

**Admiralty Primary School**  
**Primary 5**  
**English Language Lesson Focus**

Term 1 Students Are Learning To:						
Unit	Reading and Viewing	Grammar	Vocabulary	Writing and Representing	Listening and Viewing Speaking and Representing	
<b>Unit 1: Coolie Boy</b>	1. annotate a text to understand it better 2. form questions to seek clarifications from others 3. 1. identify key points of a paragraph and the images used in a text 4. summarise key points from each paragraph 5. make links between word choice and characterisation 6. make inferences by connecting information found in different parts of a text and through text-to-self [T-S] connections	1. use a dash/ a pair of dashes to give extra information or an additional thought in a text. 2. 1. use to-infinitive to report commands.	1. use appropriate images and word choice to convey meaning	1. plan and organise ideas for a narrative 2. describe characters' thoughts, feelings, actions and their impact on the story	1. identify different viewpoints presented in a text. 2. interact politely with others according to purpose, audience and context.	Skills supported by: *Marshall Cavendish LC and Oral Book *STELLAR Readers and Worksheets *Practice Papers *Booktalk *Journal writing *Free Writing *Continuous Writing
<b>Unit 2: Amazing Friends</b>	1. understand a text through predicting, questioning and recalling story ideas 2. make text-to-self [T-S] or text-to-world [T-W] connections to better understand a text 3. offer and justify personal responses 4. identify the features of a personal and factual recount 5. explain how a writer's word choice can impact how the readers understand a recount/event 6. identify and make inference based on the facts and opinions in a text	1. use a colon for listing items 2. use a semi-colon to join two complete sentences 3. construct sentences using "either...or" or "neither...nor". 4. add a noun or noun phrase to another noun or noun phrase	1. use figurative language to create images in our minds 2. explain how the author's word choice affects the reader's understanding of the text	1. plan and organise ideas for an informal email 2. write an informal email to a relative or friend	1. interact with others to explore and assess information and ideas 2. respond and share a point of view to persuade	*Situational Writing *The Pearl
<b>Unit 3: A Game of Emails</b>	1. read, view and understand a text with more than one purpose and form. 2. use retelling as a strategy to better understand a text. 3. identify the organisational patterns in a text or part of a text. 4. note and recall main ideas and key details. 5. recognise how writers make language choices and use cohesive devices. 6. make inferences based on evidence from the text.	1. recognise that modals are verbs that give additional information to the main verbs. 2. use modals to express a variety of meanings. 3. form verb phrases with two, three, or four verbs. 4. use punctuation marks appropriately according to PACC.	1. explain the purpose, audience, context and culture (PACC) of a piece of written communication.	1. write to a person of authority using the appropriate tone, register and text features. 2. develop, organise and express ideas according to PACC. 3. review and revise our writing	1. use appropriate registers and cohesive devices to communicate.	

Term 2 Students Are Learning To:

Unit	Reading and Viewing	Grammar	Vocabulary	Writing and Representing	Listening and Viewing Speaking and Representing	
<b>Unit 4: The Promise</b>	<ol style="list-style-type: none"> <li>1. make text-to-self [T-S], text-to-text [T-T] or text-to-world [T-W] connections to better understand a text</li> <li>2. vary language use according to purpose and audience</li> <li>3. draw links between word choice and accompanying images</li> <li>4. identify organisational patterns and use visual features to understand a text that entertains</li> <li>5. understand a text by making inferences and using prior knowledge of cohesive devices</li> </ol>	<ol style="list-style-type: none"> <li>1. use hyphens for compound words</li> <li>2. use a dash or a pair of dashes to give more information</li> <li>3. use colons to list items</li> <li>4. use present perfect for actions in the past which still affect/ continue to the present</li> <li>5. use past perfect for an action which occurred before another past action</li> </ol>	<ol style="list-style-type: none"> <li>1. identify homonyms and homophones and use contextual clues to deduce their meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. write a text that entertains using appropriate grammatical devices and structures</li> </ol>	<ol style="list-style-type: none"> <li>1. use hesitations and pauses to add meaning to what is said</li> <li>2. choose words to achieve our purposes as speakers</li> </ol>	Skills supported by: *Marshall Cavendish LC and Oral Book *STELLAR Readers and Worksheets *Practice Papers *Booktalk *Journal writing *Free Writing *Continuous Writing *Situational Writing
<b>Unit 5: Martial Arts</b>	<ol style="list-style-type: none"> <li>1. navigate a digital text to read and understand it.</li> <li>2. annotate for main ideas and supporting details.</li> <li>3. use prior knowledge and contextual clues to understand a digital text.</li> <li>4. make links between textual and visual information in a digital text.</li> <li>5. compare and contrast information.</li> <li>6. annotate for main ideas and supporting details.</li> <li>7. identify features of information texts that help us understand the text better.</li> <li>8. link texts of similar themes.</li> </ol>	<ol style="list-style-type: none"> <li>1. vary the way sentences are written.</li> <li>2. use the correct subject-verb agreement.</li> </ol>	<ol style="list-style-type: none"> <li>1. sort words into categories.</li> </ol>	<ol style="list-style-type: none"> <li>1. develop, organise and express ideas coherently.</li> <li>2. Use language features to suit the purpose, audience, context and culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore and assess information and ideas with others.</li> <li>2. speak confidently about a topic.</li> </ol>	*The Pearl

**Term 3 Students Are Learning To:**

<b>Unit</b>	<b>Reading and Viewing</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Writing and Representing</b>	<b>Listening and Viewing Speaking and Representing</b>	
<b>Unit 6: Ten</b>	1. identify themes by making connections. 2. note and recall main ideas and key details. 3. compare and contrast themes in a text. 4. <u>sequence and connect ideas</u>	1. use simple present and simple past tense appropriately. 2. use prepositions to convey a variety of meanings.		1. use our five senses to describe characters in detail. 2. use a variety of writing techniques to include information or details.		Skills supported by: *Marshall Cavendish LC and Oral Book *STELLAR Readers and Worksheets
<b>Dogs with Jobs</b>	1. use prior knowledge and contextual clues to understand a text better. 2. identify and examine how writers achieve different purposes in texts. 3. annotate main ideas and supporting details. 4. compare how information is presented in texts that describe and inform. 5. examine how information is presented for different purposes. 6. read and gather relevant information from a text.	1. change the form of the verb in a sentence when using reported speech. 2. change the form of the verb in a sentence when using reported speech. 3. use prepositions with other words to express different meanings.	1. deduce the meaning of words using contextual clues.	1. write, review and edit an information report using the simple present and adjectives.	1. interact with others to explore, listen and respond to ideas responsibly. 2. take notes using a graphic organiser.	*Practice Papers *Booktalk *Journal writing *Free Writing *Continuous Writing *Situational Writing *The Pearl

**Term 4 Students Are Learning To:**

<b>Unit</b>	<b>Reading and Viewing</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Writing and Representing</b>	<b>Listening and Viewing Speaking and Representing</b>	
<b>Unit 8: Making Every Drop Count</b>	1. read and view a text that explains. 2. make text-to-self [T-S], text-to-text [T-T] or text-to-world [T-W] connections to understand the text.	1. use connectors to show contrast (e.g., however) 2. use connectors to show result (e.g., therefore). 3. change the active voice to passive voice.	1. infer the meaning of words from clues in the text.	1. write a text that explains. 2. produce and present a text that explains.		Skills supported by: *Marshall Cavendish LC and Oral Book *STELLAR Readers and Worksheets *Practice Papers
<b>Unit 9: Urban Wildlife</b>	1. read, view and understand a text with more than one purpose and form. 2. recognise how the different features of a text work together to achieve impact 3. recognise how the different features of a text work together to achieve impact. 4. make connections across texts of similar themes.	1. use language features suitable for the PACC of the text.	1. use vocabulary suitable for the PACC of the text.	1. present ideas with appropriate language and organisational features in a debate.	1. use and cite relevant and accurate sources of information. 2. persuade others to understand our point of view. 3. listen attentively to participate effectively in a discussion.	*Booktalk *Journal writing *Free Writing *Continuous Writing *Situational Writing *The Pearl