



ENGLISH

Teachers' Guide Grade 5



Department of English
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk



English Language

Teachers' Guide

Grade 05

(For Grade 05 from 2020)

Department of English
Faculty of Languages, Humanities and Social Sciences
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Message from the Director General

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students from foundation level to higher levels, and to avoid repetition of content in various subjects and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and for using assessment and evaluation successfully. Therefore, Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE, the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara
Director General
National Institute of Education
Maharagama

Message from the Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the sphere of education. That is how the curriculum, syllabi, Teachers' Guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self – directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subjects at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency levels via the subject content prescribed in the Syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning- teaching process along with the students, should come to a verification of the achievement level on par with ones expected by a national level examiner, who evaluates the achievement levels of particular subjects. I sincerely wish to create such a self-progressive, motivational culture in the learning- teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Ven. Dr. Mabulgoda Sumanarathana Thero
Deputy Director General
Faculty of Languages, Humanities and Social Sciences

Instructions Regarding the Teachers' Guide

Grade five English Language Teacher's Guide provides guidelines for the teachers to empower the students to achieve the learning outcomes related to 25 competency levels stated in the syllabus. This Teachers' Guide consists of the detailed syllabus of grade 05, instructions for lesson planning, tips useful for the teacher, instructions for assessment and evaluation, and suggestions for further reading for each competency.

The scope of the language abilities expected of the learner, along with the subject content, activities that can be used and the text types suitable to develop the expected language abilities are included in the grade 5 English Language syllabus. The Teachers' Guide functions as an extension to the syllabus providing guidelines specifically on the teaching methodology in order to facilitate the teaching learning process.

Teachers are expected to go through the instructions for lesson planning as well as the tips useful for the teacher beforehand, in order to conduct a successful lesson. The suggested activities given for each competency is an extension to the prescribed activities in the textbook and the workbook and the teachers can make use of them when and where necessary. Instructions for assessment and evaluation provide necessary guidelines to assess and evaluate whether the students have achieved the minimum learning competencies.

Teachers are encouraged to be creative and to prepare their own lesson plans incorporating the given guidelines and use appropriate methodology to motivate students to learn and apply the language in their day to day situations.

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Introduction

Revised English language syllabus for grade 05 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 4 Skills introduced to the primary English language curriculum in the year 2000.
2. Identification of learning outcomes expected at the end of the learning teaching process.
3. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade 5 syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.

Basic Competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy:	Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.
Numeracy:	Use numbers for things, space and time, count, calculate and measure systematically.
Graphics:	Make sense of line and form, express and record details, instructions and ideas with line and form and colour.
IT proficiency:	Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- ÷ Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- ÷ Values such as integrity, tolerance and respect for human dignity;
- ÷ Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- ÷ To contribute to economic development
- ÷ To discover their vocational interests and aptitudes
- ÷ To choose a job that suits their abilities, and
- ÷ To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of pleasure, joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives

- ÷ Creating the need to learn English as a Second Language in a multilingual society
- ÷ Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- ÷ Creating facilities to learn a language, that can be used to build ethnic harmony
- ÷ Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- ÷ Empowering the learner to communicate confidently, fluently and effectively in the English Language

Connection between National Goals and Objectives of the Subject

National Goals	Objectives				
	1	2	3	4	5
Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.	✓		✓		
Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.			✓		✓
Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.	✓	✓	✓		
Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.		✓		✓	
Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.		✓			
Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.		✓		✓	✓
Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	✓	✓		✓	✓
Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.	✓	✓	✓		✓

Competency	Competency Level	Content	Learning Outcomes	Number of Periods														
<p>Competency 1</p> <p>Listens, recognizes and processes basic words, phrases, and simple sentences concerning familiar topics in the immediate environment when spoken to slowly and clearly.</p>	<p>1.1 Identifies sounds in familiar words.</p>	<p>÷ It is expected to introduce a set of familiar words in addition to the vocabulary introduced in previous grades.</p> <p>÷ Known words can be used to practice the short vowels and long vowel sounds. Focus is on the sounds at the initial, mid and end position.</p> <p>Short vowels Long vowels</p> <table data-bbox="772 641 1087 933"> <tr> <td>/i/</td> <td>/i:/</td> </tr> <tr> <td>/□/</td> <td>/3:/</td> </tr> <tr> <td>/æ/</td> <td>/□:/</td> </tr> <tr> <td>/□/</td> <td>/□:/</td> </tr> <tr> <td>/□/</td> <td>/□:/</td> </tr> <tr> <td>/□/</td> <td></td> </tr> <tr> <td>/ə/</td> <td></td> </tr> </table> <p>Short vowels</p> <p>÷ Short vowel sounds occur in the middle of the word when there are two consonants on either side. The short vowel sound is associated with the initial consonant. The pronunciation of the initial consonant is shaped by the short vowel that follows.</p> <p>÷ Short vowel sounds occur at the initial position when there is a vowel- consonant/s combination.</p>	/i/	/i:/	/□/	/3:/	/æ/	/□:/	/□/	/□:/	/□/	/□:/	/□/		/ə/		<p>Students will be able to distinguish the difference between the short vowel sounds and long vowel sounds correctly.</p>	<p>30</p>
/i/	/i:/																	
/□/	/3:/																	
/æ/	/□:/																	
/□/	/□:/																	
/□/	/□:/																	
/□/																		
/ə/																		

		<p>at / in / up / <u>ap</u>ple / egg / axe/<u>unc</u>le</p> <p>/i/ ship, sit, pit /ɪ/ bed, pen, pet /æ/ bat, tag, pat /ʊ/ bun, cut /ɒ/ pot, cot /ʊ/ put, /ə/ <u>ab</u>out, <u>ag</u>ree, <u>ab</u>ove</p> <p>Long vowel Long vowel is the term used to refer to vowel sounds whose pronunciation is the same as its letter.</p> <ul style="list-style-type: none"> ÷ When there is a vowel, consonant and silent e as in cake; the vowel usually would be long. ÷ When there are two vowel letters making one sound usually we hear the long vowel sound of the first letter. /boat / leap / pail ÷ When there is a vowel followed by /r/ it is a /r/ controlled vowel. <p>/ɜ:/ turn, worm /ɑ:/ arm, car /ɔ:/ order</p> <ul style="list-style-type: none"> ÷ Apart from the long vowels given above, in SL English we have long vowels instead of certain diphthongs. <p>e.g. table, cake, make, day</p>		
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		<p>Digraph A digraph is a combination of two letters representing one sound. It can be made up of vowels or consonants. The focus is on the sounds at the initial position. /sh/ -ship ,/ch/- chair, /th/-thin /wh/-whale, /ph/-photo, /qu/- quail</p> <p>÷ Individual words can be used to introduce digraphs.</p> <p>Text Types simple word lists / word banks, pictures / rhymes / simple sentences/ tongue twisters/ poems/ songs/simple stories.</p> <p>Activities listen for the vowel sound, listen and point, listen and clap, listen and sort, listen and colour, listen and circle, underline, listen and touch, stress on key words</p>	<p>Students will be able to recognize the individual sounds produced by combination of two letters at the initial position correctly.</p>	
	<p>1.2 Recognizes and understands words, phrases and sentences related to familiar topics.</p>	<p>÷ Spoken texts with words, phrases and sentences related to familiar topics and situations should be used. e.g: classroom, village, town, country-famous places, vehicles, food and drinks, nature, events (school-sports meet , social events – New year celebration) nationalities , health , weather, etc.</p> <p>Text Types word lists, instructions, stories, songs, short conversations, announcements, simple descriptions, verbal messages</p>	<p>Students will be able to recognize words, phrases and sentences related to familiar topics and situations correctly.</p>	

		<p>Activities listen and mime, listen and match, listen and sort, listen and circle/ underline, listen and play games like BINGO, listen and say , listen and report</p>		
	1.3 Responds to simple questions related to familiar topics.	<p>÷ Content should be selected from familiar day-to-day situations. Both information and confirmation questions should be focused on. Negative and positive responses are expected to be introduced.</p> <p>÷ Personal information- name, age, grade, school, school address, town, village, country, job, favourite things, likes, dislikes, abilities , disabilities</p> <p>÷ Expressions and feelings – hungry , thirsty, sleepy, happy, tired,</p> <p>÷ Polite offers and requests- e.g. : Would you like.....? Can I help you? May I come in?</p> <p>Question types: Can, Do / Does, Did, Has /Have, Am, Is, Are, Was, Were. Who, When, What, Where</p> <p>Text Types announcements, dialogues, verbal messages, sequences, role plays, rhymes, instructions</p> <p>Activities listen and sort, tick, cross, repeat, select, number, point, do, mime</p>	<p>Students will be able to give non-verbal or verbal responses to questions related to familiar topics correctly.</p> <p>Students will be able to respond non-verbally or verbally to expressions and feelings appropriately when it is described.</p> <p>Students will be able to respond non-verbally or verbally to a polite offer or request correctly.</p> <p>Students will be able to respond non-verbally or verbally to questions related to likes and dislikes.</p>	

<p>1.4 Understands and follows simple instructions and directions.</p>	<ul style="list-style-type: none"> ÷ The teacher can use TPR (Total Physical Response) or give oral instructions to students. e.g: Please turn right, jump three times. ÷ The focused language function could be highlighted in the conversation. ÷ Utterances should be short and meaningful. <p>Short meaningful conversations related to day-to-day situations can be used as listening texts. Expose the students to two step instructions. e.g. Stand up and walk to the door.</p> <p>Text Types simple directions, announcements, verbal messages, dialogues, telephone conversations, role plays, instructions, stories, rhymes, maps, phrases describing positions</p> <p>Activities listen and number, draw, tick, cross, underline, circle, match, repeat, select, categorize, say, do, mime, pantomime, making things</p>	<p>Students will be able to follow simple instructions correctly.</p>	
<p>1.5 Recognizes cardinals from 0-100 correctly.</p>	<p>Numbers can be introduced using already introduced countable nouns.</p> <p>Sentence structures Has, Have as full verbs There is / There are It has / They have Show me / Point to</p>	<p>Students will be able to identify cardinal numbers from 0 to 100 when said orally.</p>	

		<p>Text Types announcements, simple commentaries of events, dialogues, riddles, songs, poems, shopping lists, games, stories, advertisements, weather forecast, simple problem solving tasks</p> <p>Activities listen and point, sort, number, order, do, circle, tick, cross, underline, match, role play, games</p>		
	1.6 Recognizes ordinals correctly.	<p>Ordinal numbers such as dates from 1st to 31st, months, date of birth, important dates, Places in events can be introduced.</p> <p>Sentence structures This is the.... . I am the She/ He/ It is the Show me the Point to the Today is the</p> <p>Text Types announcements, Simple commentaries, dialogues, riddles, songs, poems, games, stories, price lists, pageants</p> <p>Activities listen and arrange, number, circle, write, tick, cross, do, write, colour, sort, show, match, games</p>	Students will be able to identify ordinal numbers correctly.	
	1.7 Extracts specific information from simple authentic listening texts accurately.	<p>Texts related to familiar interesting topics should be used. Texts based on problem solving tasks, simple scientific texts, environmental based texts, distance and measurements, words related to two and three dimensional figures, transactions, addition, subtraction, multiplication, division should be included in simple texts.</p>	Students will be able to recognize and respond to the frequently used vocabulary.	

		<p>Sentence structures Has / have as full verbs There is / are They have / It has Show me / Point to</p> <p>Text types announcements, dialogues, poems, stories, weather forecast, TV programmes, cartoon stories, posters</p> <p>Activities games, simple problem solving activities, riddles, listen and point, select, tick, cross, odd one out, order</p>	<p>Students will be able to identify words/phrases related to mathematics and science .</p> <p>Students will be able to extract important facts from any simple text correctly.</p>	
<p>Competency 2</p> <p>Engages in a simple conversation on a very familiar topic employing phrases, simple sentences and age appropriate language functions.</p>	<p>2.1 Pronounces words, phrases and sentences properly.</p>	<p>Words, phrases and sentences on very familiar topics. e.g. How are you?</p> <p>Text types: stories, songs, poems, tongue twisters, simple descriptions, picture stories</p> <p>Activities: repeat, say, sing, describe, chant, story telling, point, sort, drilling</p>	<p>Students will be able to pronounce words, phrases and sentences properly.</p>	40
	<p>2.2 Uses pronouns appropriately.</p>	<p>Personal pronouns in simple sentences/utterances.</p> <ul style="list-style-type: none"> ÷ I , he, she, it, we, they, you ÷ my, his, her, its, our, their, your ÷ me, him, her, them 	<p>Students will be able to use the correct personal pronouns in simple sentences/utterances based on the situation.</p>	

		<p>Opportunities should be provided to use the focused language expressions in familiar authentic situations.</p> <p>Text types: role play, language games, conversations, simple stories with dialogues, songs and poems, instructions, interviews</p> <p>Activities: say, describe, repeat, discuss in groups, relate/act out stories, sing songs, give instructions, sort, mingling activities, pair work, group work</p>		
	2.3 Introduces self and others confidently.	<p>Students introduce self and others in the immediate environment using simple sentences / texts.</p> <ul style="list-style-type: none"> ÷ Family, relations, friends, jobs, nationalities ÷ Toys, food and drinks, clothes, games and hobbies. ÷ Likes / dislikes, abilities, what students have, daily routines] ÷ Emphasise the use of contracted form. <p>Use of articles in simple sentences should be focused on. e.g. a, an, the</p> <p>Simple adjectives and adverbs can be used in descriptions.</p> <p>Sentence structures: I am / I'm He/She/It is / He's/She's/It's We/They/You are</p> <p>Text types: role play, language games, conversations, simple stories with dialogues , riddles, simulations</p>	<p>Students will be able to introduce self and others in the immediate environment using simple sentences.</p> <p>Students will be able to use adjectives in simple sentences to describe self and others.</p>	

		<p>Activities: say, describe, repeat, discuss in groups, relate/act out stories, sing songs, drilling, quizzes, question and answer sessions</p>		
	2.4 Describes people, places and animals in the immediate environment.	<p>Information should be relevant to the immediate environment.</p> <p>Conversations should include simple meaningful utterances related to the focused language functions.</p> <p>Discuss:</p> <ul style="list-style-type: none"> ÷ people, animals, body parts, food, animal actions in familiar context. ÷ places: home, school, classroom, place in the town or village <p>Use of simple prepositions and adjectives should be focused on.</p> <p>Sentence structures:</p> <ul style="list-style-type: none"> ÷ This/That is ÷ These/Those are ÷ This is my/his/her ÷ There is/are ÷ It is/ They are (in/on/under/near/in front of/ behind) <p>Text types: role plays, language games, conversations, simple stories with dialogues and without dialogues, stories with pictures and without pictures, repetitive structures, songs, poems.</p>	Students will be able to use simple adjectives and prepositions to describe people, places and animals in the immediate environment using simple adjectives and prepositions appropriately.	

		<p>Activities: say, describe, repeat, discuss in groups, relate/act out stories, sing songs, give instructions, question and answer sessions, quiz programmes</p>		
	2.5 Asks for and gives information in communicative situations.	<p>÷ Situations should be familiar to the student for authentic communication.</p> <p>÷ Contracted forms should be included in conversations.</p> <p>÷ Asks questions using Do you ...? 'Wh' questions: where, who, what, when</p> <p>÷ Answers using contracted forms. I'm , It's , No, I don't</p> <p>Text types: describing pictures of new year, sports meet, Vesak, Christmas etc., dialogues</p> <p>Activities: cooperative learning activities, information gap activities, interviewing classmates, say, describe, repeat, discuss in groups, relate/act out stories, sing songs, give instructions</p>	<p>Students will be able to ask for information and respond appropriately.</p> <p>Students will be able to use contractions in spoken language.</p>	
	2.6 Counts up to 100 confidently.	<p>÷ Numbers can be introduced using already introduced countable nouns.</p> <p>÷ Students say numbers orally.</p> <p>Text types: simple conversations, dialogues, riddles, songs, poems, games, stories, advertisements, weather forecasts</p>	<p>Students will be able to count up to 100 confidently.</p>	

		<p>Activities: repeating numbers, counting, saying numbers in order, saying dates, saying telephone numbers, measurements, time</p>		
	2.7 Uses ordinals correctly.	<p>÷ Ordinals from 1st – 31st are introduced in different, familiar contexts.</p> <ul style="list-style-type: none"> - Dates of the month from 1st – 31st. - Months of the year 1st – 12th. - Positions – 1st, 2nd, 3rd etc. in events and competitions. <p>Text types: announcements, simple commentaries of events, dialogues, riddles, songs, poems, simple telephone messages, games, stories, price lists, advertisements, weather forecasts</p> <p>Activities: telephone number activities, repeating ordinals, saying ordinals in order, saying dates, saying ordinals, telling position</p>	Students will be able to use ordinals 1 st – 31 st in familiar contexts.	
	2.8 Speaks on familiar topics.	<p>÷ Opportunities should be provided to use the focused language considering the competency levels 2.1 – 2.7.</p> <p>÷ Topics should be familiar. e.g. Topics on events, prize giving, concerts, English Days, festivals</p> <p>÷ Descriptions should include short meaningful sentences.</p> <p>÷ Get the students to use 3-5 connected sentences on familiar topics,</p>	Students will be able to speak on familiar topics.	

		<p>Text types: descriptions, dialogues, role plays, interviews, instructions, announcements</p> <p>Activities: mingling activities, cooperative learning activities, say, describe, repeat, discuss in groups, relate/act out stories, sing, give instructions, pair work, group work</p>		
	2.9 Initiates and maintains a dialogue appropriately.	<ul style="list-style-type: none"> ÷ Short meaningful utterances should be included to initiate and maintain dialogues in communicative situations. ÷ Information in dialogues should be relevant to communicative situations in real life. ÷ Dialogues with proper greeting. Good morning / afternoon / evening / night. ÷ Wishes relevant to situations. birthday, new year, Christmas ÷ Contracted forms. I'm, don't, It's ÷ Proper ending of a dialogue. Thank you, Good bye, See you soon <p>Text types: dialogues, discussions, interviews</p> <p>Activities: mingling activities, cooperative learning activities, say, describe, discuss in pairs, relate/act out stories, sing, give instructions,</p>	Students will be able to initiate, maintain and end a dialogue appropriately.	

<p>Competency 3</p> <p>Reads and understands familiar names, words, numbers and simple sentences in various texts found in the immediate environment when they are associated with picture clues</p>	<p>3.1 Reads aloud words, phrases and sentences in a short text related to familiar topics meaningfully.</p>	<ul style="list-style-type: none"> ÷ Content should be related to familiar topics. ÷ Texts contain tenses in Simple Present, Simple Past and Present Continuous. <p>Text types: simple descriptions, informative texts, short stories, announcements, invitations, poems, dialogues, messages, instructions, rhymes, repetitive texts</p> <p>Activities: read out and number/circle/cross, read out numbers, read out dialogues, read out names and objects in the immediate environment, guided reading</p>	<p>Students will be able to pronounce the words, phrases and sentences correctly and fluently.</p>	<p>50</p>
	<p>3.2 Understands the most frequent vocabulary in simple authentic texts</p>	<ul style="list-style-type: none"> ÷ Content should be related to familiar topics ÷ Students should be exposed to vocabulary related to the topics. ÷ Materials should be prepared to provide incidental and intentional opportunities to learn vocabulary. <p>Text types: short poems, short stories, simple descriptions, posters, labels, notices, leaflets, train/bus time tables, brochures, restaurant menus, advertisements, recipes</p> <p>Activities: read and select/match/underline/circle/draw/label/ circle the correct letter, word completion, solving puzzles, maintaining personal picture dictionaries</p>	<p>Students will be able to recognise the spellings of frequent vocabulary.</p> <p>Students will be able to understand meanings of most frequent vocabulary in the text.</p>	

	<p>3.3 Extracts specific information from simple texts with picture clues.</p>	<ul style="list-style-type: none"> ÷ Content should be related to ERA and to their immediate environment ÷ Emphasise that the pictures/illustrations would help to understand the text easily. <p>Text types: reading texts with pictures, illustrations, advertisements, cartoons, catalogues and instructions (e.g. to use a toy), instructions related to road signs and safety signs.</p> <p>Activities: find the answer using picture clues, word completion, answering questions, underlining, tick off, matching</p>	<p>Students will be able to understand the text using visual clues.</p> <p>Students will be able to extract specific information from the text.</p> <p>Students will be able to answer “wh” questions correctly.</p>	
	<p>3.4 Reads for pleasure.</p>	<ul style="list-style-type: none"> ÷ Content should be interesting. ÷ Content should be age appropriate. ÷ Use model reading to express ideas and emotions. <p>Text types: poems, simple stories, riddles, cartoons, picture stories, simple non-fiction texts</p> <p>Activities: read and act out, read and draw, read and guess, read and mime</p>	<p>Students will be able to read and enjoy.</p>	

<p>Competency 4</p> <p>Writes words, phrases and short simple sentences on topics using familiar vocabulary</p>	<p>4.1 Copies words, phrases and sentences with correct mechanics.</p>	<p>÷ Words, phrases and sentences can be used for meaningful copying using authentic materials.</p> <p>Text types:</p> <ul style="list-style-type: none"> - Greetings, wishes for different occasions - Lists(Shopping, Time tables) - Teacher’s instructions - Poems, paragraphs <p>Activities: copying, addresses/lists of names, shopping lists, sentences with correct space between words, teachers instructions (e.g. home work)</p>	<p>Students will be able to copy sentences with correct spelling space between words and punctuation.</p>	<p>40</p>
	<p>4.2 Uses period and question mark appropriately.</p>	<p>÷ Use sentences with five to six words.</p> <p>Text types: simple dialogues, paragraphs, stories, rhymes, poems,</p> <p>Activities: copying sentences, completing sentences with a period or question mark, re-arranging sentences, copying poems.</p>	<p>Students will be able to use period and question mark accurately.</p>	
	<p>4.3 Uses capital and simple letters appropriately.</p>	<p>÷ Use of capitals - beginning of a sentence, proper nouns,(e.g. days of the week, months of the year), pronouns (e.g. I), important days</p> <p>Text types: simple dialogues, paragraphs, stories, rhymes, poems,</p> <p>Activities: completing /re-writing/editing/dictation, writing time tables</p>	<p>Students will be able to use capital letters and simple letters appropriately.</p>	

	<p>4.4 Writes simple sentences related to familiar topics accurately.</p>	<p>÷ Content could be taken from the themes in ERA/familiar contexts/topics/situations</p> <p>Text types: sentences, simple paragraphs, notes, notices, posters.</p> <p>Activities: guided writing, parallel writing, free writing</p> <p>Sentence Structures:</p> <ul style="list-style-type: none"> - SV,SVO,SVC/SVA - Simple present/continuous ‘be’ full verbs has} full verb have - Sentences with adjectives/adverbs (frequency/colour, size, quality, number) 	<p>Students will be able to write simple sentences on a given topic accurately.</p> <p>Students will be able to write simple paragraphs on a given topic accurately.</p> <p>Students will be able to write notes appropriately.</p>	
	<p>4.5 Describes pictures using simple sentence structures.</p>	<p>Sentence Structures:</p> <ul style="list-style-type: none"> - There is ... ,There are ... - present continuous tense - sentences with adjectives(number, colour, size, quality) and prepositions of place <p>Text types:</p> <ul style="list-style-type: none"> - pictures, cartoons, events,(e.g. sports meet) - photos (e.g. family) picture stories. - prepositions of place (under, on, in, at, between, near, behind, in front of) - possessive adjectives, possessive pronouns. <p>Activities:</p> <ul style="list-style-type: none"> - write sentences/paragraphs/rearranging. - using picture clues to write sentences. 	<p>Students will be able to use there is /there are to describe pictures.</p> <p>Students will be able to use prepositions of place.</p> <p>Students will be able to use subject pronouns, object pronouns, possessive adjectives and possessive pronouns accurately.</p>	

Competency 1

Listens, recognises and processes basic words, phrases and simple sentences concerning familiar topics in the immediate environment when spoken to slowly and clearly.

Competency level 1.1

Identifies sounds in familiar words.

Learning outcome

- Students will be able to distinguish the difference between the short vowel sounds and long vowel sounds correctly.

Competency level 1.2

Recognises and understands words, phrases and sentences related to familiar topics

Learning outcome

- Students will be able to recognise words, phrases and sentences related to familiar topics and situations correctly.

Competency level 1.3

Responds to simple questions related to familiar topics.

Learning outcomes

- Students will be able to give non-verbal or verbal responses to questions related to familiar topics correctly.
- Students will be able to respond non-verbally or verbally to expressions and feelings appropriately when it is described.
- Students will be able to respond non-verbally or verbally to polite offer or request correctly.
- Students will be able to respond non-verbally or verbally to questions related to likes and dislikes.

Competency level 1.4

Understands and follows simple instructions and directions.

Learning outcome

- Students will be able to follow simple instructions correctly.

Competency level 1.5

Recognises cardinals from 0-100 correctly.

Learning outcomes

- Students will be able to identify cardinal numbers from 0 to 100 when said orally.

Competency level 1.6

Recognises ordinals correctly.

Learning outcomes

- Students will be able to identify ordinal numbers correctly

Competency level 1.7

Extracts specific information from simple authentic listening texts accurately.

Learning outcomes

- Students will be able to identify information related to mathematics and science when said orally.
- Students will be able to extract important facts correctly.
- Students will be able to recognise and respond to the frequently used vocabulary when said orally.

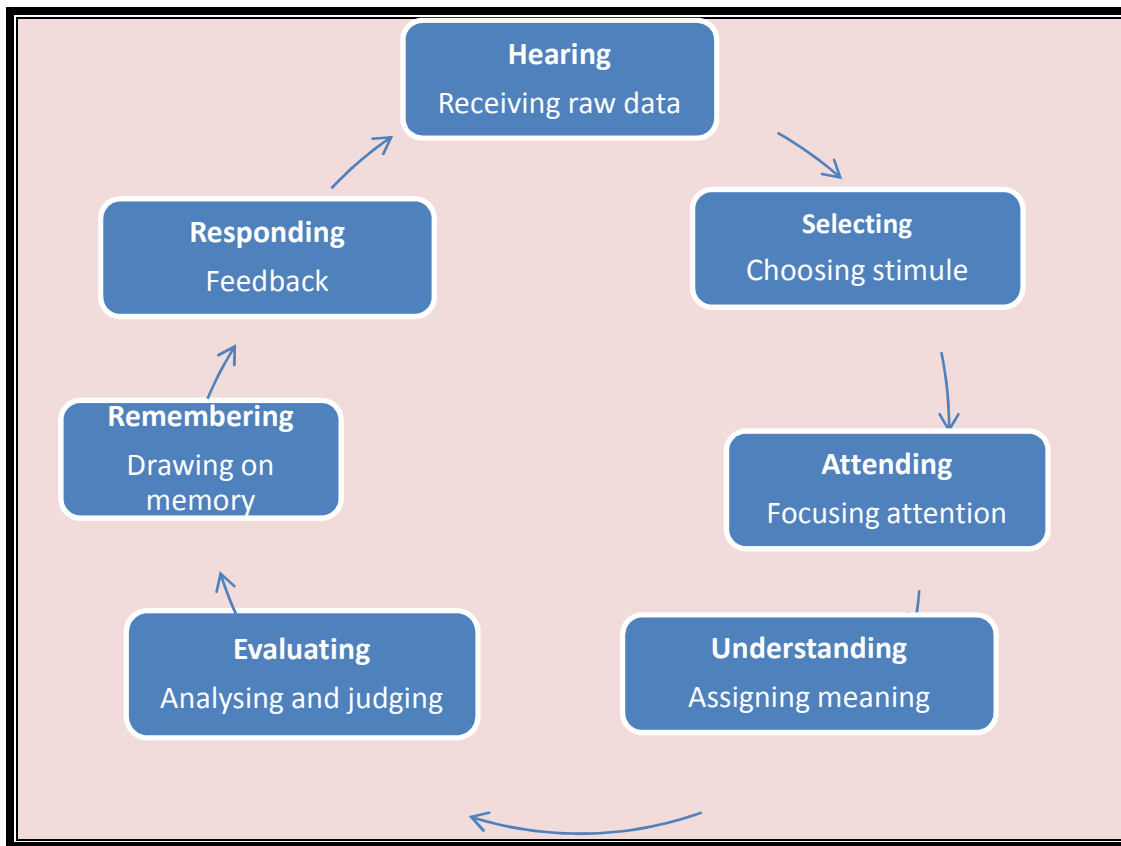
Number of periods: 30

Instructions for lesson planning

Listening is an important aspect of the communication process. Active listening helps students to develop their pronunciation, comprehension and fluency in the language. Listening skills are also crucial to the development of speaking skills. Effective listening skills are acquired over time

and with lots of practice, and therefore, the learners should be exposed to authentic spoken situations to be able to develop their listening skills.

According to David Nunan, listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages appear in sequence and rapid succession.



It is necessary for teachers to realize that listening skill needs total concentration and should be developed constantly. Teachers of English should provide students with more opportunities to make listening an integral part of their overall process of learning the language. Teachers can encourage the students to practice listening as much as possible, because this is the only way to achieve the mastery of this skill. Teachers should teach the students appropriate listening strategies to their age and ability level. There is no ideal method that fits all kinds of classes. However, we should find our students' interests, diagnose their capacity, and find out the factors that may influence their listening comprehension.

Hence, before commencing teaching listening skill to the grade 5 students, it is really important to have a clear understanding of the ability level of the students with regard to the competency levels related to listening introduced in grade 3 and 4 syllabi.

The competency 1 of Grade 5 syllabus aims at enabling the students to listen, recognise and process basic words, phrases and simple sentences concerning familiar topics in the immediate environment when spoken to slowly and clearly. In order to fulfil this target, 7 competency levels have been introduced.

Competency level 1.1 involves in the identification of sounds in familiar words. In grade 5, the focus is on the differences between short vowel sounds and long vowel sounds at the initial, mid and end position. Along with that, the identification of diagraphs at the initial position will also be on focus. With regard to identification of digraphs, it is expected that all grade 5 students will be able to recognize the individual sounds produced by combination of two letters at the initial position correctly. The teachers are expected to get the students to listen to poems, simple word lists etc. to make them recognize such diagraphs.

Competency level 1.2 which deals with recognizing and understanding words, phrases and sentences related to familiar topics, introduced in grade 4, has an extension in grade 5. At this level students are required to recognize and understand not only the words and phrases but also the sentences. However, the teachers are expected to be within the range of ‘familiar topics’ when selecting teaching situations. This same word list can be used by the teacher even when practicing digraphs related to the competency 1.1 described above.

The competency level 1.3 deals with responding to questions related to familiar topics, responding to expressions and feelings appropriately, responding to a polite offer or request correctly and responding to questions related to likes and dislikes. Verbal and non –verbal responses are accepted in all these four instances. Non-verbal responses mean paying attention to paralinguistic signals. Paralinguistic signals include body language, gestures, facial expressions, speakers' lip movements, settings of where conversations take place, etc. These visual responses are very important in engaging in real life communication but, in teaching listening these are often ignored. Hence, it is important to be aware of the equal importance of both verbal and non-verbal responses in authentic communication. Allow the students to take the initiative in

responding to simple questions with non-verbal responses and then move on to appropriate verbal responses.

The teachers are expected to expose the students to two step instructions as explained in the syllabus with regard to competency level 1.4 which is understanding and following simple instructions and directions.

Students of grade 5 are expected to identify cardinal numbers from 0 to 100 when presented orally as indicated by the competency level 1.5 which is recognizing cardinals from 0-100 correctly. When practicing this, teachers can make use of countable nouns that have already been introduced in the curriculum at primary level. Teachers should also be aware that the cardinals from 0-50 have been already introduced to the students in grade 4 syllabus and needs reinforcement in grade 5 as well.

The competency level 1.6 which is recognizing ordinals correctly, aims at recognizing ordinal numbers related to dates from 1st to 31st, months, date of birth, important dates, places in events etc. Ordinal numbers from 1st -31st have been introduced in grade 4 but needs to be revisited in a relevant context, for example, colouring or marking numbers in calendar pages.

Extracting specific information from simple authentic texts involves in competency level 1.7 and it aims at empowering the students with the ability to identify information related to mathematics and science when presented orally, extract important facts correctly, and recognize and respond to the frequently used vocabulary when said orally.

Tips for the Teacher

There are certain goals that should be achieved before students attempt listening to any text. These are motivation, contextualization, and preparation.

- Motivation

It is important to motivate the students before initiating any listening task. Be thoughtful of finding ways to arouse the interest and the curiosity of the students.

- Contextualization

Assist the students to access their existing knowledge and expectations to understand the

listening task better. This can be done by showing the connection between the listening task and the original real life situations.

- Preparation

Provide the students with all the additional support needed prior to the listening task. Be very clear in giving instructions to do the task.

Skill integration is to be promoted since it creates near authentic or authentic situations of communication.

In order to get the attention of the students of grade 5 towards improving listening skill, colourful posters encouraging listening can be displayed inside the classroom.

Instructions for assessment and evaluation

The teacher should take into account the competency levels of the former syllabi (Grades 3 and 4) and ensure that these competencies have been adequately achieved in order for the students to successfully comprehend the competency levels of the current syllabus (Grade 5) The following checklist is such a similar assessment activity that the teacher could use for her/his feedback.

Checklist for assessment

1	Can identify the difference between short and long vowel sounds correctly.	
2	Can identify the individual sounds produced by combination of two letters at the initial position correctly.	
3	Can identify words related to familiar topics and situations.	
4	Can identify phrases related to familiar topics and situations.	
5	Can identify sentences related to familiar topics and situations.	
6	Can respond to questions related to familiar topics verbally or non-verbally.	
7	Can respond to expressions and feelings appropriately related to familiar topics verbally or non-verbally.	

8	Can respond to polite offer or request verbally or non-verbally.	
9	Can respond to questions related to likes and dislikes verbally or non-verbally.	
10	Can follow simple instructions.	
11	Can follow simple directions.	
12	Can identify cardinal numbers from 0-100.	
13	Can identify ordinal numbers from 1 st -31 st	
14	Can identify the important facts in simple authentic texts.	
15	Can comprehend and respond non-verbally to the most frequently used vocabulary.	

Suggested activities

Competency level 1.4

Since this competency level involves in understanding and following simple instructions, teacher can make use of the Total Physical Response method. Total Physical Response (TPR) is a method of teaching language or vocabulary concepts using physical movement to react to verbal input. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. The process simulates the way that infants learn their first language, and it reduces students' inhibitions and lowers stress.

The teacher can use Total Physical Response (TPR) method to get the students to respond to simple instructions and directions. In the classroom the teacher plays the role of the model. She starts by saying a word, phrase or an utterance and demonstrates the action. Then the teacher says the command and the students all do the action. When they feel confident with the process students can be given the opportunity to direct each other or the whole class.

It is more effective if the students are standing in a circle around the teacher and the teacher can even encourage them to walk around as they do the action.

Steps to follow when doing the activity:

- Teacher introduces vocabulary needed with actions.
- Get the students familiarize with the meanings.
- Give instructions to the class and gets them to repeat

Eg. Come here/Show me your book/Jump one step forward/Turn right.

The teacher can have the students outside the class room. Get the students to form two lines, facing each other and do the actions given below.

E.g. Walk 3 steps forward and turn right.

Keep hands on your waist and jump twice.

Sit down and touch your ears.

Stand up.

Turn to your friend and say “hello”.

Competency level 1.5

Use authentic examples from classroom / home and other such situations where the learner may hear or use cardinal numbers. For example, reading out telephone numbers, reading out vehicle numbers, etc .

Get the students to work in smaller groups with 10 members in a group. Depending on the total number of students in the class, teacher can decide the number of members in a group. In such instances, students can hold more than one number at a time. Assign numbers from 0-9 for the members. Read out a telephone number and get the students with the relevant number to stand according to the number they hear.

Organise students into groups of 8. For smaller groups, students can hold more than one number at a time. Give the students the numbers from 0-9. Read telephone numbers and get the students to stand according to the numbers read.

Competency level 1.6

Each student must have a page of a calendar. (Students can be instructed prior to the activity to be ready with the calendar pages) Give clear instruction before attempting the activity that the teaching point is the ordinal numbers and give some examples to learn the ordinals ending with ‘th’, ordinals ending with ‘st’ , ordinals ending with ‘rd’ and the ordinals ending with ‘nd’.

Get the students to colour or underline all the relevant numbers appropriately according to teacher’s instructions.

- E.g. circle the ordinals ending with ‘nd’
- underline the ordinals ending with ‘th’
- cross out the ordinals ending with ‘st’

Suggestions for further reading:

English for Primary Teachers by Mary Slattery & Jane Willis

www.teachingenglish.org.uk/article/listening-young-learners

www.teachingenglish.org.uk/article/helping-teens-listen

www.teachingenglish.org.uk/article/kids-songs

Competency 2

Engages in a simple conversation on a very familiar topic employing phrases, simple sentences and age appropriate language functions.

Competency Level 2.1

Pronounces words, phrases and sentences properly.

Learning Outcome

- Students will be able to pronounce words, phrases and sentences properly.

Competency Level 2.2

Uses pronouns appropriately.

Learning Outcome

- Students will be able to use the correct personal pronouns in simple sentences/utterances.

Competency Level 2.3

Introduces self and others confidently.

Learning Outcomes

- Students will be able to introduce self and others in the immediate environment using simple sentences.
- Students will be able to use adjectives in simple sentences to describe self and others.

Competency Level 2.4

Describes people, places and animals in the immediate environment.

Learning Outcomes

- Students will be able to use simple adjectives and prepositions to describe people, places and animals in the immediate environment using simple adjectives and prepositions appropriately.

Competency Level 2.5

Asks for and gives information in communicative situations.

Learning Outcomes

- Students will be able to ask for information and respond appropriately.
- Students will be able to use contractions in spoken language.

Competency Level 2.6

Counts up to 100 confidently.

Learning Outcome

- Students will be able to count up to 100 confidently.

Competency Level 2.7

Uses ordinals correctly.

Learning Outcome

- Students will be able to use ordinals 1st – 31st in familiar contexts.

Competency Level 2.8

Speaks on familiar topics.

Learning Outcome

- Students will be able to speak on familiar topics.

Competency Level 2.9

Initiates and maintains a dialogue appropriately.

Learning Outcome

- Students will be able to initiate, maintain and end a dialogue appropriately.

Number of periods: 40**Instructions for lesson planning**

When planning lessons related to competency 2 in grade 5, teachers should have an idea of what students are capable of, with regard to speaking at the entrance level to the grade. It is expected that average grade 4 students can introduce themselves and others known to them using simple sentences. In addition, they can take part in simple conversations expressing likes and dislikes, make and respond to polite offers, talk about abilities and inabilities and give simple directions. It is also expected that students can describe objects as well as places in the immediate environment. A careful study of the competency levels related to speaking in the grade 5 syllabus along with the knowledge of what the students are already capable of doing, will give the teachers an understanding of what to focus in grade 5.

The 9 competency levels aimed at developing speaking in grade 5, are mostly repetitions of the language functions the students had already been exposed to in grade 3 and 4. However, the subject content covered in each competency level has been further expanded providing more opportunities to develop speaking.

The first competency level related to speaking aims at developing the pronunciation of the students. In grade 5, the focus of pronunciation expands to sentence level, and therefore the teachers have the opportunity to make use of poems, songs and other text types which are appealing to the primary students. It is expected that teachers would make use of a range of such text types to suit the level, interest and the context of the students to provide pronunciation practice without limiting to the activities in the textbook.

The second competency level which focuses on using pronouns appropriately provides further practice to the grade 5 student on how to use subject pronouns, object pronouns and possessive adjectives. However, teachers are advised not to teach grammar explicitly but to let the students incidentally learn to use the pronouns appropriately in simple conversations like introducing, expressing likes, dislikes, abilities and inabilities.

The third competency level related to speaking requires the student to introduce self and others. As the student has already learnt and practiced how to introduce self and others in grade 4, the teacher can introduce new sentence structures to use adjectives and adverbs to expand the sentences. As the requirement of the syllabus, the teacher can emphasize the use of contracted forms and the use of articles in speaking at this stage. The teacher can create near authentic situations for the students to share information rather than getting them to practice structures mechanically.

Competency level 4 related to speaking in grade 5 makes the student practice how to describe people, places and animals. The teacher should make such speaking activities meaningful by creating situations more relevant to the students. For example, when describing animals, rather than getting the student to describe an animal suggested in the textbook, it is more practical to describe the student's own pet. Here also, the teacher can pay attention to introducing adjectives needed for such descriptions.

The next competency level which is asking for and giving information is an essential language function that the students should practice as it is more relevant to their day to day life, and therefore, teachers should pay attention to select situations which the grade 5 students may encounter in real life to ask for and give information. It is helpful to introduce the students with

‘wh’ question words and how to ask questions using them. Although the students were introduced with the same function of asking for and giving information in grade 4, the questions were limited to yes/no questions requiring information related to abilities and inabilities. Hence, this is the first time they are exposed to ‘Wh’ questions directly. As this is further practiced in reading as well, teachers should allow extensive practice of forming ‘wh’ questions orally in natural communicative situations. Making use of very simple information gap activities where the students will have to ask ‘wh’ questions authentically is a good suggestion to practice this.

Competency levels 6 and 7 related to speaking are further extensions of the students’ ability related to numbers. By incorporating activities which are enjoyable, teachers can help the students become familiar with numbers.

The 8th competency level under speaking requires the students to speak on familiar topics using 3-5 well connected sentences. Teachers can select topics that the students are already familiar with after considering the content covered in other competency levels related to speaking in the syllabus.

Competency level 9 in speaking provides practice to initiate, maintain and end a dialogue properly. Once these language functions are introduced, teachers can provide many opportunities for the student to use them in authentic situations.

Tips for the Teacher

- Make pronunciation activities fun by using activities like tongue twisters. Get the students to pronounce words and read phrases/ sentences aloud in groups until they build up confidence before focusing on individual students.

Write some English tongue twisters with simple words on the board.

Get the students to practise them with the teacher.

Toy boat, toy boat, toy boat

Round brown bread

Big black bear

The big fat cat sat on the rat.

Red lorry, yellow lorry, red lorry, yellow lorry.

Write words/phrases/sentences on paper strips and distribute among the students.

Get them to read them aloud.

- Get the students to use pronouns in authentic situations.

Get them to take turns making a statement about another student in the class but using a pronoun instead of the name.

For example: He has a red bag. I sit behind him.

Get other students in the class to guess who the speaker is talking about.

Continue this with all the students.

Encourage them to use as many pronouns as they can.

- Make introductions fun by creating games like the following:

Who am I?

Put the students into groups of four. Get them listen to what the teacher says and guess.

I have a trunk but I am not an elephant.

In groups, get the students to create riddles and present to the other groups.

- Create situations where the students have a need to describe people, places and animals.

A collection of expressive, colourful pictures will help the students to make descriptions in an enjoyable way.

Get a student to turn so that his/her back is to the board. Paste a picture of a person, place or an animal on the board. The others in the class have to describe the picture.

Get the student with his/her back to the board to guess what is in the picture.

- Make use of information gap activities and get the students practice asking for and giving information authentically.
- Create situations for the students to use numbers up to 100 with countable nouns in familiar contexts, such as talking about time, giving distances or playing BINGO.

Standing Bingo

Distribute cards with numbers (0-100) among the students. Get everyone to stand up . Get a student volunteer to come forward and call out five numbers. Tell that the rest of the class must listen carefully as the numbers are called. If any of their numbers are called, the students with those numbers on their card must sit down.

Choose a different student volunteer every time so that all the students get to practice speaking the numbers.

- Rather than getting the students merely repeat or say numbers, use situations where they have to use them meaningfully. To practice ordinals, make use of a situation like this.

Birthday Line

Get the students to stand in a line according to their birthdays.

Ask everyone to say “My birthday is on (date + month + year)

- Simple prepositions and adjectives are introduced in Grade 5 and can be used in describing people, animals, things, places and time and speaking on familiar topics. Teachers need to draw from the immediate environment such as home, classroom, school, village/town to get the students to create simple meaningful sentences.
- It is important to teach and model how to initiate, maintain and end a dialogue using real life communicative situations such as birthdays/new year celebrations, etc.
- Reduce negative comments and allow the students to talk before correcting to avoid demotivation. Promote appreciation and encouragement after a speaking activity by giving positive feedback to create enthusiasm and interest in speaking.
- Good rapport between the teacher and the students promotes a stress-free environment and makes the students feel comfortable in speaking. This can be developed by getting to know the names of students, not being overly critical, making lessons fun, etc.

Instructions for assessment and evaluation

- Diagnose the difficult or unfamiliar areas for the students. This can be done at the beginning of the year or term through activities to see what has been retained. Make note

of strengths and weaknesses of the students and plan your teaching accordingly with this information.

- Do informal assessments unobtrusively and maintain records until the students use the target language. Pay attention to the language they produce when they engage in activities to see whether the learners can use what they have been taught.

Checklist for Assessment

No	Criteria	
01	Pronounces words, phrases and sentences on very familiar topics.	
02	Uses correct personal pronouns in simple sentences/utterances.	
03	Uses correct possessive pronouns in simple sentences/utterances.	
04	Uses adjectives to describe self and others using simple sentences.	
05	Uses adverbs in descriptions.	
06	Describes what they have.	
07	Describes daily routines.	
08	Introduces activities of self and others using simple sentences.	
09	Uses articles in simple sentences.	
10	Uses contracted forms in sentences.	
11	Describes animals, body parts and animal actions.	
12	Describes places in the town/village.	
13	Uses prepositions in sentences.	
14	Uses "There is/are" in sentences.	
15	Asks questions using "Wh" questions.	
16	Counts up to 100.	
17	Uses ordinals from 1 st – 31 st in different familiar contexts.	
18	Speaks on familiar topics using 3-5 connected sentences.	
19	Initiates, maintains and ends dialogues in communicative situations.	

Suggestions for further reading:

David, N. (1999). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Gordon, L and Bedson, G. (1999). *Games for children*. Oxford: Oxford University Press.

Halliwell, S. (1992). *Teaching english in the primary classroom*. New York: Longman Publishing.

House, S. (1997). *An introduction to teaching english to children*. London: Richmond Publishing.

Richards, J.C. (2008). *Teaching listening and speaking*. Cambridge: Cambridge University Press.

Underhill, N. (1987). *Testing spoken language*. Cambridge: Cambridge University Press.

Competency 3

Reads and understands familiar names, words, numbers and simple sentences in various texts found in the immediate environment when they are associated with picture clues.

Competency Level 3.1

Reads aloud words, phrases and sentences in a short text related to familiar topics meaningfully.

Learning Outcome:

- Students will be able to pronounce the words, phrases and sentences correctly and fluently.

Competency Level 3.2:

Understands the most frequent vocabulary in simple authentic texts.

Learning Outcome:

- Students will be able to recognize the spelling of frequent vocabulary.
- Students will be able to understand meanings of most frequent vocabulary in the text.

Competency Level 3.3:

Extracts specific information from simple texts with picture clues.

Learning Outcome:

- Students will be able to understand the text using visual clues.
- Students will be able to extract specific information from the text.
- Students will be able to answer 'wh' questions correctly.

Competency Level 3.4:

Reads for pleasure

Learning Outcome:

- Students will be able to read and enjoy

Number of Periods: 50

Instructions for Lesson Planning

When planning reading lessons for the grade 5 student it is better for the teacher to have a holistic view of the reading competency and the competency levels for the primary students. It is important to note that the amount of time devoted to achieve the reading competency has increased across grades. Thus, the teachers are expected to devote more time and attention as required by the syllabus to develop this competency in the students.

According to the suggested assessment criteria at the end of grade 4, an average grade 5 beginner can read and understand simple instructions, questions related to likes/dislikes, abilities and incapacities, simple directions, simple expressions of feelings, how to extract specific information from a simple text and frequently used vocabulary. Thus, the grade 5 syllabus is designed to provide an opportunity for the students to practice further on what they have already achieved in grade 4. It is expected that by providing more exposure to reading skills, the students will be provided with the necessary foundation to begin junior secondary education in grade 6.

There are 4 competency levels related to the reading competency in grade 5. Competency 3.1 is aimed at practising pronunciation. As this competency level was addressed in the grade 4 syllabus too, it is repeated in the grade 5 syllabus for further reinforcement. However, the focus of pronouncing individual words in grade 4 is further extended here to include a focus on reading sentences aloud. As such, before moving on to silent reading, it is better to provide sufficient opportunities for loud reading of simple authentic texts such as poems, rhymes and simple stories.

Competency level 3.2 helps the grade 5 students to enhance and develop their vocabulary. It is better to note that the practice of this competency level should not happen in isolation. The teacher can develop this competency level by providing opportunities for incidental learning of vocabulary while the student is engaged in loud reading as well as in silent reading. While incidental vocabulary learning takes place, teachers can use the texts to provide intentional vocabulary learning too by carefully selecting the more frequent words that are useful for the student. Therefore, the teacher is requested to go through the texts beforehand to identify the following when planning the lessons;

Words the student has already being exposed to in grade 3 & 4

Words that are essential to comprehend the meaning of the text

Words that play a less significant role when understanding the text

Words that are supported with pictures/ contextual clues in the text

Words for which the teacher needs a plan for introducing them for the first time

Once these are identified, teachers can plan interesting reading lessons since a lot of unfamiliar words in a text make reading tedious for the students and on the other hand, too many explanations of words would make reading uninteresting for them.

The third competency level related to reading aims at developing the scanning skill of the readers. It requires students to extract specific information from a simple text with picture clues. This competency level is directly related to competency level 3.2. Teachers can make use of the scanning skill to focus on unfamiliar words that need to be introduced. On the other hand, the teachers are expected to make students be familiar with 'wh' question words which will incidentally facilitate the learning of grammar needed in their junior secondary education. Out of the total of 50 periods, more time can be allocated to the practice of this reading skill. Further, at this stage teachers should encourage learner autonomy when planning lessons encouraging the students to read by themselves.

Although the first three competency levels of competency 3 have been introduced in the previous grades and repeated in grade 5, competency level 3.4, is introduced only in grade 5. As reading for pleasure leads to produce autonomous readers, teachers should pay significant attention to provide opportunities for the learners to achieve this competency level. When dividing the time among the competency levels related to reading, it is better to allocate more time for this competency level. Learners at this stage can be made to practise extensive reading skills which focus on reading for enjoyment. When learners read extensively, they read texts which are easy and enjoyable to build their reading fluency.

Although the focused skill in competency 3 is reading, skill integration is always encouraged and emphasized. Teachers have autonomy to decide on skill integration depending on the lesson, time and the level of students.

Tips for the Teacher

- Treat reading aloud as an effective reading strategy building up connections between the spoken and written word. As children acquire language primarily through listening, loud reading forms an effective way of language acquisition. It develops vocabulary while providing enjoyment to the learners. Teachers can provide a model for students in pronunciation through loud reading. It is also an effective way of increasing the attention span of the learners, and therefore, it is essential for the teachers to carefully select texts meant for loud reading as all texts are not effective loud reading material. At this level reciting rhymes & poems and storytelling can be used as effective loud reading situations. It is important to remember that meaningful loud reading creates fun while meaningless loud reading will lead to monotony and boredom.

Read aloud activities

1. An interactive read aloud activity is when a teacher orally reads a purposefully-selected book to the class, while asking corresponding, thought-provoking discussion questions throughout the reading of the book. Interactive read aloud activities provide students with an engaging reading experience that enables them to make meaning, to develop high-level thinking, and to listen to others while discussing a book.

Interactive read aloud is NOT when a teacher has five minutes to fill time and finds a book quickly to read to the class.

2. Let the student volunteers read aloud with active participation with some students volunteering to read out the characters in a story. For this strategy, first the teacher will need multiple copies of the same read-aloud book or choose a conversation in the textbook. Choose one student for each main character and tell them which pages you plan to read. Give them a few minutes to review their parts, and then read the selection aloud to the class. You will read all the narrative parts of the story but the dialogues will be read out by the different students who will take the role of the characters in the story.

- Make vocabulary learning fun with simple authentic texts with high frequency words. Preview the texts to identify the vocabulary items that should be intentionally taught and find interesting ways to introduce them to the learners.

Vocabulary learning activities

1. Word walls

Create a word wall in the classroom and display high frequency words for the students to read. Make use of the word wall for a loud reading session. Point to the words and read the words and have the students repeat the words. Ask for volunteers to lead the activity. Make it a point to replace the already learnt words with new ones once a week.

2. Encourage the students to maintain a personal picture dictionary. Give guidance to the students to do it themselves and motivate them by praising their work.

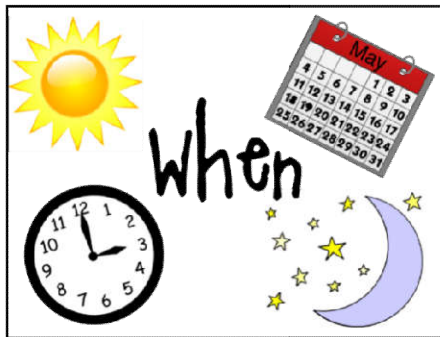
3. Another activity to teach vocabulary is “*find the word*” race. With the text in front of the learners, write down a word on the board that only comes once in the text. When students find the word, they should stand up. Wait until all students stand up to have the first student point out the sentence where the word is. A more challenging alternative is to only say the word aloud without writing it down. This is a good way to pre-teach vocabulary by drawing students’ attention to these words and discussing the meaning of these words. This activity also works as a way to preview the text as it can lead to a discussion of what the students believe the text will be about based on the words you select from the text.



- Use simple interesting reading texts with pictures to teach the learners how to extract specific information from a text. Show the learner that reading for specific information involves understanding the type of information you are looking for and locating it. The main reading skill employed in finding specific information is scanning. This involves moving very quickly over the text, ignoring unknown vocabulary and focusing solely on key words, phrases and ideas, and therefore, provide opportunities for the learner to practice the scanning skill with the help of suitable texts.

Activities for scanning

1. As a basic activity, it is better to teach students 'wh' question words in an interesting way so that they know what they are looking for as specific information.



2. Select a suitable text for scanning. Ask the students to work individually and give them a worksheet with questions for scanning such as finding names, places and numbers etc. Ask them to read the text as quickly as possible and find the answers. When they have found the information they must put their hands up. Then, discuss the answers.

Activities for reading for pleasure

1. To encourage reading for pleasure, maintain a mini class library with age appropriate, interesting and simple story books.
2. Conduct story reading sessions and get the students to draw pictures of interesting situations and their favourite characters to check comprehension.

Assessment and Evaluation

Assessment should be of a diagnostic nature to help teachers identify the strengths and weaknesses of students' reading and to provide additional support for their further development, and therefore, it would be helpful for teachers to prepare their own checklist relevant to the situation to assess the students.

Questions to consider when assessing loud reading at this level include:

- Could the audience hear the reader?
- Could the audience understand the reader?
- Was the part read with expression?
- Was the part read with fluency?

A checklist prepared with the above questions will help teachers in diagnostic purposes of specific areas which need more support.

In assessment and evaluation of loud reading, teachers should listen to students reading individually. For assessing reading comprehension, teachers need to use effective reading techniques to assess the performance of students. This includes answering “WH” questions, read and match, multiple choice questions, word completion, read and sequencing, and read and follow a set of instructions. The forms of assessment must be as varied according to the lessons as well as to the relevance of the lessons, while addressing the different learning styles. A checklist would be helpful for the teacher to keep records of the students’ progress.

Suggestions for further reading:

Essential Reading Strategies your ESL Students Must Know (and YOU Must Teach)

<https://busyteacher.org/15985-7-must-know-reading-strategies-esl-students.html>

6 Super Strategies for Developing ESL Reading Comprehension for Beginners

<https://www.fluentu.com/blog/educator-english/esl-reading-comprehension-for-beginners/>

5 Creative ESL Reading Comprehension Activities your Students will Love

<https://www.fluentu.com/blog/educator-english/esl-reading-comprehension-activities/>

Echevarria, J., Vogt, M. E., & Short, D. J. (2000). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights, MA: Allyn & Bacon.

Reading Comprehension Skills for English Language

Learners <http://www.colorincolorado.org/article/reading-comprehension-skills-english-language-learners>

Peregoy, S. & Boyle, O. (2012). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers* (6th ed.). Boston: Pearson Education, Inc.

Freeman, D.E. & Freeman, Y.S., (2014). *Essential Linguistics: what teachers need to know to teach ESL reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Competency 4

Writes words, phrases and short simple sentences on topics using familiar vocabulary.

Competency 4.1

Copies words, phrases and sentences with correct mechanics

Learning outcomes

- Students will be able to copy sentences with correct spelling, space between words and punctuation.

Competency 4.2

Uses period and question mark appropriately.

Learning outcome

- Students will be able to use period and question mark accurately.

Competency 4.3

Uses capital and simple letters appropriately.

Learning outcome

- Students will be able to use capital letters and simple letters appropriately.

Competency 4.4

Writes simple sentences related to familiar topics accurately.

Learning outcomes

- Students will be able to write simple sentences on a given topic accurately.
- Students will be able to write simple paragraphs on a given topic accurately.
- Students will be able to write notes appropriately.

Competency 4.5

Describes pictures using simple sentence structures.

Learning outcomes

- Students will be able to use the structure “there is /there are” to describe pictures.
- Students will be able to use prepositions of place.
- Students will be able to use subject pronouns, object pronouns, possessive adjectives and possessive pronouns accurately.

Number of periods: 40

Instructions for lesson planning

Students begin to learn the systematic operation of the language when they are in their primary grades. They are expected to grasp vocabulary, grammar, and spelling while simultaneously expressing and conveying ideas in a concise and organized way. Students who learn to write a complete sentence at a young age are more likely to apply that knowledge and develop that skill into writing complete paragraphs as they progress in their learning. Mastering writing at an early age is associated with higher outcomes on standardized testing and overall performance in school.

The range of competency levels related to writing in primary grades aims at enabling students to construct a limited number of sentences on a given topic paying attention to correct punctuation, grammatical accuracy and the organization of the text. When planning the writing lessons for grade five students, it is better to read the syllabus carefully in order to have an in-depth awareness of the level and content predetermined for grade five students. The competency related to writing, competency levels, learning outcomes and the related content area described in the syllabus will guide the teacher to identify what is expected from the students at the end of grade 5 in relation to writing skill. This is done to refrain teachers from overloading the teaching materials with advanced sentence structures and linguistic items which will adversely affect on natural cognitive development of students at this age.

Apart from writing letters and words in isolation, students at this level of primary education are expected to learn how to plan their writing by picking ideas, organizing them into a logical sequence, and then to write them down with detail and elaboration using appropriate adjectives and adverbs. As students grow older, the outlining of events, the quality of detail, and eventually

the strategies that they use to improve a sentence should also develop, so that by the time they enter junior secondary level they will be able to convey their ideas competently and accurately in written form.

English Language syllabus of Grade 5 consists of 5 main competency levels related to writing. Competency level 4.1 given in the syllabus is related to copying words, phrases and sentences with correct mechanics. Competency level 4.2 covers the use of the full stop and question mark. Competency level 4.3 in grade 5 focuses on the appropriate usage of capital and simple letters (Uppercase and lowercase) while competency level 4.4 focuses on writing simple sentences related to familiar topics accurately. The teachers are expected to notice and bring to the attention of the students of the addition of SVA sentence structure to the list of sentence structures given in grade four under this competency level i.e. SV, SVO and SVC. Competency level 4.5, which has been introduced as a new competency level in grade 5, targets at developing the ability of the students to describe a picture using simple sentence structures. Deriving specific objectives related to the lessons within these competency levels is to be done by the teachers. When planning lessons teachers are encouraged to make use of the content given in the syllabus, the textbook and the workbook to suit the ability level of the students.

In addition, teachers are expected to identify the achievement levels of the students with regard to the expected learning outcomes of grade 3 and 4 and facilitate remedial teaching before commencing the work in grade 5. This is considered essential since mastery of all competency levels are equally important in achieving the overall learning outcome of the competency related to writing.

The focus of the competency level 4.1 in grade 5 should be on sentence level rather than on isolated words or phrases. This competency level targets at enabling students to write sentences correctly with an understanding of correct formation of letters, space between words and punctuation. Teachers are expected to pay special attention to help all the students to reach this basic level of writing before they enter the junior secondary level.

Competency level 4.2 has been introduced in grade 4 and the use of period and question mark is to be reinforced and consolidated in grade 5 as well. The following posters would provide with the necessary sections to be covered with regard to use of period and question mark when planning lessons for Grade 5 students.

How to use the period

- A period is used at the end of a sentence.
- It is placed beside the final word of a statement on the left side of it.
- A new sentence will always begin with a capital letter in the first word.

Where do I use the question mark

- Question marks are at the end of interrogative sentences.
- We place them at the end of a sentence when asking questions.
- You tend to see words such as who, what, when, where and why at the beginning of these sentences.

Competency level 4.3 deals with a formal introduction to capitalization. It is suggested that each occasion where capital letters are required should be taught clearly at a slow pace in order to assist all the learners to grasp the fundamentals.

Competency level 4.4 focuses on practising the simple sentence structures SV, SVO, SVC and SVA. Teachers should give sufficient training for the students to construct sentences of these structures. The sentence patterns SV, SVO and SVC which have been introduced in the previous grade are repeated in grade 5 with the expectation of consolidating what was learnt in grade 4. SVA is the only structure that is introduced in grade 5. All these sentence patterns should be taught when teaching sentence construction on different topics, describing pictures, completing sentences or gap filling. The length of a sentence is suggested as maximum of eight words in a sentence. Controlled and guided writing, parallel writing and partial and full production based on picture clues are some writing techniques that can be incorporated to facilitate teaching

writing to grade 5 learners. Teachers are expected to empower students with required abilities in order to create competent, independent writers.

Picture description is the focus of competency level 4.5. In grade 5, students start describing a picture at a basic level, using ‘There is’, ‘There are’ patterns, present continuous, adjectives of number, colour, size, quality, possessive adjectives, pronouns, and prepositions of place. This will be developed further in future grades.

Free writing is encouraged on familiar topics. The skill of constructing a paragraph on a given topic related to their immediate environment needs to be taught and practiced. The sentence patterns introduced in the grade 5 syllabus can be made use for this purpose so that writing becomes a comfortable and stress-free activity for the students.

Learners in grade 5 should be exposed to the present, past and present continuous tenses in varying contexts to practice writing. Identifying and use of be verbs, use of simple present to talk about habitual actions and using past tense to talk about past events or happenings within the reach of learners’ physical environment expanding on the cognitive environment should be focused.

Teachers should not only focus on grammatical structures introduced above, and the other aspects of writing such as mechanics of writing and mechanism used to combine ideas given in a simple text. Though certain tenses are specified, other aspects of grammar such as the use of definite and indefinite articles also should be focused when the learners are engaged in different writing activities. In short it is imperative all aspects of basic writing necessary for any student as the beginner level, is emphasized. Although these grammatical structures and other aspects of grammar are focused, they should not be taught specifically in lessons.

Skill integration is a good practice to promote language acquisition. However, it is not necessary to integrate all four skills all the time. Teachers should identify the suitable skills that can be incorporated considering the main focused skill and the objective of the lesson. For example, in a lesson where learners have to learn sentences using a basic language structure, the basic skill would be writing but speaking and reading can also be incorporated in different stages of a lesson.

Tips for the Teacher

- As teachers of English, it is of great importance to have a complete awareness of the challenges faced by students in mastering the skill of writing and these are some of the most common hurdles:
 - Grammar
 - Spelling and punctuation
 - Lack of vocabulary

Teachers should carefully tackle these areas at primary stages in order to lay a solid foundation for the development of written communication of the students.

- As learners in grade five like to learn through interesting play way methods and activity-based approaches, they can be incorporated to teach listening, speaking and writing
- Competency level 4.1 and 4.2 can be taught and practised simultaneously since they both relate to copying words, phrases and sentences.
- To minimize the difficulties faced by the students in attempting writing tasks, it is better to give pair and group work. During group work, the teacher can form groups consisting of students of different ability levels and assign writing tasks. Students share their experience and knowledge with others. Students work freely with the support of their peers and teacher by using the available resources in the classroom. This will be an effective strategy in building the confidence of the students towards written communication. Collaborative learning is promoted at the beginner level of writing.(refer to grade 4 Teacher’s Guide for more details on identifying and handling different types of learners).
- Teacher should provide the students with a firm grammar foundation and pay careful attention in the use of capital (Uppercase) letters. For example, the beginning of the sentences, the first letter of a Proper Noun and the word “I”. Furthermore, displaying posters in the classroom will facilitate the internalizing process. Following are two examples of posters that can be displayed in primary classroom.



Image source : <https://www.teacherspayteachers.com>

- When writing sentences on familiar topics, the teacher should consider the sentence patterns. Sentences can be formed from the easiest, SV pattern to SVA pattern. Teacher can bring some written sentences published in newspapers, magazines and books. There can be integrated activities, for example the teacher can ask them to read the sentences and write similar ones by using the same sentence patterns.
- The formation of sentences can be taught through describing pictures, completing sentences or even gap filling. When describing pictures, the teacher should focus on “There is/are” pattern or present continuous, correct usage of adjectives and prepositions.
- Any free writing should be about their immediate environment, very short and with plenty of guidance as to what is expected.
- During the production stage, students can display their group writing tasks. Then, the teacher can provide an opportunity for the students to identify the mistakes and correct the mistakes themselves.
- Activities of different difficulty levels should be included in the lesson plan by the teacher in order to cater to different ability levels of the students. This will enhance the

writing ability of the students and at the same time will act as a technique of classroom management.

- The checklist given below can be used both by the teacher and the student. The checklist can assist the teacher to understand where learners need more practice. According to the checklist, the teacher can prepare lessons and also can change the methodology. Since the mastery of all competency levels are equally important, the teacher should plan remedial measures to make all the students reach the expected level of competence.

	Writing Checklist	Tick/Cross
1	Writes in legible handwriting.	
2	Writes sentences with proper spacing between words.	
3	Spells the words correctly.	
4	Uses period and question mark correctly.	
5	Uses capitalization appropriately.	
6	Writes simple sentences using SV, SVO, SVC and SVA sentence structures.	
7	Writes simple paragraphs on a given topic.	
8	Writes notes using different sentence patterns	
9	Constructs sentences using the structures ‘There is’ and ‘There are’ correctly in describing pictures.	
10	Uses Prepositions accurately.	
11	Uses Subject and object pronouns appropriately.	
12	Uses Possessive adjective and pronouns appropriately.	

- Since practice is the only pathway to become an expert writer, students at this level should be encouraged to practice writing with the help of age and grade appropriate, interesting writing activities.

Instructions for Assessment and Evaluation

When assessing the writing skill of the learners in grade 5, the teacher should focus on all competency levels related to writing, taught and practiced in grades 3,4 and 5. Since this is considered the final year of the students in primary level, the teacher should be able to send them to the next level with the expected language abilities and competencies to meet the language standard for the grade.

Teachers should consider the following guidelines before conducting assessments.

- Assessments can be diagnostic. Before the teacher starts teaching, some activities can be carried out to see what students remember from the previous year/term.
- When assessments are done, teachers' and students' checklists should be considered. Before assessing, students should be provided with sufficient opportunities and time to master the particular skill.
- During the assessment time there should be little or no guidance. Teacher should give enough opportunities for learners do the work independently. Only then the level of understanding can really be measured by the teacher.
- Classroom assessments should be carried out in informal ways. Learners may not be motivated by formal assessments due to the feeling of stress and worry about their marks. A clear deviation from the traditional assessment procedures needs to be brought into light.

Suggestions for further reading:

Teaching English in the Primary Classroom by Susan Halliwell

Developing English with young learners by Opal Dunn

Techniques in Teaching Writing Anne Raimes

Grade 5 competency levels

- 1.1 Identifies sounds in familiar words.
- 1.2 Recognises and understands words, phrases and sentences related to familiar topics
- 1.3 Responds to simple questions related to familiar topics.
- 1.4 Understands and follows simple instructions and directions.
- 1.5 Recognises cardinals from 0-100 and above correctly.
- 1.6 Recognises ordinals correctly.
- 1.7 Extracts specific information from simple authentic listening texts accurately.
- 2.1 Pronounces words, phrases and sentences properly.
- 2.2 Uses pronouns appropriately.
- 2.3 Introduces self and others confidently.
- 2.4 Describes people, places and animals in the immediate environment.
- 2.5 Asks for and gives information in communicative situations.
- 2.6 Counts up to 100 confidently.
- 2.7 Uses ordinals correctly.
- 2.8 Speaks on familiar topics.
- 2.9 Initiates and maintains a dialogue appropriately.
- 3.1 Reads aloud words, phrases and sentences in a short text related to familiar topics meaningfully.
- 3.2 Understands the most frequent vocabulary in simple authentic texts.
- 3.3 Extracts specific information from simple texts with picture clues.

3.4 Reads for pleasure.

4.1 Copies words, phrases and sentences with correct mechanics.

4.2 Uses the period and question mark appropriately.

4.3 Uses capital and simple letters appropriately.

4.4 Writes simple sentences related to familiar topics accurately.

4.5 Describes pictures using simple sentence structures appropriately.

Checklist of essential competency levels

Listening

1	Can identify the difference between short and long vowel sounds correctly.	
2	Can identify the individual sounds produced by combination of two letters at the initial position correctly.	
3	Can identify words related to familiar topics and situations.	
4	Can identify phrases related to familiar topics and situations.	
5	Can identify sentences related to familiar topics and situations.	
6	Can respond to questions related to familiar topics verbally or non-verbally.	
7	Can respond to expressions and feelings appropriately related to familiar topics verbally or non-verbally.	
8	Can respond to a polite offer or request verbally or non-verbally.	
9	Can respond to questions related to likes and dislikes verbally or non-verbally.	
10	Can follow simple instructions.	
11	Can follow simple directions.	
12	Can identify cardinal numbers from 0-100.	
13	Can identify ordinal numbers from 1 st -31 st	
14	Can identify the important facts in simple authentic texts.	
15	Can comprehend and respond non-verbally to the most frequently used vocabulary.	

Speaking

01	Pronounces words, phrases and sentences on very familiar topics.	
02	Uses correct personal pronouns in simple sentences/utterances.	
03	Uses correct possessive pronouns in simple sentences/utterances.	
04	Uses adjectives to describe self and others using simple sentences.	
05	Uses adverbs in descriptions.	
06	Describes what they have.	
07	Describes daily routines.	
08	Introduces activities of self and others using simple sentences.	
09	Uses articles in simple sentences.	
10	Uses contracted forms in sentences.	
11	Describes animals, body parts and animal actions.	
12	Describes places in the town/village.	
13	Uses prepositions in sentences.	
14	Uses “There is/are” in sentences.	
15	Asks questions using “Wh’ questions.	
16	Counts up to 100.	
17	Uses ordinals from 1 st – 31 st in different familiar contexts.	
18	Speaks on familiar topics using 3-5 connected sentences.	
19	Initiates, maintains and ends dialogues in communicative situations.	

Reading

1	Pronounces the words correctly.	
2	Reads aloud phrases and sentences correctly and fluently.	
3	Spells frequent vocabulary accurately.	
4	Understands the meanings of most frequent vocabulary in a text.	
5	Uses visual clues to understand texts.	
6	Reads and extracts specific information from a text correctly.	
7	Answers ‘wh’ questions set on a reading text correctly.	

Writing

	Writing Checklist	Tick/Cross
1	Writes with legible handwriting.	
2	Writes sentences with proper spacing between words.	
3	Spells the words correctly.	
4	Uses period and question mark correctly.	
5	Uses Capitalisation appropriately.	
6	Writes simple sentences using SV, SVO ,SVC and SVA sentence structures.	
7	Writes simple paragraphs on a given topic.	
8	Writes notes using different sentence patterns	
9	Constructs sentences using the structures ‘There is’ and ‘There are’ correctly in describing pictures.	
10	Uses Prepositions accurately.	
11	Uses Subject and object pronouns appropriately.	
12	Uses Possessive adjective and pronoun appropriately.	