

Summary of students' performance by the end of Grade 5

Word knowledge

Students recognise, understand and use a range of approximately 1100 high-frequency words for listening, speaking, reading and writing, including past tense forms of 60 most common irregular verbs. They spell regular endings *-s*, *-ed*, *-ing* for verbs, nouns and adjectives.

Listening and speaking

Students understand and respond to monologues and dialogues in familiar language and contexts containing 1–2 main ideas and up to four pieces of factual detail in descriptions, recounts, stories and plans set in the past, present or future. They understand and interpret oral texts involving personal information, comparisons, numbers, time, quantities, appearance and locations. They follow conversations involving a range of functions and expressions of politeness – requests, invitations, obligation, likes and dislikes.

Students communicate in connected speech of at least four statements joined with familiar sequencing words, questions with long and short answers, and dialogues of 1–4 exchanges, accurately and with increasing fluency. They use meta-language to talk about learning English. They talk about experiences, events, descriptions, interrupted actions in the past, personal states, routines, facts and feelings. They express general truths in the present, the immediate and longer term. They describe plans and possible events with degrees of certainty in the future. They describe things with definite, indefinite and zero articles. They make and respond to polite offers, suggestions and invitations, and use and respond to expressions for giving advice, obligating, prohibiting and warning.

Reading and writing

Students read independently and intensively, texts of approximately 300 words, and extensively from graded readers in the 750 key word range, from the text range identified for Grade 5. They read texts non-sequentially to locate information by referring to contents lists, chapters, paragraphs and headings. They read stories and factual recounts by predicting gist, describing main characters, understanding main ideas, details and dialogue. They form and express views and opinions about these texts. They read simple non-chronological texts to locate specific information and recognise text type, organisation and purpose. They read and understand short texts setting out plans and predicting the future.

Students independently write short connected texts of four or more sentences, using reading texts as models and applying spelling and punctuation strategies to produce recounts of personal experiences and familiar events, sometimes embedded in short informal letters, and simple non-chronological information texts, illustrated where appropriate. They use sentence punctuation including question and exclamation marks, and continue to improve handwriting and keyboard skills for transcription and presentation.

Content and assessment weightings for Grade 5

The emphasis that is given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

Listening and responding	Speaking to communicate and interact	Reading strategies and responding	Writing strategies and composing
25%	30%	25%	20%

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.

Word knowledge

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Students should:

1 Use a range of vocabulary

1.1 Use and consolidate the 800 active vocabulary words from earlier grades.

1.2 Recognise, understand and use a range of approximately 300 additional high-frequency words for listening, speaking, reading and writing, using the recommended list, supplemented with additional topic words.

Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from earlier grades. This can be done by expanding previous topics with new words from Grade 5, and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 5.

Extend topics and themes from earlier grades with new words.

- *containers: pile of, packet of, ...*
- *animals: insect, elephant, ...*
- *people: neighbour, crowd, ...*
- *communication: comic, cartoon, ...*
- *clothes: blouse, jacket, ...*
- *buildings: entrance, exit, shower, furniture, ...*
- *parts of the body: brain, bone, lip, thumb, ...*
- *materials: silk, silver, ...*
- *sports: race, team, ...*
- *health: stomach-ache, toothache, ...*
- *school: check, compare, idea, information, ...*
- *measures: height, width, amount, size, ...*

Introduce new topics.

- *directions: north, south, ...*
- *farming: soil, crop, dig, ...*
- *animal parts: tail, paw, ...*
- *subjects: art, science, ...*
- *entertainment: play, programme, invite ..., ...*

1.3 Consolidate past-tense forms of 60 most common irregular verbs in the recommended word lists for Grades K–5.

Key standards

Key performance standards are shown in shaded rectangles, e.g. **1.2**.

Examples

The examples given in *italics* are intended to clarify the standards, not to represent the full range of possible activities.

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words e.g. verb inflections, conjunctions, pronouns. These are included in the *Listening and Speaking* standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.

- 1.4 Understand, use and begin to collect adjectives based on past participles (for receiving the feeling) and present participles (for giving the feeling).
- *bored, boring*
 - *interested, interesting*
 - *tired, tiring*
- 1.5 Understand the purpose and organisation of an elementary learners' English–English dictionary and begin to use it by locating words by first letter.

2 Develop spelling knowledge

- 2.1 Consolidate spelling patterns for regular verb endings *-s (-es, -ies)*, *-ed* and *-ing*, and extend rules to plural nouns (*-s, -es, -ies*), gerunds (*-ing*) and adjectives (*-ed, -ing*).
- 2.2 Spell past-tense forms of 60 most common irregular verbs in the recommended word lists for Grades K–5.
- 2.3 Spell regular adverbs of manner by adding the suffix *-ly* to adjectives.
- *slow–slowly*
 - *careful–carefully*.
- 2.4 Distinguish between *its* (possessive, no apostrophe) and *it's* (contracted *it is*) and use these accurately in own writing.

Spelling skills should also be linked, where applicable, to pronunciation. See standards 4.1–4.4 for this grade.

Listening and speaking

By the end of Grade 5, students understand and respond to monologues and dialogues in familiar language and contexts containing 1–2 main ideas and up to four pieces of factual detail in descriptions, recounts, stories and plans set in the past, present or future. They understand and interpret oral texts involving personal information, comparisons, numbers, time, quantities, appearance and locations. They follow conversations involving a range of functions and expressions of politeness – requests, invitations, obligation, likes and dislikes.

Students communicate in connected speech of at least four statements joined with familiar sequencing words, questions with long and short answers, and dialogues of 1–4 exchanges, accurately and with increasing fluency. They use meta-language to talk about learning English. They talk about experiences, events, descriptions, interrupted actions in the past, personal states, routines, facts and feelings. They express general truths in the present, the immediate and longer term. They describe plans and possible events with degrees of certainty in the future. They describe things with definite, indefinite and zero articles. They make and respond to polite offers, suggestions and invitations, and use and respond to expressions for giving advice, obligating, prohibiting and warning.

Text range:

For listening and responding

- Monologues and dialogues of six or more exchanges, containing 1–2 main ideas and up to four pieces of factual detail, in unseen but clear, predictable contexts and situations that are within students' experience, using

- familiar topics and familiar key vocabulary
- some unknown vocabulary and language structures for students to discount, ignore or negotiate
- clear cohesion, and connectives where necessary – sequence markers, link words and time phrases
- built-in repetitions and redundancy in the text simulating hesitation and repetitions of natural speech, which give listeners clues and time to understand the main ideas and some factual detail at first or second listening
- the live voice of the teacher or a recording, at slower than natural speed, but without distortion, with pauses, clear stress and intonation

In audio only recordings a balance of:

- male and female voices;
- children’s and adults’ voices;
- clear turn-taking in dialogues.

For speaking strategies, communication and social interact

- At least four statements joined with familiar sequencing words, questions with long and short answers, and dialogues of 1–4 exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - have students use a range of words from the recommended vocabulary lists for Grades K–5
 - begin to focus on fluency as well as accuracy

Students should:

3 Listen and respond

3.1 Understand and respond to multi-step instructions.

3.2 Understand and respond to the main ideas and some factual detail in monologues (stories, information accounts, personal recounts, descriptions) and dialogues (conversations about actions, events, plans, predictions) in the past, present and future, which use a range of vocabulary, tenses and structures consolidated from previous grades and extended to Grade 5.

Students listen to an account of what survivors of the Titanic were doing when the ship hit the iceberg and show comprehension by saying whether statements summarising the information are true or false.

3.3 From previous grades, consolidate and extend ability to understand and respond to a range of functions in conversations where two speakers are:

- making requests or asking for permission to do something with *please + imperative*;
Can I ...? Could I ...? May I ...? I'd like ...
- making offers with *Would you like ...? Do you want ...? Shall I ...?*;
- inviting or making suggestions with *Let's ..., Why don't we ...? How about -ing ...? Would you like to ...?*;
- discussing possibilities or probabilities with *can, could, may, might* and *perhaps/maybe/probably/definitely will, won't*;

- giving advice with *should, shouldn't*;
- obligating, prohibiting or warning with *do/don't, have to, must, mustn't, can't*;
- expressing likes and dislikes about things and actions with *love, like, dislike, don't like, enjoy, hate, can't stand*.

3.4 Consolidate from Grade 3 and extend the use of a range of intensifiers *so, such a ..., too, not enough*; understand and respond to them in situations where they are used to make complaints.

Students listen to someone complaining about their stay in a hotel and show comprehension by matching their predictions with what actually was wrong (too expensive, not enough food).

3.5 Notice and interpret different levels of formality and urgency in offers and requests, announcements and instructions, advice and warnings.

Students listen to a range of requests and interpret the relationship between the speakers by the language that they use: 'Give me that' for younger siblings; 'Could you please spell your name?' for a stranger on the phone.

3.6 Understand and respond to factual details in dialogues and descriptions about personal information, numbers, money, times, dates, quantities, measurements, appearance and quality, places, positions, directions and comparisons which use a range of vocabulary and structures consolidated from previous grades and extended to Grade 5.

Students listen to a series of short conversations between shop assistants and their customers. Students show comprehension by selecting the item bought in each case from a three-picture multiple choice.

3.7 Follow and respond to short telephone messages, respond to caller's questions and needs; record details.

Students listen to a simulated phone call and fill in a telephone message form, recording time, person, spellings, call back number, and action to be taken, in simple note form.

4 Develop speaking strategies

4.1 Stress two-syllable words:

- on the first syllable (the majority);
money, problem, student, mother, music, garden, island, colour, borrow, finish, open
- on the second syllable.
police, address, cartoon, degree, report, compare, escape, behave, surprise, arrive, allow

Stress the underlined syllables.

4.2 Practise and consolidate the ability to differentiate between and pronounce clearly, as three separate sounds, the phonemes /e/ /æ/ /ʌ/.

bet, bat, but

4.3 Use strategies for communication accuracy and fluency, maintenance and repair through:

- rehearsing and organising utterances before speaking;
- listening carefully, responding, contributing, agreeing – verbally and non-verbally;
- seeking clarification in English and Arabic, asking for repetition, using peers and the teacher as a resource;

- taking turns in group work and pair work to speak independently of the teacher;
- expanding information, personalising topics, saying real things;
- talking in longer turns, keeping going.

4.4 Use meta-language to talk about learning English:

- understand and use key concepts of language;
noun, verb, adjective, adverb, syllable, article, past, present, future, positive, negative
- ask for vocabulary meanings and spellings.
What does [English word] mean?
How do you say [Arabic word] in English?
How do you spell [English word]?
How do you say it?

5 Speak to communicate and interact

5.1 Accurately and with increasing fluency, consolidate from Grades 3–4 the ability to use the simple past tense with a range of regular and irregular verbs, past modals *had to, could, used to, would, needed to, wanted to*, and basic conjunctions, sequence and time markers as appropriate:

- to recount stories, factual experiences or events in the past in a sequential narrative of three or more connected statements;
- to interact in dialogues and exchanges about the past using appropriate question forms.

Did you have a nice time? (and response)
Was anyone else there? (and response)
What did Safa do? (and response)
What happened then? (and response)
Who came with you? (and response)
Who wanted to know? (and response)
How long ago did they live there? (and response)
What did they have to wear? (and response)
Why couldn't Mishaal come? (and response)
Where did you use to go to school? (and response)

5.2 Extend ability to talk about the past using the past continuous tense in positive and negative statements, and in *yes/no* and *wh*-type questions with long and short answers:

- for descriptions in the past;
It was raining. I wasn't wearing a coat.
- for actions happening at the time of speaking;
What were you doing at 8 o'clock? Watching TV.
Was anyone sitting in the kitchen? No, they weren't.
- with *when, while* and the simple past for interrupted actions in the past.
I was having a shower when the telephone rang.
While we were talking, someone stole my purse.

Grammar should be taught in context. Most of the structures and functions for each grade are embedded in the speaking standards, and reflected in the listening, reading and writing standards.

The grammar for each grade is summarised in section 5 of this document.

5.3 Consolidate from Grades 3–4 the ability to use connectives:

- in past narratives;
and, but, so, because, first, then, next, after that, finally
- extend to more dramatic connectives.
suddenly, just then, what happened next was

5.4 Consolidate from Grades 1–4 the ability to use the simple present tense fluently to talk about personal states and routines; extend ability to talk about:

- facts and permanent truths;
Water boils at one hundred degrees Celsius.
The sun rises at six forty-five every morning.
- sensory descriptions using verbs *seem, feel, look, smell, taste, sound* with adjectives.
It smells good.
Layla looks bored.

5.5 Consolidate from previous grades the ability to use a range of time phrases with present, past and future, including:

- prepositions of time *in, on, at* for years, seasons, months, days, dates, and clock time;
in 1998, in the fall, in February, on Friday, at six o'clock
- *today, tonight* and expressions with *yesterday, tomorrow, and this ...*;
yesterday lunchtime, tomorrow night, this afternoon
- *How often ...* questions, and responses with frequency phrases for the simple present tense;
How often do you play tennis? Every day. / On Sundays. / Most afternoons. / Twice a year.
- adverbs of frequency with attention to word order for *be* and other verbs with the simple present tense;
They're always late.
They always go home early.
- *right now, now, at the moment* and *still*, with the present continuous;
The baby's still sleeping.
- *last ...*, *How long ago ...? ... ago*, for past tenses;
last night / week / month / Wednesday / February / summer / year
How long ago did it happen? Two years ago.
- *next ...*, *in ... (time)*, *... from now* for future tenses.
next week / month / Tuesday / November / spring / year
in a few minutes, in two days time
two days from now

5.6 Consolidate the ability to use the command form from Grades 1–4 and extend to commands using verbs which take direct and indirect objects like *give, tell, send, bring, take, sing, draw*.

Give me the maps. Give them to me.
Take Idris some oranges. Take some for him.

- 5.7** Talk about possible events in the future with *may, might, may not, might not*, and extend to *could* and adverbs of possibility *perhaps, maybe* and *definitely* with *will* to talk about a range of certainty in the future from *definitely will* to *definitely won't*.

It could be fun.

Maybe the train will be late.

Perhaps we'll go tomorrow.

It definitely won't rain.

- 5.8** Consolidate from Grades 3–4 the ability to use adjectives with comparatives and superlatives to compare things, and adverbs of manner to modify actions; extend to using comparisons of adverbs to compare actions:

- *more ...* with most adverbs of two or more syllables;

Say it more politely.

- *-er* with one-syllable adverbs and *early*;

Reema runs faster than the rest.

We'll come earlier tomorrow.

- *well, badly, far, a little, a lot ...* with irregular adverbs.

You have to do better next time.

Hessa travels further than me every day.

- 5.9** Consolidate from previous grades the common uses of definite and indefinite articles:

- indefinite article *a/an*

- singular countable nouns,

He took a photo.

- professions,

She's a designer.

- numbers and quantities,

a kilogram, a dozen, a little

- ratios;

twice a week, three riyals a metre

- definite article *the*

- nouns of which there is only one,

the world, the weather

- nouns which are mentioned a second time,

His car hit a tree – the tree was all right.

- with superlatives,

the best

- with dates;

Today's the twenty-second.

- zero article

- uncountable nouns,

She has black hair.

- plural nouns,

He bought carrots and potatoes.

This standard is introduced in Grade 4, and consolidated and extended in Grade 5. Link work on this standard, as appropriate, to reading standard 7.6 for this grade.

- meals,
Let's have breakfast.
- common places *school, home, hospital, prison, work, bed,*
Go to bed now!
- school subjects *history, maths, science,*
We do art in the afternoon.
- extend use of the zero article for generalisations, likes and dislikes.
Farmers have to work hard.
I like green cars.
I can't stand spiders.

5.10 Consolidate from Grades 1–4 the ability to talk about likes and dislikes.

What's your favourite animal? Do you like horses?

Noof doesn't like swimming / to swim in the sea.

I hate loud music.

Extend to verbs and expressions which take the gerund such as *enjoy, hate, can't stand* and verbs like *love* which take the infinitive or the gerund.

What do you enjoy doing most? Reading comics.

I love to watch TV but I hate going to the cinema.

Distinguish other functions of *like*:

- *What's ... like?* for asking for descriptions;
What's he like? He's got fair hair and he's younger than me.
What's the weather like today? It's sunny and hot.
What was it like? Great!
- *I'd like* for offers and requests.
What would you like? I'd like some cake please.

5.11 Consolidate from previous grades and extend the ability to make requests, ask for permission to do something with *please + imperative, Can I ...? Could I ...? May I ...?* and *I'd like ...*

5.12 Consolidate from previous grades the ability to make offers with *Would you like ...? Do you want ...?* and extend to offers of assistance with *Shall I ...?*
Shall I open the window? Yes, please. / No, it's OK, thanks.

5.13 Consolidate from Grades 1–4 the ability to make and respond to suggestions and invitations with *Let's ..., Do you want to ...?* and extend to *Why don't we ...? How about +ing?* and *Would you like to ...?*

<i>Why don't we have a party?</i>	<i>That sounds great. / Good idea. / Why not?</i> <i>Sorry, I can't. / Maybe another time.</i>
<i>How about seeing a show?</i>	
<i>Would you like to go to the football match?</i>	

5.14 Consolidate from Grades 1–4 the ability to use and respond to a range of functions for giving advice, obligating, prohibiting or warning with *should/shouldn't, do/don't, have to, must* and *mustn't*, and extend to using *can't* for prohibition.

You can't cross the road here.

- 5.15 Consolidate from Grade 3 and extend the ability to use intensifiers, *so*, *such a ...*, *too*, *not enough* to make complaints, paying attention to word order with nouns and adjectives.

Students recount their stay in a terrible hotel: It was such a mess! It was so dirty. There wasn't enough food. The rooms weren't big enough. There were too many guests. It was too expensive.

Reading and writing

By the end of Grade 5, students read independently and intensively, texts of approximately 300 words, and extensively from graded readers in the 750 key word range, from the text range identified for Grade 5. They read texts non-sequentially to locate information by referring to contents lists, chapters, paragraphs and headings. They read stories and factual recounts by predicting gist, describing main characters, understanding main ideas, details and dialogue. They form and express views and opinions about these texts. They read simple non-chronological texts to locate specific information and recognise text type, organisation and purpose. They read and understand short texts setting out plans and predicting the future.

Students independently write short connected texts of four or more sentences, using reading texts as models and applying spelling and punctuation strategies to produce recounts of personal experiences and familiar events, sometimes embedded in short informal letters, and simple non-chronological information texts, illustrated where appropriate. They use sentence punctuation including question and exclamation marks, and continue to improve handwriting and keyboard skills for transcription and presentation.

Text range:

- Longer stories for with strong narrative sequence and supporting illustrations
- Simple factual recounts, personal interest stories, sports and social events, travels and trips adapted from authentic sources
- Non-chronological information texts giving short, clear descriptions and explanations, drawn from topics in other subjects of the curriculum or adapted from other authentic sources
- Straightforward multi-step directions
- Plans, predictions, forecasts for the future
- Graphic texts: charts, diagrams, timetables
- Elementary learners' English–English dictionary
- Graded readers in the 750 key word range (beginner's level/level 1) for extensive reading

Students should:

6 Develop reading strategies

- 6.1** Read independently and intensively, texts of approximately 300 words.

6.2 Extend independent reading from Grade 4; choose a graded or other appropriately levelled reader of personal interest drawing on the 750 key word range; read and return it within a given time period.

Before reading: students choose books from graded collections and briefly run through the text with the teacher to predict context and gist, and identify new or difficult ideas or vocabulary. Students begin reading with one or two questions to answer from the text.

While reading: students work through the text, silently, sub-vocalising only as necessary.

After reading: students briefly discuss the text with the teacher to demonstrate fluency and answer the question(s), referring to relevant parts of the text for evidence.

6.3 Practise strategies for self-monitoring and correcting own reading using phonic, spelling, grammatical and contextual cues:

- work out the meanings of unknown words or phrases from context;
- reading the whole text from start to finish quickly without stopping, ignoring unknown words;
- identifying key unknown words that appear more than once in the text;
- identifying words from affixes and suffixes and surrounding grammatical clues;
- substituting guessed synonyms of speech to check sense;
- paying attention to a range of punctuation for expression and meaning – capital letters, full stops, commas, and question and exclamation marks.

6.4 Recognise how chapters, subsections and paragraphs are used to sequence and structure ideas, and use these systematically to navigate texts and locate information.

6.5 Read texts non-sequentially to locate information using basic strategies using contents lists, chapters, paragraphs, headings.

Before reading: students are given or identify their own wh-type questions – What do crocodiles eat? Who was the man in the dark hat? How do they get the truck across the river?

While reading: students search for key words, use paragraphs, pictures and subheadings as a guide, and locate and read information.

After reading: students discuss in class or write response (written responses include copying a relevant word or phrase, completing multiple choices options), identify the words in text and justify answers by reference to the text.

7 Read and respond

7.1 Recognise the difference between fact and fiction and know how to tell whether a text is likely to be of one kind or the other (from the title, contents, layout and organisation; use of pictures, maps, diagrams).

7.2 Through reading stories:

- predict the purpose and gist prior to reading, using the title, contents page, illustrations or any other non-textual clues;
- understand the main ideas and recall details;
- follow unexpected events;
- identify language features that signal time, and use them in re-telling;

The level of reading facility for graded reading texts should be about 95% (i.e. in a 300-word text, approximately 15 words may be unknown and will need to be predicted from context and using phonic and spelling knowledge. See standards 1.1–1.5 for this grade.

Students should develop and apply their knowledge of phonics and spelling.

Link standard 6.4 to students' knowledge of paragraphing in Arabic texts to understand how paragraphs are used to separate and sequence texts.

*There was ..., Once there lived ..., When she returned ..., Meanwhile ...,
A long time ago ..., Just as he ..., Just then ..., While she was putting ...,
Suddenly ..., What happened next was ...*

- identify characters and relationships between characters – describe them using words and phrases from texts and express own views about the characters;

The robbers wore big hats and masks to hide their faces. They were very angry.

The children were afraid of the old man. He stared at them and shook his stick.

- identify, and understand dialogue, recognising speech punctuation, and a range of typical expressions that signal speech;

she asked ..., he said ..., they shouted ...

- recall, role-play and extend straightforward dialogue from stories.

7.3 Through reading factual recounts:

- understand the purpose and organisation of recount texts from Grade 4 and identify texts as recounts;

Read straightforward narratives about events and experiences, simulated or authentic extracts from newspaper, diary extracts, pieces written by other students, letters, reports, and so on.

- follow and understand the main points of recount texts, recalling and relating the gist in sequence afterwards, and commenting on the text;

Relate events to own experiences and preferences, locating key words and phrases t.

- identify some organisational and grammatical features

- consistent use of *I/we* or *he/she/they*,
- consistent use of past tenses,
- a widening range of connectives to signal time and sequence.

7.4 Respond to stories and factual recounts with views and opinions about the characters and plot, relating it to own experience.

Express likes and dislikes about characters.

Place themselves in a character's position to take their point of view.

Comment on the likelihood of events following one another.

Relate settings to places they have experienced.

Link situations and events to own experiences.

Connect these reading responses to activities related to speaking standards 5.1–5.15 for this grade.

7.5 Through reading non-chronological information texts:

- follow and understand details and discuss the information given;

Practise reading non-sequentially by using organisational features – headings, bullets and contents lists – to select relevant parts rather than reading from start to finish.

- recognise the purpose of non-chronological texts to describe or give factual information or explanations about things;

There are two kinds of stone, porous and non-porous.

Most snakes are not dangerous but ...

The salt in the sea-water stains the rock.

Aubergines are often called egg- plants. They have shiny purple skins.

- identify some general features of non-chronological information texts
 - general rather than specific or personal language,

- organisational features – headings, sections, paragraphs, bullets; how information is often ‘chunked’ into sections for ease of reference,
- frequent use of present tense: *is/are* rather than *was, have not had*.

7.6 Read and understand short texts (letters, programmes, emails, horoscopes) setting out plans and intentions, and making predictions for the future.

Tomorrow we are going to the cinema. Yasir will be there.

The concert on Thursday will begin at 8 o'clock.

Take an umbrella with you. It is going to rain this evening.

Link work on this standard, as appropriate, to speaking standard 5.7 for this grade.

8 Develop writing strategies

8.1 Independently apply a range of spelling strategies:

- phonic segmentation of multi-syllabic words;
- apply known spelling patterns and conventions;
- break words into segments of meaning (simple suffixes and prefixes, words within words);
- use visual skills (recognising common letter strings and checking critical features – whether it looks right shape, length);
- use an elementary learners’ English–English dictionary to check spellings and word meanings;
- use a computer spell-checker – use spelling knowledge and knowledge of word meanings to select when more than a single alternative is offered, use the spell-checker to note and learn mis-spelt words.

Keep a spelling list while working and print it out for subsequent use.

Students should apply spelling knowledge from standards 2.1–2.4 for this grade and from previous grades.

8.2 Use sentence punctuation, question and exclamation marks, and apply other common uses of capitalisation as appropriate.

8.3 Note and attempt to correct compositional errors through re-reading for sense and coherence.

8.4 Develop handwriting and keyboard skills:

- consolidate correct formation of basic joins from Grade 4;
- ensure consistency in size and proportions of letters and the spacing between letters and words;
- build up speed and legibility through practice, getting physical writing skill to a habitual level;
- use basic keyboard skills in sentence composition, and to transcribe and present texts.

9 Compose written texts

9.1 Using reading texts as models, independently write short connected texts of four or more simple and compound sentences, selecting from a range of known connectives, for a range of purposes.

9.2 Describe and sequence key incidents from stories and recounts in a variety of ways (by listing, charting, mapping, making simple storyboards, using captions, speech bubbles) with key language from the text.

Alaa’s father gave him the money to get the bread. When he got there, the shop was closed. On his way home, he met two men. They said: Give us the money and we will tell you ...

The standards for writing closely reflect those for reading. Students should apply their knowledge about the purpose and organisation of different texts in the composition of their own writing.

- 9.3** Write recounts relating to personal experience or familiar events, using the language of texts read as models; embed recounts in postcards and informal letters to friends.

Yesterday we watched the football match. Manchester United played Real Madrid. It was the best match of the season ...

- 9.4** Write short, simple non-chronological reports to present information-related topics of interest or study, using features of non-fiction texts: labelled diagrams, charts which illustrate processes, and pictures with captions.

The bicycle has two wheels, pedals and a chain. The pedals turn the wheels to make it go. The brakes on the handlebars stop the bike. Gears make it easier to ride up hills.

Key words for Grade 5

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

above <i>prep</i>	degree <i>n</i>	get (+ <i>adj</i>) <i>v</i>
add <i>v</i>	diary <i>n</i>	goal <i>n</i>
advertisement/advert <i>n</i>	dig <i>v</i>	great <i>adj</i>
against <i>prep</i>	dinosaur <i>n</i>	handle <i>n</i>
agree/dis <i>v</i>	direction <i>n</i>	hate <i>v</i>
along <i>prep, adv</i>	dirt <i>n</i>	headache <i>n</i>
amount <i>n</i>	distance <i>n</i>	height <i>n</i>
ant <i>n</i>	divide <i>v</i>	history <i>n</i>
argue <i>v</i>	dolphin <i>n</i>	hit <i>v</i>
argument <i>n</i>	drive <i>v</i>	human <i>n</i>
art <i>n</i>	eagle <i>n</i>	idea <i>n</i>
bat <i>n</i>	earn <i>v</i>	immediately <i>adv</i>
beak <i>n</i>	east <i>n</i>	in time <i>adv</i>
behave <i>v</i>	edge <i>n</i>	information <i>n</i>
blind <i>adj</i>	education <i>n</i>	insect <i>n</i>
blood <i>n</i>	elephant <i>n</i>	instead <i>adv</i>
blouse <i>n</i>	else <i>adj</i>	intelligent <i>adj</i>
bone <i>n</i>	ending <i>n</i>	interest <i>v, n</i>
bored <i>adj</i>	entrance <i>n</i>	interested (in) <i>adj</i>
boring <i>adj</i>	envelope <i>n</i>	interesting <i>adj</i>
borrow <i>v</i>	equal <i>adj</i>	introduce <i>v</i>
brain <i>n</i>	escape <i>v, n</i>	invite <i>v</i>
breathe <i>v</i>	event <i>n</i>	jacket <i>n</i>
brick <i>n</i>	exact <i>adj</i>	joke <i>n</i>
brush <i>n, v</i>	examination/exam <i>n</i>	juice <i>n</i>
camera <i>n</i>	except <i>prep</i>	keep <i>v (+ing)</i> [5]
can <i>n</i>	excited <i>adj</i>	kiss <i>n, v</i>
cartoon <i>n</i>	exciting <i>adj</i>	lady <i>n</i>
centigrade/Celsius <i>n</i>	exit <i>n</i>	later <i>adv</i>
chance <i>n</i>	experiment <i>n</i>	lazy <i>adj</i>
check <i>v</i>	favourite <i>adj</i>	leave <i>v</i>
claw <i>n</i>	feeling <i>n</i>	length <i>n</i>
cloth <i>n</i>	female <i>adj, n</i>	less <i>adj</i>
coat <i>n</i>	fence <i>n</i>	lie <i>v, n</i>
comb <i>n, v</i>	fin <i>n</i>	life <i>n</i>
comfortable/un <i>adj</i>	finally <i>adv</i>	lift <i>n</i> (US elevator)
comic <i>n</i>	flat <i>n</i> (US apartment)	like <i>adj</i>
compare <i>v</i>	flour <i>n</i>	lion <i>n</i>
competition <i>n</i>	fly <i>n</i>	lip <i>n</i>
completely <i>adv</i>	form <i>n</i>	liquid <i>n</i>
continue <i>v</i>	frog <i>n</i>	lizard <i>n</i>
corn <i>n</i>	fun <i>n</i>	loaf <i>n</i>
cover <i>v</i>	fur <i>n</i>	look after <i>v</i>
crop <i>n</i>	furniture <i>n</i>	look like <i>v</i>
crowd <i>n</i>	future <i>n</i>	loud <i>adj</i>
customer <i>n</i>	gazelle <i>n</i>	luck <i>n</i>
definitely <i>adv</i>	geography <i>n</i>	lucky <i>adj</i>

magazine <i>n</i>	princess <i>n</i>	steal <i>v</i>
main <i>adj</i>	print <i>v</i>	steel <i>n</i>
male <i>adj, n</i>	probably <i>adv</i>	stomach <i>n</i>
manager <i>n</i>	programme <i>n</i>	stomach-ache <i>n</i>
maths <i>n</i>	race <i>v, n</i>	stupid <i>adj</i>
maybe <i>adv</i>	rat <i>n</i>	subject <i>n</i>
measurement <i>n</i>	real <i>adj</i>	suddenly <i>adv</i>
imagine <i>v</i>	report <i>v, n</i>	surprise <i>n, v</i>
mess <i>n</i>	roll <i>n, v</i>	surprised <i>adj</i>
monkey <i>n</i>	scale <i>n</i>	tail <i>n</i>
mouse <i>n</i>	science <i>n</i>	team <i>n</i>
mud <i>n</i>	scientist <i>n</i>	temperature <i>n</i>
musical <i>adj</i>	scissors <i>n</i>	terrible <i>adj</i>
narrow <i>adj</i>	secret <i>n, adj</i>	thief <i>n</i>
nearly <i>adv</i>	seed <i>n</i>	thumb <i>n</i>
necessary <i>adj</i>	servant <i>n</i>	tidy/un <i>adj</i>
neighbour <i>n</i>	sew <i>v</i>	tiger <i>n</i>
noise <i>n</i>	shade <i>n</i>	tongue <i>n</i>
north <i>n</i>	shadow <i>n</i>	tool <i>n</i>
nurse <i>n</i>	sharp <i>adj</i>	toothache <i>n</i>
of course <i>adv</i>	sheet <i>n</i>	towards <i>prep</i>
onto <i>prep</i>	shelf <i>n</i>	trouble <i>n</i>
order <i>v, n</i>	shoulder <i>n</i>	trunk <i>n</i>
packet <i>n</i>	shout <i>v, n</i>	type <i>v, n</i>
pass (exam) <i>v</i>	show <i>n</i>	ugly <i>adj</i>
passenger <i>n</i>	shower <i>n, v</i>	umbrella <i>n</i>
pattern <i>n</i>	shy <i>adj</i>	visitor <i>n</i>
paw <i>n</i>	sign <i>n</i>	voice <i>n</i>
perhaps <i>adv</i>	silk <i>n</i>	waiter/waitress <i>n</i>
pick up <i>v</i>	silver <i>n</i>	way <i>n</i>
pile <i>n</i>	size <i>n</i>	weight <i>n</i>
pilot <i>n</i>	sleepy <i>adj</i>	west <i>n</i>
plan <i>v, n</i>	snake <i>n</i>	whale <i>n</i>
plant <i>v, n</i>	so that <i>adv</i>	width <i>n</i>
play <i>n</i>	soil <i>n</i>	wing <i>n</i>
plough <i>v, n</i>	sorry <i>adj</i>	without <i>prep</i>
police <i>n</i>	sound <i>nave</i>	wonderful <i>adj</i>
possible/im <i>adj</i>	south <i>n</i>	worried <i>adj</i>
post <i>v, n</i>	space <i>n</i>	worry <i>v</i>
pour <i>v</i>	spade <i>n</i>	
prince <i>n</i>	spider <i>n</i>	

These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the speaking standards, to emphasise the importance of teaching them in context.
