

SUPPORTING DOCUMENT

Learning Outcomes Framework

September 2022

ENGLISH
YEAR 5

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FOREWORD

In 2012, the National Curriculum Framework made key recommendations for the teaching and learning of English in our schools. It emphasised building a strong foundation in language and enriching language learning for all. A systematic approach to teaching language skills has also been advocated with an emphasis on adopting a more thematic, contextualised and integrated approach to teaching the four main strands of English, namely listening, reading, speaking and writing. Literature is also portrayed as a key component that enables learners to appreciate the language beyond the classroom. Malta's transformation into a knowledge-based economy, the rapid developments in technology, and an increasingly competitive international environment are some factors that make proficiency in English and the development of 21st century competencies necessary for learners. A proficient command of the language will enable learners to access, process and keep abreast of information, and to engage with the wider and more diverse communities in Malta and beyond. Hence, the main aim of the English curriculum was and remains effective and meaningful communication. In addition, the principles of creativity, critical thinking, collaboration and interaction as well as learner-centredness, authenticity, contextualisation and spiral progression will continue to inform instructional planning for syllabus implementation in the classroom. As with previous syllabi, national initiatives and cross-curricular themes mentioned in the NCF (2012) including the use of digital technology are woven into this syllabus to cater for the changing profile of our learners and the globalisation of language in an increasingly complex world.

Although this syllabus is outcomes-based, our department promotes an eclectic approach to the learning and teaching of English with particular emphasis on Communicative Language Teaching (CLT) and the more recent Task-Based Language teaching approach (TBLT); a functional and interactional perspective on the nature of language seeing language ability as being developed through authentic, meaningful and actively engaging activities which actually simulate target performance. It seeks to teach language in relation to the social contexts in which it is used. Therefore, class time should not be spent on language drills or explicit grammar teaching but on authentic, meaningful and age-appropriate “activities which require learners to do in class what they will have to do outside” (Nunan, 1988, p.26). Every effort should be made to expose learners to the English language whilst at the same time encouraging learners to speak English throughout, by creating an authentic need for communicating in the target language.

Apart from the considerations mentioned above, this syllabus is, indeed, based on the needs of our learners and teachers which were identified in the course of consultations with schools. The review of the English curriculum and pedagogy has involved many educators who have a direct influence on English teaching including Education Officers, Heads of Department, Heads of School, Assistant Heads, Teachers, and Academics. The result is a syllabus which provides the guidance that teachers will need in order to develop a strong foundation for effective language use and communication, in all learners in Malta.

We invite teachers to continue to contribute to the development of the English curriculum in our primary schools. As you use the document, we would appreciate your feedback and suggestions. May we take this opportunity to thank you for all the hard work and effort you put into your teaching.

The English Primary Department

Ministry for Education and Employment (MALTA) July 2021



PREFACE

This supporting document, which builds on the strengths of previous syllabi, is to be implemented in Year 5 in September 2022. The information contained in this document is mainly intended to guide and help teachers implement the Learning Outcomes Approach in Year 5 effectively. This document is meant to support and complement another document which contains all the Learning Outcomes which bind all sectors. This binding document may be accessed through this link: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/english>. It is to be noted that each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 5 and 6 learners will attain the Learning Outcome statements in attainment level 6. The Learning Outcomes which are to be attained in Year 5 have already been identified and included in this booklet for ease of reference. The Learning Outcomes identified in this document are meant to provide all stakeholders with an understanding of what learners should know and should be able to do **by the end** of Year 5. The knowledge, attitudes and skills-based outcomes in this document are considered national education entitlement of all Year 5 learners in Malta. The Learning Outcomes are not embedded in a particular set of text books and progression from one to another is not linear.

The content of the first part of this document contains a Learning Outcome (LO) code which indicates the strand and the number of the LO in the binding document aforementioned. The Learning Outcome column presents a broad statement which is then unpacked and its information structured so that complex ideas can be taught at a simplified level in Level 1 for weaker learners (Level 1 = Yet To Meet Expectations), and/or at Level 2 (Level 2 = In Line With Expectations for Year 5 learners) and / or Level 3 for strong learners who need to be stretched further (Level 3 = Above Expectations). This would help teachers cater for the differentiated learning contexts they might have and the diversity of learners in the same classroom who might naturally be progressing at different rates through these levels of attainments. Therefore, all LOs are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at Level 3 would have attained the learning outcomes of the two levels preceding it.

Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning, to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation – which are to be taught implicitly and integrated within all the strands. Learners may need exposure to grammatical items and vocabulary in different authentic contexts and over an extended period of time to ‘learn’ them. Hence the reason why grammatical content in this document is not graded and why grammar learning “should not be seen as the memorisation of sets of grammatical items, but as the raising to consciousness in the learner of the way grammatical and discourse processes operate and interact in the target language” (Nunan, 1988, p. 35). Learners are to regard grammar and vocabulary as resources (Halliday and Hasan, 1985) to help them effectively express themselves and convey their ideas. Greater focus should be placed on developing grammatical knowledge and rich vocabulary for the purposeful use of language.

LISTENING AND VIEWING

Learning Outcomes

<p>LV 6.1 I can listen attentively to text read aloud and demonstrate understanding by making inferences as well as justifying and explaining statements.</p>	<p>LV 6.2 I can understand audio-visual text across a range of genres, identifying main ideas, specific information and key words.</p>
<p>LV 6.10 I can listen to others and understand their point of view and ask for clarification when I don't understand.</p>	<p>LV 6.13 I can listen carefully, follow a series of instructions, and participate in discussions.</p>

Learning Outcome		Level Indicators		
LV 6.1	I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.	1	With support, I can show understanding by answering a variety of closed-ended questions.	COMPREHENSION
		2	I can show understanding by answering a variety of closed and open-ended questions.	
		3	I can show understanding by answering a variety of higher-order questions.	
		1	With support, I can process information from the text to make simple inferences about purpose and audience.	INFERENCE
		2	I can show that I am able to process information from the text and understand the underlying meaning.	
		3	I can use information from the text to determine a deeper meaning that is not explicitly stated and to reach a conclusion about the speaker's motives.	
		1	With support, I can give a brief statement by referring to information explicitly provided in the text.	JUSTIFICATION / EXPLANATION
		2	I can support my statements with information implicitly provided in the text.	
		3	I can provide elaborate and detailed reasons to support my statements.	

Learning Outcome		Level Indicators				
LV 6.2	I can understand audio-visual text across a range of genres, identifying main ideas , specific information and key words .	1	With support, I can identify the main idea and pick out some key words when listening to a spoken/audio/audio-visual text.	MAIN IDEA / KEY WORDS		
		2	I can independently identify the main idea and recognise the key words when listening to a spoken/audio/audio-visual text.			
		3	I can confidently and promptly identify the main idea and recognise key words when listening to a spoken/audio/audio-visual text.			
		LV 6.2	I can understand audio-visual text across a range of genres, identifying main ideas , specific information and key words .	1	With support, I can identify specific information when listening to a spoken/audio/audio-visual text and answer simple questions.	SPECIFIC INFORMATION
				2	I can use specific information from the spoken/audio/audio-visual text to complete a variety of tasks.	
				3	I can use specific information from the spoken/audio/audio-visual text to answer more detailed questions.	
LV 6.10	I can listen to others and understand their point of view and ask for clarification when I don't understand.	1	With support, I can recognise different points of view and ask someone to clarify and repeat.	POINT OF VIEW / CLARIFICATION		
		2	I can listen to others with care and understand how body language and tone of voice affect the message.			
		3	I can show that I appreciate the speaker's point of view even though I might not agree.			

Learning Outcome		Level Indicators		
LV 6.13	I can listen carefully, follow a series of instructions , and participate in discussions .	1	With support, I can show that I am able to follow instructions and directions in the correct sequence.	INSTRUCTIONS/ DIRECTIONS
		2	I can show that I am able to follow instructions and directions by completing a variety of tasks.	
		3	I can show that I am able to follow instructions and directions by explaining them to someone else.	
		1	With support, I can listen carefully to a discussion and prepare myself to participate.	DISCUSSIONS
		2	I can listen carefully to a discussion, ask questions to check understanding and base my contributions on what I heard and understood.	
		3	I can listen carefully to a discussion, contribute my own ideas and link my comments to the remarks of others.	

SPEAKING AND REPRESENTING

Learning Outcomes

<p>SR 6.5</p> <p>I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about an oral text.</p>	<p>SR 6.7</p> <p>I can contribute to class and group discussions on a range of topics and ask questions to find out more.</p>	<p>SR 6.8</p> <p>I can participate in role-play by articulating clearly and demonstrating fluency.</p>	<p>SR 6.9</p> <p>I can express my own opinions clearly and I can also take turns in a discussion and conversation.</p>
<p>SR 6.14</p> <p>I can convey a message containing time sequence and instructions accurately.</p>	<p>SR 6.15</p> <p>I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.</p>	<p>SR 6.16</p> <p>In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.</p>	<p>SR 6.17</p> <p>I can give clear instructions and directions using a logical sequence.</p>

Learning Outcome		Level Indicators		
SR 6.5	I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about a text (oral / audio / visual).	1	With support, I can predict what will happen next, using appropriate language and simple adjectives to describe characters, scenes, events and pictures.	PREDICTION
		2	I can make use of appropriate language to offer predictions and describe characters, scenes, events and pictures in some detail.	
		3	I can make use of appropriate language to make predictions and describe characters, scenes, events and pictures vividly.	
		1	With support, I can describe and add ideas to a visual / aural / written prompt.	DESCRIBE
		2	I can describe and add ideas to a visual / aural / written prompt and elaborate on it by referring to experiences, feelings and concrete examples.	
		3	I can describe and add ideas to a visual / aural / written prompt and elaborate on it by referring to experiences, feelings and concrete examples, in more detail.	
		1	With support, I can answer lower-order (LO) questions about a text.	LO/HO QUESTIONS
		2	I can answer both lower-order and some higher-order (HO) questions about a text.	
		3	I can answer both lower-order and higher-order questions about a text and justify my answers with evidence from the text.	

Learning Outcome		Level Indicators		
SR 6.7	I can contribute to class and group discussions on a range of topics and ask questions to find out more.	1	With support, I can contribute to class/group discussions by using short utterances/sentences.	DISCUSSION
		2	I can contribute to class and group discussions.	
		3	I can make long contributions to class and group discussions.	
		1	With support, I can ask questions for information and clarification.	ASK QUESTIONS
		2	I can ask questions for information and clarification using close-ended and WH-questions.	
		3	I can ask questions for information, clarification, elaboration and comprehension using open-ended questions.	
SR 6.8	I can participate in role-play by articulating clearly and demonstrating fluency.	1	With support, I can actively participate in role-play and use appropriate language in different situations.	ROLE-PLAY
		2	I can actively participate in role-play and use appropriate and mostly accurate language in different situations.	
		3	I can actively participate in role-play and use appropriate and accurate language, speak confidently and fluently in different situations and in front of an audience.	

Learning Outcome		Level Indicators		
SR 6.9	I can express my own opinions clearly and I can also take turns in a discussion and conversation.	1	With support, I can express an opinion and give one reason to support it.	EXPRESS OPINION
		2	I can express and justify my own opinion in favour or against an argument.	
		3	I can express and justify my own opinion independently and fluently with general accuracy.	
		1	I can listen to others and wait for my turn in a discussion or conversation.	TURN TAKING
		2	I can take turns in a class discussion or conversation using appropriate sentence structures, fillers, utterances and body language.	
		3	I can take turns in a class discussion or conversation using appropriate sentence structures, fillers, utterances, body language, intonation and gestures.	
SR 6.14	I can convey a message containing time sequence and instructions accurately.	1	With support, I can communicate a simple message by using the correct time sequence and instructions.	CONVEYING A MESSAGE
		2	I can use mostly accurate language to communicate a message by using the correct time sequence and instructions.	
		3	I can use language accurately and fluently to communicate a more detailed message by using the correct time sequence and instructions.	
SR 6.15	I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.	1	I can deliver a short speech / talk using notes.	SPEECH / TALK
		2	I can deliver a short speech / talk using cue cards.	
		3	I can deliver and sustain speech / talk independently.	
		1	I can deliver a presentation that I have prepared.	PRESENTATION
		2	I can deliver a presentation that I have prepared and answer questions about it from the audience.	
		3	I can deliver a presentation that I have prepared and interact confidently with the audience.	

Learning Outcome		Level Indicators				
SR 6.16	In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.	1	With support I can participate in a conversation about a topic by using appropriate vocabulary.	FLUENCY / ACCURACY		
		2	I can express myself fluently and accurately, showing a good command of vocabulary and a range of basic expressions appropriate to the topic.			
		3	I can use and experiment with language patterns and use a wide range of vocabulary, phrases and expressions appropriate to the topic.			
		SR 6.16	In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.	1	With support, I can speak about familiar topics using correct simple and compound sentences.	SENTENCE STRUCTURES
				2	I can produce complex and compound sentences on a range of familiar topics.	
				3	I can produce complex and compound sentences and speak with confidence in conversations about a wide range of topics.	
		SR 6.16	In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.	1	With support, I can speak clearly using mostly correct pronunciation and intonation.	SOUND PATTERNS
				2	I can speak clearly to express the desired meaning using the correct pronunciation, stress and intonation.	
				3	I can speak clearly and confidently to express the desired meaning using the correct pronunciation, stress, intonation and rhythm.	
SR 6.17	I can give clear instructions using a logical sequence to guide an activity.	1	With support, I can give simple instructions / directions clearly and in the correct sequence.	INSTRUCTIONS / DIRECTIONS		
		2	I can give detailed instructions / directions clearly and in the correct sequence.			
		3	I can give complex instructions and directions clearly and in the correct sequence.			

READING AND VIEWING

Learning Outcomes

<p>RV 6.1 I can read aloud clearly, confidently and fluently as well as express clear diction.</p>	<p>RV 6.2 I can read silently on my own for longer periods of time.</p>	<p>RV 6.3 I can show understanding and react to a different range of genres and of age-appropriate texts.</p>	<p>RV 6.4 I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.</p>
<p>RV 6.6 I can make informed assumptions about a book or other long work from its title and introductory material.</p>	<p>RV 6.7 I can express my opinion about a story at my own reading level and give clear reasons.</p>	<p>RV 6. 11 I can use the layout and organisation of age-appropriate texts to aid comprehension.</p>	<p>RV 6.12 I can use available resources to expand my understanding of words.</p>

Learning Outcome		Level Indicators		
RV 6.1	I can read aloud clearly, confidently and fluently as well as express clear diction.	1	With support, I can read aloud continuous/non-continuous texts with some confidence, accuracy, comprehension, and fluency.	READING ALOUD
		2	I can read aloud continuous/non-continuous texts with growing confidence, accuracy, comprehension, fluency, expression and intonation.	
		3	I can read aloud continuous/non-continuous texts with greater confidence, accuracy, comprehension, fluency, expression and intonation and show awareness of pace, tone and pitch.	
RV 6.2	I can read silently on my own for longer periods of time.	1	With support, I can read silently texts of different genres and length and answer lower-order questions.	SILENT READING
		2	I can read silently texts of different genres and length and answer lower-order and some higher-order questions.	
		3	I can read silently texts of different genres and length and confidently answer lower-order and higher-order questions. (inferences)	
RV 6.3	I can show understanding and react to a different range of genres and of age-appropriate texts.	1	With support, I can make text-to-self, text-to-text and text-to-world connections.	COMPREHENSION / REACTION
		2	I can independently make use of connections to become more actively involved in the text.	
		3	I can show the importance of making connections through an oral or written response.	
		1	With support, I can identify and explain the author's purpose (to inform, to entertain, to persuade, to describe, to narrate and to explain) and the target audience.	GENRE
		2	I can identify and explain the author's purpose (to inform, to entertain, to persuade, to describe, to narrate, to explain, to complain, to argue or to instruct) and the target audience by pointing out specific characteristics in the text.	
		3	I can identify and explain the author's purpose (to inform, to entertain, to persuade, to describe, to narrate, to explain, to complain, to argue or to instruct) and the target audience by referring to more subtle characteristics in the text.	

Learning Outcome		Level Indicators		
RV 6.4	I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.	1	I can search online and read simple texts across different genres that are age-appropriate and relevant to me.	ENGAGING WITH ONLINE TEXTS
		2	I can search online and read texts of different genres and select and use specific information for a defined purpose.	
		3	I can search online and read texts of different genres and select and use specific information for a defined purpose and reproduce it in my own words.	
RV 6.6	I can make informed assumptions about a book or other long work from its title and introductory material.	1	With support, I can attempt to predict what a text is about by using prior knowledge and contextual clues.	PREDICTION
		2	I can make mostly accurate predictions about a text by using prior knowledge and contextual clues.	
		3	I can make various and accurate predictions about a text by using prior knowledge and contextual clues.	
RV 6.7	I can express my opinion about a story at my own reading level and give clear reasons.	1	With support, I can begin to use modelled language to express my opinion about a text.	EXPRESS OPINION
		2	I can use modelled language to express my opinion about a text and give a reason to support my point of view.	
		3	I can confidently express my opinion about a text and give several reasons to support my point of view.	

Learning Outcome		Level Indicators		
RV 6.11	I can use the layout and organisation of age-appropriate texts to aid comprehension.	1	With support, I can use the features of a text type to understand what is important in the text.	TEXT FEATURES
		2	I can use the features of a text type to understand what is important in the text and to help me find the information I need.	
		3	I can rely on my knowledge of the features of a text type to find information more efficiently.	
RV 6.12	I can use available resources to expand my understanding of words .	1	With support, I can make use of a simple dictionary and thesaurus (hard copy/online) to find the meaning of unfamiliar words.	DICTIONARY / THESAURUS
		2	I can use a dictionary, a Thesaurus or a glossary (hard copy/online) independently and efficiently to help me better understand the words in context.	
		3	I can use a dictionary, a Thesaurus, or a glossary (hard copy/online) independently and efficiently to fully understand the words in context and use them correctly in appropriate situations.	

WRITING AND REPRESENTING

Learning Outcomes

<p>WR 6.2 I can use appropriate format and features of presentation to convey the purpose of a text.</p>	<p>WR 6.4 I can use resources to help me plan my written work and present it accurately.</p>	<p>WR 6.5 I can revise and edit work with minimal support.</p>
<p>WR 6.7 I can use words to achieve particular effects in my writing and use a range of vocabulary and expressions that set specific moods and depict particular scenes.</p>	<p>WR 6.9 I can participate in writing for a wide range of genres, audience, and purposes.</p>	<p>WR 6. 16 I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.</p>

Learning Outcome		Level Indicators		
WR 6.2	I can use appropriate format and features of presentation to convey the purpose of a text.	1	With support, I can use writing frames to fill in information and use the appropriate structures for different text types.	WRITING FRAMES
		2	I can use writing frames to help me organise my writing by using the appropriate structures and styles.	
		3	I can construct my own writing frames to show that I have internalised the structures and styles and I can organise my writing independently.	
WR 6.4	I can use resources to help me plan my written work and present it accurately.	1	With support, I can use graphic organisers to help me plan my work.	GRAPHIC ORGANISERS
		2	I can understand the concept of planning and use the appropriate graphic organisers to plan different writing genres.	
		3	I can understand the concept of planning and can independently make a detailed plan which is clearly reflected in the final product.	
WR 6.5	I can revise and edit work with minimal support.	1	With support, I can revise my own writing to ensure the meaning is clear and that the ideas are presented sequentially and suit genre, audience and purpose.	REVISING
		2	With minimal support, I can revise my own writing to ensure clarity, consistency and coherence that suit genre, audience and purpose.	
		3	Independently, I can revise my own writing to ensure clarity, consistency and coherence that suit genre, audience and purpose.	
		1	With support, I can reread my work, identify and fix errors in punctuation and spelling and make other changes linked to the success criteria specific to the writing genre.	EDITING
		2	I can reread my work, identify and fix errors in punctuation, spelling, grammar and syntax and make other changes linked to the success criteria specific to the writing genre.	
		3	I can reread my work, identify errors and ensure that punctuation, spelling and grammar and syntax are accurate throughout my finalised work.	

WR 6.7	I can use words to achieve particular effects in my writing and use a range of vocabulary and expressions that set specific moods and depict particular scenes .	1	With support, I can use words and phrases to create effect in my writing.	USE WORDS FOR EFFECT
		2	I can use sensory details to convey experiences and events and create different effects in my writing to suit my purpose.	
		3	I can use precise words and phrases, relevant descriptive details, and sensory language (such as more powerful verbs and more descriptive adjectives) to convey experiences and events and create effect in my writing.	
WR 6.9	I can participate in writing for a wide range of genres, audience and purposes (GAP)	1	With support, I can write simple instructions/directions in the correct sequence and format.	6.9 A INSTRUCTIONS/ DIRECTIONS
		2	I can write detailed instructions/directions in the correct sequence and format.	
		3	I can use precise language and specific vocabulary to write detailed instructions/directions in the correct sequence and format.	
		1	With support, I can write a simple and short message, with a specific purpose in mind.	6.9 B MESSAGE
		2	I can write a short message that includes all necessary information, with a specific purpose in mind.	
		3	I can write a clear and concise message, using appropriate text features, with a specific purpose in mind.	
		1	With support, I can design a simple poster for a range of purposes.	6.9 C POSTER
		2	I can design a poster using the correct layout, text features and expressions.	
		3	I can design a poster that is visually attractive using the correct text and graphological features and expressions.	
		1	With support, I can write an informal letter/email for a range of purposes, using the appropriate layout and text features.	6.9 D INFORMAL LETTER/EMAIL
		2	I can write a meaningful informal letter/email for a range of purposes using the appropriate layout and text features.	
		3	I can write a meaningful and accurate informal letter /email for a range of purposes, using the appropriate layout and text features.	

		1	With support, I can gather information to write a non-chronological report about a topic.	CHRONOLOGICAL NON- REPORT 6.9 E		
		2	I can organise the information gathered under different sub-headings and add details and illustrations.			
		3	I can use precise language and specific vocabulary to write about the topic and include features such as diagrams, glossary, images with captions, fact boxes and bullet points.			
				1	With support, I can narrate a story in a paragraph.	W.6.9 F STORY
				2	I can narrate a story using transitional words and phrases to manage the sequence of events and use narrative techniques such as dialogue and description.	
				3	I can use a variety of transitional words and phrases to manage the sequence of events and use sensory details to develop experiences and events or show the responses of characters to situations.	
				1	With support, I can write to express and justify my opinion on topics or texts.	W.6.9 G OPINION ARTICLE
				2	I can state my opinion clearly, give reasons, support it with information and include opposing/counter opinions.	
				3	I can state and support my opinion, include opposing/counter opinions and strengthen my argument by using effective words, phrases and clauses.	
WR 6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.	1	With support, I can organise my writing into three main parts (introduction, body and conclusion).	TEXT ORGANISATION		
		2	I can organise my writing, present ideas in a logical order, and use cohesive devices to connect paragraphs together.			
		3	I can make my writing more substantial by adding more paragraphs in the body.			

LITERATURE

Learning Outcomes

<p>LIT 6.2</p> <p>I can read and listen to literary texts such as poetry, prose and drama being performed or read aloud and show my understanding by answering questions about the text.</p>	<p>LIT 6.3</p> <p>I can respond to poems, stories, prose and drama by speaking and writing about how I feel about the literary texts and about the events, characters or themes in these texts.</p>
<p>LIT 6.4</p> <p>I can identify and respond to the use of literary devices and elements in literary texts.</p>	<p>LIT 6.5</p> <p>I can participate in activities based on poems, stories and plays I have read or listened to.</p>

Learning Outcome		Level Indicators		
LIT 6.2	I can read and listen to literary texts such as poetry, prose and drama being performed or read aloud and show my understanding by answering questions about the text.	1	With support, I can read and listen to and recognise the difference between poetry, prose and drama and answer questions about them.	SHOW UNDERSTANDING
		2	I can read and listen to different literary texts and answer literal and inferential questions about aspects such as events, setting, subject, topic and characters.	
		3	I can read and listen to different literary texts and answer literal, inferential and evaluative questions about aspects such as events, setting, subject, topic and characters.	
LIT 6.3	I can respond to poems, stories, prose and drama by speaking and writing about how I feel about the literary texts and about the events, characters or themes in these texts.	1	With support, I can express how I feel about a literary text by speaking, drawing, building text-related crafts, etc.	EXPRESS FEELINGS
		2	I can express how I feel about a literary text and justify my feelings through different means including writing a short paragraph or keeping a simple journal.	
		3	I can express how I feel about a literary text and justify my feelings through different means including discussion, writing more extensively or keeping a reflective journal.	
LIT 6.4	I can identify and respond to the use of literary devices and elements in literary texts.	1	With support I can identify rhyme and rhythm in poetry as well as the theme and characters in literary texts.	LITERARY DEVICES AND ELEMENTS
		2	I can identify various figures of speech and elements and show appreciation for their purpose and effect.	
		3	I can identify more complex figures of speech and elements in a variety of literary texts and show appreciation for their purpose and effect.	
LIT 6.5	I can participate in activities based on poems, stories and plays I have read or listened to.	1	With support I can participate in various activities such as reading response, role-play and dialogue.	RESPONDING TO LITERATURE
		2	I can participate in a variety of activities that show that I have a deeper understanding and personal connection to the text.	
		3	I can participate in activities that portray a vivid picture of my reaction to and interpretation of the text.	

LANGUAGE AWARENESS AND PRODUCTION

Learning Outcomes

The Language Awareness and Production Learning Outcomes are designed to be cumulative, with learners retaining skills acquired during the previous years and acquiring new skills each year. The grammar structures and skills presented here reflect the continuous spiralling that should occur during the primary years. They require continued attention through Year 6 as they are applied to increasingly more complex writing and speaking. The LAP learning outcomes should be integrated with the other four skills and embedded in the daily lessons.

Examples may be found in the Glossary.

LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.	LAP 6.2 I can use the correct word order when writing and speaking.	LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
LAP 6.5 I can use basic punctuation appropriately. I can show this understanding when writing or reading.	LAP 6.6 I can narrate events using simple linguistic forms.	LAP 6.7 I can use the resources available to expand my production of words.	LAP 6.8 I can use the language necessary to show time, place and movement in a sentence.

LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.	
Produce simple, compound, and complex sentences.	Construct different sentence types (Declarative; Interrogative; Imperative; Negative; Exclamatory, Subjunctive, Existential, Conditionals)
Ensure subject-verb and pronoun agreement.	Use direct and reported speech
Verb tense consistency	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
Change the voice from active to passive and passive to active.	Form and use regular and irregular plural nouns.
<p>Explain the function and make use of</p> <ul style="list-style-type: none"> - nouns (including abstract nouns) - pronouns - verbs - adjectives - adverbs - phrasal verbs - prepositions - conjunctions - determiners - time markers - sentence openers - connectives 	Form and use regular and irregular verbs.

LAP 6.2 I can use the correct word order when writing and speaking.	
Use the correct word order to form simple, complex, or compound sentences including the breaking up of phrasal verbs: Ex: put into - I <i>put</i> a lot of work <i>into</i> the project.	Order adjectives within sentences. (pattern) - a small red bag rather than a red small bag
Use the correct word order to form questions. Question patterns (verb) Where did he go?	Understand and use question words and interrogatives WH- questions and questions requiring a Yes/No answer.
Use question tags. It's rather good, isn't it? It's not good, is it?	

LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.	
Use verbs with different time/tense/aspect in speaking and writing	
<ul style="list-style-type: none"> - Simple Present Tense - Simple Past Tense - Continuous Tense– Present/Past/Future - Perfect Tense - Present/Past Perfect Continuous Tenses - Expressing future using modals, present simple, present continuous and going to - Use modal auxiliaries to convey various conditions 	

LAP 6.4 I can communicate effectively, altering my language choices according to purpose.

Use simple, compound and complex sentences to

- Describe
- Narrate
- Inform
- Explain
- Persuade
- Order
- Ask
- Socialise
- Argue
- Complain
- Instruct
- Entertain

LAP 6.5 I can use basic punctuation appropriately. I can show this understanding when writing or reading.

- | | |
|-------------------|---------------------|
| - Full stop | - Exclamation marks |
| - Speech marks | - Colon |
| - Commas | - Indentation |
| - Capital letters | - Question marks |
| - Apostrophes | - Brackets |
| - Hyphen | |

LAP 6.6 I can narrate events using simple linguistic forms.

- Using the simple present and past tenses
- Using simple and compound sentences

LAP 6.7 I can use the resources available to expand my production of words.

Use dictionary and thesaurus (including online versions) to:

- Spell words correctly, consulting references as needed
- Find the meaning
- Pronunciation
- Usage
- Find synonyms, antonyms and homophones
- Correctly use frequently confused words (e.g., to, too, two; there, their)
- Add Prefixes and Suffixes to change the meaning of words

LAP 6.8 I can use the language necessary to show time, place and movement in a sentence.

- Prepositions to show direction, position, time, purpose, possession, concession and comparison
- Adverbs of time, place, frequency, manner, duration, degree and reason
- Connectors
- Form and use prepositional phrases

APPENDICES

THEMATIC AREAS

It is highly recommended that a thematic approach to planning is adopted both for integrating the curriculum and for teaching skills in context.

YEAR 5 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:	
1. Personal Identification and Emotions	8. Places
2. School and Education	9. Transport
3. Jobs	10. Space Travel
4. Food and Drink	11. Shopping
5. Health and Fitness	12. The Natural World and Wildlife
6. Sports and Arts	13. Feasts and Celebrations
7. Media	

ASSESSMENT PLAN

	CONTINUOUS ASSESSMENT			SUMMATIVE ASSESSMENT		
	Number of LOs to be reported on <i>My School</i> , the marks of which are to be inputted on the Excel Sheet 40 % (Please refer to page 31.)			60 % (Please refer to page 35.)		
		Marks out 100	40%		Marks out 100	60%
LANGUAGE	1) 3 Listening LOs	20	8 %	LISTENING	20	12 %
	2) 3 Speaking LOs	20	8%	SPEAKING	20	12 %
	3) 3 Reading LOs	20	8%	READING	30	18 %
	4) 6 Writing LOs	20	8%	WRITING	30	18 %
LITERATURE	1) 1 Poetry LO	20	8%			
	2) 1 Prose LO					
	3) 1 Drama LO					

Teachers are to input a mark out of 100 for Continuous Assessment purposes twice a year (around the end of February and at the end of the scholastic year) and another mark out of 100 for Summative Assessment (i.e. the Annual Examination mark at the end of the scholastic year). *My School* will compute the global mark by considering the 40% weighting which Continuous Assessment carries and the 60% weighting which the Annual Exam mark carries.

REPORTING LEARNING OUTCOMES ON *My School*

Here is a table for English language and literature with the LO codes to be reported on per term. These will be reported using the **online reporting system (*My School*)** to which all stakeholders will have access. All the LOs will be available for ticking so teachers do not necessarily have to follow the order stated below.

	Term 1	Term 2	Term 3
<i>Listening</i>	LV 6.2 I can understand audio-visual text across a range of genres, identifying main ideas, specific information and key words.	LV 6.13 I can listen carefully, follow a series of instructions, and participate in discussions.	LV 6.10 I can listen to others and understand their point of view and ask for clarification when I don't understand.
<i>Speaking</i>	SR 6.8 I can participate in role-playing exercises by articulating clearly, demonstrating fluency and emphasis where appropriate.	SR 6.15 I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.	SR 6.7 I can contribute to class and group discussions on a range of topics and ask questions to find out more.
<i>Reading</i>	RV 6.2 I can read silently on my own for longer periods of time.	RV 6.4 I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.	RV 6. 11 I can use the layout and organisation of age-appropriate texts to aid comprehension.
<i>Writing</i>	WR 6.9 I can participate in writing for a wide range of genres, audience, and purposes. WR 6.9B: Message WR 6.9F: Story	WR 6.9 I can participate in writing for a wide range of genres, audience, and purposes. WR 6.9A: Instructions / Directions WR 6.9G: Opinion Article	WR 6.9 I can participate in writing for a wide range of genres, audience, and purposes. WR 6.9D: Letter WR 6.9E: Non-Chronological Report
<i>Literature</i>	LIT 6.2 I can read and listen to literary texts such as poetry, prose and drama being performed or read aloud and show my understanding by answering questions about the text.	LIT 6.4 I can identify and respond to the use of literary devices and elements in literary texts.	LIT 6.5 I can participate in activities based on poems, stories and plays I have read or listened to.
<i>Number of LOs</i>	6	6	6

Teachers might wish to refer to the Achievement Scale below which can be used as a **guide** when ticking and reporting on Learning Outcomes. This can be used together with rubrics and level descriptors which are available on the next pages:

Started to be achieved (ST)	Partially achieved (PA)	Satisfactorily achieved (SA)	Fully achieved (FA)
0-24	25-50	51-80	81-100
0-6	7-13	14-20	21-25
0-4	5-10	11-15	16-20
0-3	4-5	6-8	9-10

MARKING CRITERIA FOR SPEAKING
20 marks

	4-3	2-1	0
Fluency and Interaction	<p>Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.</p> <p>Can respect the rules of turn taking.</p>	<p>Can speak slowly, using hesitation to rephrase and search for vocabulary.</p> <p>Can generally respect rules of turn taking.</p>	<p>Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction.</p> <p>Rules of turn taking are ignored.</p>
Vocabulary	<p>Can use a wide range of vocabulary and phrases appropriate to the context.</p>	<p>Can use basic vocabulary and phrases related to everyday objects, activities, and people.</p>	<p>Uses a very limited range or inappropriate vocabulary to talk about the topic.</p>
Spoken grammar	<p>Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.</p>	<p>Can use basic grammatical structures and construct simple sentence structures.</p>	<p>Shows insufficient control of simple grammatical forms and structures are all inaccurate.</p>
Content and Relevance	<p>Task is achieved in full.</p> <p>Reply is relevant to the topic.</p>	<p>Task is partially achieved.</p> <p>Reply is mostly relevant to the topic.</p>	<p>Task is not achieved.</p> <p>Reply is irrelevant to the topic.</p>
Pronunciation, Intonation and Stress	<p>Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.</p>	<p>Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.</p>	<p>Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.</p>

MARKING CRITERIA FOR WRITING

20 marks

	4	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under- developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
	4	3	2	1	0
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
	4	3	2	1	0
Vocabulary	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
	4	3	2	1	0
Language use	Varied and accurate grammatical structures and syntax Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax Very poor choice of expression and inaccurate
	4	3	2	1	0
Spelling & Punctuation	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and hardly any use of punctuation (10 or more different mistakes)

YEAR 5 ANNUAL EXAMINATION

As from 2023, the **Year 5 Annual Examination paper** will include the following:

		Marks (100)	Summative Exam (60%)
<i>SPEAKING</i>	Task 1: Warmer	20	12%
	Task 2: Visual Prompts (SR 6.5 - Predict / Describe / Opinion)		
	Task 3: Inverted Interview (SR 6.7 - Asking Questions)		
	Task 4: Role Play (SR 6.8 - Functional Language)		
<i>LISTENING</i>	Task 1: Short (audio / audio-visual)	20	12%
	Task 2: Long (audio / audio-visual)		
<i>READING</i>	Task 1: Short (non-continuous / continuous)	30	18%
	Task 2: Long (non-continuous / continuous)		
<i>WRITING</i>	Task 1: Short	30	18%
	Task 2: Long		

Please note that the language use component has been removed. Accuracy will be assessed through the productive skills of speaking and writing. Please refer to the Year 5 Examination Guidelines for more information.

For further resources, visit our website via this link: englishprimarymalta.com

You may also refer to the official Curriculum website

<https://curriculum.gov.mt/en/Pages/Home.aspx>



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