

Providence English Private School

English Language (Year 5)

Listening

Listening for global meaning

5Lm.01 Understand, with little or no support, most of the main points of short talk.

Listening for detail

5Ld.01 Understand, with little or no support, a range of instructions.

5Ld.02 Understand a range of questions which ask for information.

5Ld.03 Deduce meaning from context in short talk.

5Ld.04 Understand specific information and detail of short talk.

Listening for opinion

5Lo.01 Recognise the opinions of the speaker(s) in short talk.

Speaking

Communication

5Sc.01 Give more detailed information about themselves and others using a sequence of sentences.

5Sc.02 Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences.

5Sc.03 Ask questions to find out general information on a range of topics and respond accordingly.

5Sc.04 Give, with little or no support, a short sequence of instructions.

5Sc.05 Pronounce familiar words and phrases clearly; others may need to ask for repetition from time to time.

5Sc.06 Produce a sequence of sentences to maintain a range of exchanges, allowing for some hesitation, false starts and reformulation.

5Sc.07 Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes.

Express opinion

5So.01 Express, with little or no support, opinions and feelings.

Organisation

5Sor.01 Link, with little or no support, a short sequence of simple sentences using an increasing range of connectives.

5Sor.02 Initiate, maintain and conclude interaction, with little or no support, in a range of exchanges.

Writing

Communicative achievement

5Wca.01 Use legible handwriting in written work with increasing speed and fluency.

5Wca.02 Spell high-frequency words accurately on an increasing range of familiar topics when writing independently.

5Wca.03 Plan, write, edit and proofread short texts, with support.

5Wca.04 Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes.

Organisation

5Wor.01 Punctuate short texts during guided writing with some accuracy.

5Wor.02 Link, with little or no support, a short sequence of sentences using an increasing range of connectives to create a short text organised into paragraphs.

5Wor.03 Use, with little or no support, appropriate layout for a limited range of written genres.

Content

5Wc.01 Write, with little or no support, a short sequence of instructions.

5Wc.02 Write, with little or no support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.

5Wc.03 Express, with little or no support, opinions and feelings.

Reading

Reading for global meaning

5Rm.01 Understand, with little or no support, most of the main points of short texts.

5Rm.02 Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

5Rd.01 Understand most specific information and detail in short texts.

5Rd.02 Read and follow a range of instructions.

5Rd.03 Deduce meaning from context in short texts.

5Rd.04 Identify and explore words with common roots and compare their meanings.

Reading for opinion

5Ro.01 Recognise the opinions of the writer(s) in short texts.

Use of English

Grammatical forms

5Ug.01 Use tag questions to seek agreement or clarify.

5Ug.02 Use imperative forms with direct and indirect object forms to give a short sequence of commands and instructions.

5Ug.03 Use an increasing range of present simple forms to describe routines, habits and states.

5Ug.04 Use an increasing range of past simple forms to describe routines, habits and states.

5Ug.05 Use present continuous forms with present and future meaning.

5Ug.06 Use past continuous forms for background and interrupted past actions.

5Ug.07 Use present perfect forms to express what has happened [indefinite time and unfinished past] with *for* and *since*.

5Ug.08 Use an increasing range of future forms, including present continuous and present simple with future meaning.

5Ug.09 Begin to use *if* clauses in zero conditionals.

5Ug.10 Use modal forms (e.g. *mustn't* [prohibition], *need* [necessity], *would*, *could* [polite requests]).

5Ug.11 Use a range of adjectives, including common participle adjectives (e.g. *bored/boring*) and comparative and superlative adjectives in the correct order in front of nouns.

Vocabulary

5Uv.01 Begin to use common dependent prepositions following adjectives (e.g. *good at*).

5Uv.02 Use a limited range of prepositions preceding nouns.

5Uv.03 Use a range of prepositions to talk about time, location, position and direction.

5Uv.04 Use a range of adverbs of indefinite time (e.g. *for*, *since*).

5Uv.05 Use comparative and superlative forms with a range of adverbs.

5Uv.06 Use adverbs of degree (e.g. *too*, *not enough*, *quite*, *rather*).

5Uv.07 Use common abstract nouns and compound nouns.

5Uv.08 Use common impersonal structures with *it*, *there*.

Sentence structure

5Us.01 Use a range of quantifiers (e.g. *both*, *all*, *less*, *fewer*, *not as many*, *not as much*).

5Us.02 Use an increasing range of indefinite pronouns (e.g. *someone*, *somebody*, *everybody*, *no-one*).

5Us.03 Use connectives (e.g. *so*, *when*) in short texts.

5Us.04 Use an increasing range of defining relative clauses to give personal information and details.

5Us.05 Use subordinate clauses following *sure*, *certain*, *think*, *know*, *believe*, *hope*.

5Us.06 Use a range of verbs followed by infinitive and gerund forms.