

English Tasks from Annual Past Papers (2015-2019)

Introduction

The purpose of this document is to serve as a reference for Year 5 teachers who are preparing their learners to sit for the English Annual exam.

- i. For the purpose of this document we have reviewed the most recent English Past Papers (from 2019 to 2015) and organised their content by skill: Listening, Reading and Writing.
- ii. In order to prepare this material, we have referred closely to the following documents:
 - a) Guidelines for Teaching, Learning and Assessment on English in Years 1-6, 2020-2021
(https://curriculum.gov.mt/en/guidelines/primary/Documents/Primary_years_English.pdf)
 - b) Primary English Continuous Assessment in Year 5 and Year 6 (Updated 2019-2020)
(https://curriculum.gov.mt/en/new_syllabi/Documents/Yr03_to_Yr06_English/English_yr05_06_Continuous_Assessment_2019_2020.pdf)
 - c) English Syllabus for Year 5 (https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_englishyear5.pdf)
- iii. Each task is pegged to its relevant learning outcome which can be found on the English Syllabus for Year 5. For ease of reference these outcomes are also included in this document (please refer to pages 5-7). However, we strongly recommend that teachers refer to the Syllabus as each Learning Outcome is accompanied by examples of how it may be applied.
- iv. As outlined in the document 'Primary English Continuous Assessment in Year 5 and Year 6 (updated 2019-2020)', continuous assessment of English in Year 5 should include the selected learning outcomes below. For Writing, the teacher is free to decide which 6 Learning Outcomes will be reported on, ensuring that the total number of the mark is given in a professional manner, according to good assessment practice.

Skill	Listening	Speaking	Reading	Writing
Learning Outcome Reference	5.1.1 5.1.4	5.1.5 5.1.8 5.1.9	5.2.5 5.2.6 5.2.9 5.3.15	5.3.1 5.3.2 5.3.3 5.3.4 5.3.5 5.3.6 5.3.9 5.3.10 5.3.12 5.3.14
No of Assessed Tasks	3	3	6	6* (3 Long and 3 short)

- v. Tasks are also categorised by themes, as per those suggested in the Learning Outcomes for Year 5 which also correspond with Macmillan 4 and 5.
- vi. We hope that the material in this document will not only help teachers plan for revision, but also serve as clear guidelines when they plan tasks that target the specified learning outcomes.

Listening					
	2019	2018	2017	2016	2015
Theme	Listening to a radio programme <i>Fun facts about Pancakes</i> <i>Pancake Recipe</i>	Listening to a story <i>The Magician's Shop</i>	Listening to an excerpt from a story The Town and Park of Bestburg.	Listening to a Non-Fiction text NASA's Curiosity Rover spots a 'mouse' on Mars! National Geographic KiDS	Listening to a Non-Fiction text What do Animals eat?
Theme	(Food and Drink /Feasts and Celebrations)	(Places)	(Places/The Natural World)	(Places/The Natural World)	(The Natural World)
Reference to Syllabus	5.1.1 5.1.2 5.1.4	5.1.1 5.1.2 5.1.4	5.1.1 5.1.2 5.1.4	5.1.1 5.1.2 5.1.4	5.1.1 5.1.2 5.1.4

Reading

	2019		2018		2017		2016		2015
	Task 1 (Short)	Task 2 (Long)	Task 1 (Short)	Task 2 (Long)	Task 1 (Short)	Task 2 (Long)	Task 1 (Short)	Task 2 (Long)	
T a s k	Non Fiction <i>The Longest Moustache – The Guinness Book of Records</i>	Fiction text <i>Excerpt from the The Little Ghost by Otfried Preussler</i>	Non-Fiction <i>The End of the old Park</i>	Reading a Fiction text The Hanging Gardens of Babylon	Non Fiction Instructions <i>Drawing a Leaf with Ink</i>	Reading a Fiction Text <i>Excerpt from Masterpiece by Elise Broach</i>	Non Fiction <i>Reading about CS Lewis and the Chronicles of Narnia</i>	Reading a Fiction Text <i>Excerpt from The Chronicles of Narnia</i>	Reading a Fiction Text <i>Excerpt from Alice’s Adventure in Wonderland</i>
Theme	(Personal Identification and Emotions)	(Mysteries)	(The Natural World and Wildlife)	(Places/Journeys)	(Sports and Arts/ The Natural World)	(Sports and Arts)	(Sports and Arts/Places)	(Places)	(Places)
Reference to Syllabus	5.2.1 5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.8 5.2.9 5.3.15	5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.9 5.3.15	5.2.1 5.2.3 5.2.4 5.2.5 5.2.7 5.2.7 5.2.8 5.2.8 5.2.9 5.3.15	5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.9 5.3.15	5.2.1 5.2.3 5.2.4 5.2.5 5.2.7 5.2.7 5.2.8 5.2.9 5.2.9 5.3.15	5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.9 5.3.15	5.2.1 5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.9 5.2.9 5.3.15	5.2.3 5.2.4 5.2.5 5.2.7 5.2.8 5.2.9 5.3.15	

Writing

	2019		2018		2017		2016		2015	
Short Writing	<p>Writing an invite to a birthday party.</p> <p><i>Fill in an invitation with details.</i></p>	<p>Writing a postcard to describe</p> <p><i>Tell your friend about the activities you are doing and why you are enjoying the holiday.</i></p>	<p>Writing about a picture.</p> <p><i>Look at the picture and write a paragraph about it.</i></p>	<p>Writing a diary entry</p> <p><i>Choose a day in the life of your favourite character and write about what happened from the character's point of view</i></p>	<p>Writing directions</p> <p><i>Writing directions by following a map.</i></p>	<p>Continue writing a story</p> <p><i>Write parts from the story of The Lion and the Mouse.</i></p>	<p>Continue writing sentences.</p>	<p>Writing a diary entry</p> <p><i>Write what you did at different times of day.</i></p>	<p>Writing sentences to compare materials.</p>	<p>Writing table manners</p>
T h e m e	(Feasts and Celebrations)	(Places/Journeys)	(The Natural World and Wildlife)	(Personal Identification and Emotions)	(Places/Transport)	(The Natural World and Wildlife)	(Free Time and Entertainment)	(Places/ Free Time and Entertainment)	Various	(Free Time and entertainment/ Places)
Long Writing	<p>Writing a letter.</p> <p><i>Write a letter to a friend who missed your birthday party. Tell him/her all about your birthday party.</i></p>	<p>Writing a letter</p> <p><i>Write a letter to a friend who missed your costume party. Tell him/her all about your costume party that went wrong.</i></p>	<p>Writing a story</p> <p><i>It was late one evening when it happened. Mark was fishing ...</i></p>	<p>Writing a story</p> <p><i>It was early one morning when it happened. Amy was walking the dog ...</i></p>	<p><i>Writing a letter.</i></p> <p>Write a letter to a friend who lives abroad to tell him or her about an outing that went wrong.</p>	<p>Writing a letter</p> <p>Write a letter to a friend who lives abroad to tell him or her about an adventure you experienced while you were on a picnic</p>	<p><i>Picture Composition</i></p> <p>–</p> <p><i>The Bicycle Race</i></p>	<p><i>Writing a story:</i></p> <p>I was walking around the garden of our new house on the day after we moved in when I noticed a ...</p>	<p><i>Selection of 4 titles</i></p> <ol style="list-style-type: none"> 1. <i>Write about what you do after school. (Recount writing)</i> 2. <i>My favourite author</i> 3. <i>Write a letter</i> 4. <i>Picture composition</i> 	
Theme	(Feasts and Celebrations)	(Feasts and Celebrations)	(The Natural World and Wildlife)	(The Natural World and Wildlife)	(Places)	(Places/Food and Drink)	(Helping at home)	(Free time and Entertainment)	Various	
	5.3.2 5.3.3 5.3.4 5.3.5 5.3.6 5.3.9	5.3.10 5.3.12 5.3.14 5.3.16	5.3.2 5.3.3 5.3.4 5.3.5 5.3.10 5.3.14 5.3.16	5.3.2 5.3.4 5.3.5 5.3.10 5.3.14 5.3.16	5.3.2 5.3.3 5.3.4 5.3.5 5.3.6 5.3.9	5.3.10 5.3.12 5.3.14 5.3.16	5.3.3 5.3.6 5.3.10 5.3.12 5.3.14	5.3.3 5.3.6 5.3.10 5.3.12 5.3.14	5.3.2 5.3.3 5.3.4 5.3.5 5.3.6 5.3.9	

Syllabus Reference – Speaking and Listening Skills	
5.1.1	Demonstrate enjoyment, interest and attentiveness during listening and viewing activities.
5.1.2	Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form.
5.1.3	Demonstrate ability to recite poems with correct intonation and pronunciation.
5.1.4	Demonstrate increasing efficiency in using appropriate language when participating in discussions on read-aloud text, stories, poems and songs.
5.1.5	Give descriptions of characters, scenes, objects and pictures.
5.1.6	Use appropriate and grammatically correct language to communicate meaningfully with a purpose.
5.1.7	Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience.
5.1.8	Explain the different steps of a simple procedure using clear and precise instructions.
5.1.9	Participate in situations for acting out a simple event.
5.1.10	With support initiate discussion, and contribute to conversation.
5.1.11	Understand and practise the conventions of social discourse.
5.1.12	Use a range of vocabulary related to particular topics.
5.1.13	Participate enthusiastically in oral activities.
5.1.14	Demonstrate a positive view of their own opinions and appreciate the views of others.

Syllabus Reference – Writing Skills	
5.3.1	Develop an individual handwriting style.
5.3.2	Use a range of presentational features.
5.3.3	Demonstrate competence of various strategies to spell words correctly.
5.3.4	Demonstrate ability to plan their writing through brainstorming, classifying and organising information prior to writing.
5.3.5	Write in a coherent and cohesive manner.
5.3.6	Demonstrate ability to proof-read and edit and begin to revise own work.
5.3.7	Use drawing and writing to complement and support each other.
5.3.8	Participate in shared teacher/pupil/s writing.
5.3.9	With support write for an audience and with a purpose.
5.3.10	Write expanded sentences according to ability.
5.3.11	With support create and write own book/s experimenting with different genres.
5.3.12	With support, demonstrate understanding of the functions of sentence structure.
5.3.13	Demonstrate understanding of the function and relation of words in context.
5.3.14	Use grammatically correct sentences.
5.3.15	Write answers to questions on picture, topic, story and poem.
5.3.16	Make use of interesting, subject specific and evocative words and expressions to achieve specific effects.
5.3.17	Demonstrate enjoyment and motivation to participate in writing activities.

Syllabus Reference – Reading Skills	
5.2.1	Demonstrate awareness and knowledge of book conventions.
5.2.2	Demonstrate ability to access information from a range of sources.
5.2.3	Use a range of strategies automatically when encountering difficult text.
5.2.4	Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word.
5.2.5	Demonstrate efficiency in using a variety of strategies to understand and maintain meaning of text .
5.2.6	Participate in shared reading experiences.
5.2.7	Read confidently, with fluency, expression and clear diction.
5.2.8	With support, read and understand unfamiliar text.
5.2.9	<p>With support, use a wide range of monitoring and adjusting strategies to aid comprehension:</p> <ul style="list-style-type: none"> · Identify main ideas and key words · Respond to literal questions · Identify and explain words that enhance meaning in a text · Discuss figurative language · Skim texts for different purposes · Scan texts for different purposes · Make inferences based on implicit information drawn from a text · Provide justification for those inferences by returning purposefully to the text · With support demonstrate ability to make evaluative responses
5.2.10	Sustain an increasing bank of words which are recognised automatically when encountered in different contexts.
5.2.11	Begin to discuss and recommend books and share opinions.

Conclusion

We appreciate any feedback that you might have.

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