pp. 18,22,23 (Worksheets) • 2 x Teaching comprehensions (Scorpions/ Spitting) 	<p>Writes information text</p> <ul style="list-style-type: none"> • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organizes content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation • Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft <ul style="list-style-type: none"> • Group work: Create mind map. Platinum, pg 25 	<p>Word level work: finite verbs, infinite verbs</p> <p>Sentence level work: subject -verb agreement, tenses</p> <p>Word meaning: personification, proverbs, idiom, simile</p> <ul style="list-style-type: none"> • Platinum, p. 24 finite and infinite verbs • Platinum, p. 21 idioms similes • Proverbs • Idims • Dictionary work on Matilda • Use TLWW sentence level work application.

speech

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<p>Week 5-6</p> <p>Phonographics Library Journal</p> <p>Assessments –</p> <ul style="list-style-type: none">• Spelling (10)• Newspaper article, Platinum, p.35 (10) for first draft (20) for final article	<p>Listens and responds to a newspaper article</p> <ul style="list-style-type: none">• Introductory activities: prediction• Listens for specific details• Identifies the main message• Relates to own life• Discusses the main ideas and specific detail• Uses information from the text in response to questions• Discusses the social, moral and cultural values in the text• Discusses the assumptions and the intention of the writer• Participates in a discussion <ul style="list-style-type: none">• Group work: newspaper article. *1 per group. (see instruction w/s)• Platinum pp. 27-28	<p>Reads a newspaper article</p> <p>Platinum Theme 3: The Media pp. 30-32</p> <ul style="list-style-type: none">• Newspaper work	<p>Writes a newspaper article</p> <p>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</p> <ul style="list-style-type: none">• Selects content appropriate to the audience and purpose of the text• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation• Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs)• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation• Uses the writing process• Brainstorms ideas using mind maps• Produces first draft• Revises• Proofreads• Writes final draft• Presents neat, legible final draft <ul style="list-style-type: none">• Teach structure and style of newspaper article. Platinum, pp. 34-35• Placemat activity – writing an article as a group	<p>Word meaning: prepositions, determiners, articles</p> <p>Sentence level work: simple past tense, simple future tense</p> <p>Word meaning: antonyms</p> <p>Spelling and punctuation: question marks, dictionary use, word order</p> <ul style="list-style-type: none">• Platinum, pp 33-• Determiners, articles and question marks• Simple past and future tense: Platinum, p.36• Newspaper vocabulary: Platinum, p. 36• Use TLWW punctuation and word and sentence level work.

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Week 7-8 Phonographics Library Journal Assessments – <ul style="list-style-type: none"> • Spelling (10) • Practice tests: • Listening comprehension (20) • Reading Comprehension (15) (week 7) • CLASS TEST – Comprehension (Week 8) 	Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader. Introductory activities: prediction <ul style="list-style-type: none"> • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Participates in group discussions • Gives balanced and constructive feedback on: plot, theme, setting <ul style="list-style-type: none"> • Platinum pp.37-38 • Platinum, p.38 (Listening comprehension) 	Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader <ul style="list-style-type: none"> • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary <ul style="list-style-type: none"> • Comprehension Practice test Platinum, p. 42-43 (Reading Comprehension) • Character worksheet for “The Lion, the Witch and the Wardrobe” • Reading competition 	Writing a story, e.g. a folklore story (myth/legend) <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Writes descriptive / narrative text <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Uses descriptive / narrative vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors <ul style="list-style-type: none"> • Platinum, p.45 	Word level work: adjectives, adverbs, pronouns, conjunctions Sentence level work: subject, object Word meaning: metaphor Spelling and punctuation: , word order <ul style="list-style-type: none"> • Platinum, p. 44: Idioms and proverbs

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<p>Week 9-10</p> <p>Literature week</p> <p>Phonographics Library Journal</p> <p>ASSESSMENTS –</p> <ul style="list-style-type: none"> • Spelling (10) • Platinum , p. 55: Writing a poem (20) • Reading the poem (10) 	<p>Listens to a poem</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem <p>Performs a poem/selected lines</p> <ul style="list-style-type: none"> • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial Expressions <p>Platinum, pp. 47,48*, 54</p> <p>*What is the sun: see copy in additional folder</p>	<p>Reads a poem</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Discusses new vocabulary from the read text • Uses a dictionary <p>Platinum , pp.49,-50, 53</p>	<p>Writes a poem</p> <ul style="list-style-type: none"> • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance. • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme <p>Platinum, p. 52, p.55</p>	<p>Word level work:</p> <p>Sentence level work: statements, simple sentences</p> <p>Word meaning: alliteration, onomatopoeia, rhymes, rhythm</p> <p>Spelling and punctuation: capital letters</p> <ul style="list-style-type: none"> • Platinum, p.51: Figurative language: Simile and metaphor • Platinum, p.56 Revision: Sentence structure, conjunction, personification, punctuation

GRADE 5 TERM 2

Still to rewrite (D.H. 17.08.2014)

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<p>Week 1-2</p> <p>Phonographics Journal Spelling</p> <p>ASSESSMENTS - Spelling (10)</p>	<p>Gives and follows instructions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions <p>Comprehension Spitting to Survive</p>	<p>Reads an instructional text containing a sequence of instructions</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary <p>Passage: Spitting to survive</p>	<p>Writes instructions e.g. how to make a sandwich</p> <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation • Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>Platinum pg 58, 65</p>	<p>Word level work: 1. adverbs of manner, time, place, degree; prepositions, moods, adjectives</p> <p>2. Sentence level work: simple sentences, complex sentences</p> <p>3. Spelling and punctuation: exclamation marks, abbreviations – acronyms, initialisation, truncation</p> <p>1.EH p. 33 platinum pp 59, 60-62</p> <p>2. EH pp 6-7 Platinum pp 59, 66</p> <p>3.EH pp 10-12, 58-59, 124 Platinum 63, 64</p> <p>Use <u>When Hippo was Hairy</u> as basis for language exercises</p>

<p>Week 3-4</p> <p>Theme: The Report</p> <p>Phonographics Journal Spelling</p>	<p>Participates in interviews to collect Information</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Formulates relevant questions to guide search for information • Presents information using a table/chart/graph • Analyses information • Summarizes information <p>Participates in group discussion</p> <ul style="list-style-type: none"> • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others <p>* Text: Platinum pg 67 * EH pp 84,89</p>	<p>Reads a report with visuals (e.g. tables/charts/graphs/diagrams/maps)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific Details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarize information • Discusses new vocabulary from the read text • Uses a dictionary <p>Platinum pg 68-70, 74</p>	<p>Writes a report</p> <ul style="list-style-type: none"> • Formulates relevant content based on Investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>Platinum 75</p>	<p>Word level work: connections</p> <p>Sentence level work: past continuous tense, future continuous tense, active and passive voice, *reported speech, question form</p> <p>Spelling and punctuation: ellipsis, quotation marks, question marks</p> <ul style="list-style-type: none"> • EH pp28, 32, 38, • Platinum pp 71 • EH pp 26, 19, 35, • EH pp 11,12, • Platinum page 73 • Platinum page 76 <p>Use <u>When Hippo was Hairy</u> as basis for language exercises</p>
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<p>Week 5-6</p> <p>Phonographics Journal Spelling</p> <p>Theme: Poetry</p> <p>Poetry project</p>	<p>Listens to a poem WHEN DINOSAURS RULED THE EARTH</p> <p>Introductory activities: prediction Teacher reads poem to class</p> <ul style="list-style-type: none"> •Appreciates and responds to the sound effect stimulated by the poem •Discusses central idea •Relates to own experience •Expresses feelings stimulated the poem •Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere <p>Performs an oral poem/choral chant</p> <ul style="list-style-type: none"> •Selects appropriate tone and expression to express content and feeling •Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing •Uses appropriate intonation and facial expressions <p>Platinum pg 80-82</p>	<p>Reads a poem</p> <ul style="list-style-type: none"> •Pre-reading: predicts from title and pictures •Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending •Identifies rhyme and rhythm and comments on their effect on the listener •Expresses feelings and opinions •Relates to own life •Uses a dictionary for vocabulary development <p>Handout : Whale poems from <u>English for Success Grade 5</u> pp 60-61</p> <p>Platinum pg 80-82</p>	<p>Writes a poem POETRY PROJECT</p> <ul style="list-style-type: none"> •Uses alliteration, (consonance and assonance), metaphor, simile •Uses descriptive language •Plans, drafts and refines writing, •Produces a first draft with awareness of the central idea •Shows understanding of style and register •Reflects on and evaluates writing and creative work •Uses appropriate punctuation rules <p>Poetry Project Worksheet</p>	<p>Word level work: collective nouns, abstract nouns, interjections</p> <p>Sentence level work: present continuous tense</p> <p>Word meaning: alliteration, (assonance, consonance), personification , rhythm, rhyme, metaphor, simile</p> <p>Spelling and punctuation: word division, dictionary use, exclamation mark</p> <ul style="list-style-type: none"> • EH p 16, 17, 11 • EH p 28 • EH pp 40-41 <p>Use <u>When Hippo was Hairy</u> as basis for language and vocabulary exercises</p>
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<p>Week 7-8</p> <p>Theme: Myths and legends</p>	<p>Listens to and discusses folklore (myth/legend) <u>When Hippo was Hairy</u></p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and Suggestions • Gives feedback <p><u>When Hippo was Hairy</u></p>	<p>Reads folklore (myth/legend) from <u>When Hippo was Hairy</u> and <u>handout from English in Context Grade 5 pp 108-129</u></p> <ul style="list-style-type: none"> • Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting, • Reads aloud individually with clear Expression • Comments on plot, theme, setting • Gives reasons for action of characters <p>Discusses new vocabulary from the read text</p> <ul style="list-style-type: none"> • Uses a dictionary <p><u>When Hippo was Hairy</u> and <u>Platinum pg 92-94</u></p>	<p>Writes a folklore (myth/legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors <p>Write your own legend based on the format of <u>When Hippo was Hairy</u></p> <p>“Why (animal) is/has..... Platinum pg 95</p>	<p>Word level work: infinite verbs, gerund, singular and plural, diminutive prefixes (African languages),</p> <p>Sentence level work: object; questions, direct and indirect speech</p> <p>Spelling and punctuation: quotation marks</p> <p>Use <u>When Hippo was Hairy</u> as basis for language and vocabulary exercises</p> <ul style="list-style-type: none"> • EH pp 17, 28-30, 25 • EH pp7, 63,64,38 (rep.) • Platinum pg 96 • EH p.11
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GRADE 5 - TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>THEME – Myths and legends, island life</p> <p><i>Phonographix</i> <i>Journal writing</i> <i>Reading Lab</i> <i>Library period</i></p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> - Unprep read (10) - Book Review (20) - Pronoun short test (20) 	<p>Listens to a novel</p> <ul style="list-style-type: none"> •Introductory activities: prediction •Listen to extracts from the novel •Listens for specific details •Identifies the main message •Relates to own life •Discusses the main ideas and specific detail •Uses information from the text in response •Discusses the social, moral and cultural values in the text <p style="text-align: right;">- Pre-read note - Read KK - Talk about being stranded on an island</p>	<p>Reads a novel</p> <ul style="list-style-type: none"> •Pre-reading: predicts from title and discusses related themes/content •Identifies and explains the central events •Discusses the characters •Identifies and discusses feelings expressed •Relates events and characters to own life •Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <p style="text-align: center;">- Read KK</p>	<p>Writes a book review</p> <ul style="list-style-type: none"> •Uses a frame •Pre-writing: listens to extracts from a read novel •Selects content appropriate for the purpose •Uses appropriate language and text structure •Uses the correct format •Organises content logically - uses chronology •Uses appropriate grammar, spelling and punctuation, including subject-verb concord •Uses a dictionary for spelling and vocabulary development <p>Describes events</p> <ul style="list-style-type: none"> •Selects relevant content from personal experience •Explains events clearly and in sequence •Expresses feelings in relation to events <ul style="list-style-type: none"> - Write Book review (format provided) - ‘If my family was to sail around the world’ worksheet 	<p>Word level work: relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions,</p> <p>Sentence level work: concords, tenses</p> <p>Word meaning: similes, proverbs, idioms</p> <p>Spelling and punctuation: full stop, comma</p> <ul style="list-style-type: none"> - From KK - Refer to EH pgs 19-21, 26-27, 33, 35, 34, 40, 56-57, 10-11 - CEP 48, 63 (idioms) - CEP 172-175 (adverbs, pronouns) - Worksheet -

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GRADE 5 - TERM 3

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<p>Week 5-6</p> <p><i>Phonographix</i> <i>Journal writing</i> <i>Reading Lab</i> <i>Library period</i></p> <p>ASSESSMENT</p> <p>- Poem (15)</p>	<p>Listens to and discusses stories –prediction, fact/opinion</p> <ul style="list-style-type: none"> •Introductory activities: prediction •Identifies the central idea, plot, setting, atmosphere and characters of a fiction story •Distinguishes between realistic and unrealistic events •Participates in discussions, justifying own opinion •Responds sensitively to ideas and suggestions <p>- Read and discuss KK</p>	<p>Reads a story</p> <ul style="list-style-type: none"> •Pre-reading: predicting from title •Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge •Discusses main idea, characters and setting •Explains how writers use vocabulary and language to describe the plot ,setting, characters •Reads aloud individually with clear expression •Comments on plot, theme, setting •Gives reasons for action of characters <p>- Read KK</p> <p>- Worksheet to be completed (journal and author)</p> <p>- Comprehension CEP pg 52-54</p>	<p>Writes descriptions of characters</p> <ul style="list-style-type: none"> •Chooses relevant content •Stays on topic •Use descriptive vocabulary especially a range of adjectives •Uses figurative language, e.g. similes, metaphors •Plans, drafts and refines writing <p>Writes a poem</p> <ul style="list-style-type: none"> •Develops plot, characters and setting •Selects content appropriate to the audience and purpose of the text •Uses language imaginatively especially a variety of vocabulary •Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation •Uses appropriate grammar, spelling and punctuation •Plans, drafts and refines stories <ul style="list-style-type: none"> - Write character sketch (see above) - Write character poem 	<p>Word level work: verbs (infinitives), adjectives, types of nouns</p> <p>Sentence level work: direct and indirect speech</p> <p>Word meaning: metaphors, homonyms</p> <p>Spelling and punctuation: inverted commas, capital letters</p> <p>- Refer to KK</p> <p>- Working with direct/indirect in KK</p> <p>- CEP pg 170-172 (verbs)</p> <p>- CEP pg164-166 (types of nouns)</p>

			(worksheet)	- Metaphors EH pg 40 (worksheet)
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GRADE 5 - TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 7-8 <i>Phonographix</i> <i>Journal writing</i> <i>Reading Lab</i> <i>Library period</i> ASSESSMENT - Weather report (20)	Listens to and discusses a weather report <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts 	Reads a weather report <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Uses reading strategies, e.g. make predictions and uses textual and contextual clues • Identifies and explains similarities and differences • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Reads an information text with visualize e.g. map • Interprets visuals • Uses a mind-map/notes to summarise information - Complete KK - Collect weather reports from newspapers (at	Writes a weather report <ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram. Writing process <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting - Writing your own weather report for a week on KK - Logbook for KK	Word level work: abstract nouns Sentence level work: simple sentences, compound sentences, complex sentences Word meaning: onomatopoeia, homophones, homonyms, antonyms, synonyms - Refer to KK - Sentence worksheet (role play)

- Logbook (20)	- Listen to podcast - Discuss above	least 5 each)	(see pg 57 CEP) - Use pack as guide	- Abstract nouns EH pg 17
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GRAD 5 - TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 9-10 <i>Phonographix</i> <i>Journal writing</i> <i>Reading Lab</i> <i>Library period</i> ASSESSMENT - Play (10) - Written dialogue (10)	Listens and responds to a play (myths) •Introductory activities: predicts from title/picture •Retells the drama scene in sequence •Identifies and discusses the central idea, plot, setting, atmosphere and characters •Listens to specific details •Uses details accurately •Expresses thoughts and feelings •Uses the correct language form Role-plays a character •Varies voice and facial expression •Changes register, grammar structure and idioms - Act out play in class	Reads a play •Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge •Explains how writers use vocabulary and language to describe the plot, •setting, atmosphere and characters •Explains the effects of words and imagery •Identifies cause and effect in oral and written texts and explains the relationship •Reads aloud, changing speed - Read play to class 'Dog and Wolf'	Writes a play script/dialogue •Creates characters •Describes setting •Develops plot •Uses correct format •Establishes tone or mood •Plans, drafts and refines the text •Writes sentences using direct and indirect speech •Produces a first draft with central idea and well-developed supporting paragraphs •Uses subject-verb concord •Uses appropriate grammar, spelling and punctuation - Based on a scene from KK - Worksheet on LWW to practice	Sentence level work: direct and indirect speech Word meaning: Dictionary work Spelling and punctuation: quotation marks, inverted commas - Dictionary work KK (worksheets to be written on

- CLASS TEST (lit and lang)			- EH 84 (dialogue) - Make a model of the island (time permitting)	board) - CEP 152-154 (dictionary)
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GRADE 5 - TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 1-2 THEME – The literature of Roald Dahl <i>Reading Lab</i> <i>Library</i> <i>Journal</i> <i>Phonographix</i> ASSESSMENT - Diary Entry (10) - Spelling Tests (10) - Oral Book review	Listens to a story/novel <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Describes events • Comments on the social, moral and cultural values in different texts • Asks and responds to thought provoking questions Acts out the story <ul style="list-style-type: none"> • Selects appropriate content • Sequences events correctly • Keeps eye contact and changing facial expression, tone, tempo, volume and pace • Expresses thoughts and feelings in an imaginative way <ul style="list-style-type: none"> • THE FIRST TWO CHAPTERS OF DCW • Use 'story opening' power point to discuss opening (CD) 	Reads a story from the class reader, <ul style="list-style-type: none"> • Predicts content or ending • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Identifies and comments on the characters, themes and issues in a fiction story • Explains cause and effect • Remembers important points • Discusses message conveyed • Describes and analyses emotional response to text • Uses a dictionary for vocabulary development [to be repeated with every activity] Reflects on texts read independently <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Does a short oral book review using an appropriate frame • Compares books/texts read <ul style="list-style-type: none"> • Read DCW and discuss 	Writes a friendly letter/A diary entry <ul style="list-style-type: none"> • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation <ul style="list-style-type: none"> • In pairs discuss what people write in diaries 	Word level work: prepositions, adjectives, adverbs, nouns, pronouns Sentence level work: subject, object, <ul style="list-style-type: none"> • Pupils draw a caravan and write adjectives around the picture • Can brainstorm as a class first • Use setting scene worksheet – PG 2 sequencing exercise

(10)	<ul style="list-style-type: none"> • Use questions from setting the scene (worksheet 1) • In groups act out chapter I • Oral book review 	<p>above</p> <ul style="list-style-type: none"> • Use characterization worksheet to discuss characters PG 3 • Use 'when I'm not at school' PG 4 to relate to own life – write in journal 	<ul style="list-style-type: none"> • Do they know any famous diaries • Look at format EHB pg 76 • Write a diary entry for Danny based on first few chapters 	then revise subject, object, and parts of speech in each sentence. Cut out and identify
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GRADE 5 - TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 3-4 <i>Reading Lab</i> <i>Library</i> <i>Journal</i> <i>Phonographix</i> ASSESSMENT - Unprep reading (10) - Spelling Test (10)	Listens to a story <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers • Responds thoughtfully to critical questions • Discusses format, features, language use and structure of the text <p>- Read and discuss DCW</p>	Reads an information text with visuals <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers, • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every 	Reads an information text with visuals <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers, • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every 	Vocabulary building and dictionary work from text - Pupils to start collecting words for their own 'Dahl Dictionary' and develop own definitions - EH pg 60 for format

		activity]	activity]	of a dictionary
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GRADE 5 - TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 5-6 <i>Reading Lab</i> <i>Library</i> <i>Journal</i> <i>Phonographix</i> ASSESSMENT - Descriptive essay (20) - Spelling test (10)	Listens to and discusses information text <ul style="list-style-type: none"> • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations Read DCW Chapters 13-20	Reads information text with visuals, <ul style="list-style-type: none"> • Uses a range of reading strategies to identify the main and supporting ideas • Summarises information • Interprets visuals • Uses previous knowledge or textual clues to determine meaning • Makes inferences • Transfers information from the visual to narrative form - Roald Dahl worksheet. Use narrative to fill in	<ul style="list-style-type: none"> • Writes descriptive essay • Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way and explains the logic • Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting <ul style="list-style-type: none"> • Discuss the conventions used in descriptive writing as 	Uses similes and metaphors in writing

		<p>table</p> <ul style="list-style-type: none"> - Draw a timeline of his life 	<p>above</p> <ul style="list-style-type: none"> • TOPIC – My Spare time relate to DCW (see worksheet) 	
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GRADE 5 - TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p><i>Reading Lab</i> <i>Library</i> <i>Journal</i> <i>Phonographix</i></p>	<p>Listens to and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions 	<p>Reads an instructional text e.g. recipe, directions</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses 	<p>Writes an instructional text</p> <ul style="list-style-type: none"> • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Discuss</p> <ul style="list-style-type: none"> - commands - imperatives

ASSESSMENT - Hand in Dahl Dictionary (50) - Recipe writing (20)	- Complete DCW	information texts appropriately • Compares two different recipes or instructions - Read recipes (focus on commands and imperatives)	- Creating own recipe - Hand in written form – to be made in project week	
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GRADE 5 - TERM -4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 9-10	Roald Dahl week See worksheet			

