

Annual Allotment: 5th Grade - Primary School

- **Teacher:** Omara Abderrahmane.
- **School:**
- **Grade:** 5th Grade - Primary School.
- **Academic Year:** 2024/2025.

Sequences	Sections	Communicative Objectives	Resources				
			Key Vocabulary	Grammar	Phonics	Handwriting	
Level of achievement 01		-Interpret oral messages and interact orally, decode a short simple message of about 20 words to understand its meaning, and produce a very short written message of about 10 words.					
First Term	01 - Jobs, Occupations and Hobbies	01- Jobs and Occupations	-Name/identify common jobs and occupations. -Ask and answer questions about family members and friends’ jobs and occupations. -Name/identify common places of work. -Identify the gist of the oral message. -Interact orally. -Recognize simple words in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 20 words. -Identify the general idea of the reading message. -Identify specific information. -Read words containing the sounds: /ʒ/ vs /dʒ/. -Identify the sounds. /ʒ/ vs /dʒ/. -Use relevant information to write a message of about 10 words. -Apply the writing mechanics. -Use connected handwriting.	-Names of jobs with the suffixes: er, or, ist, ian, e.g. farmer, teacher, doctor, dentist, musician, etc. -Names of places of work: school, hospital, farm, office, post office, etc.	Grammar (implicit): -The present simple: to do, to be, to work -Wh questions: -What’s her/his job? -Yes/no questions: -Is s/he a doctor? -Yes, he is/No, he isn’t. -Adjectives related to the topic. -Articles: a, an. -prepositions: in, at -Full forms: am, are, is. -Contracted forms: ’m, ’re, ’s. -Word order in: -Simple sentences My cousin is a teacher in primary school. -Questions: -Yes/no questions Is your uncle a policeman? No, he is a teacher. -Wh-questions. What’sjob ? -Subject verb agreement.	-Pronunciation (implicit) : -Intonation in: -Simple sentences. -Wh questions. -The sounds: /ʒ/ vs. /dʒ/.	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization. -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

	Sequences	Sections	Communicative Objectives	Resources			
				Key Vocabulary	Grammar	Phonics	Handwriting
First Term	01- Jobs, Occupations and Hobbies	02 - Hobbies	-Identify/ name different hobbies. -Identify/ name family members and friends' favourite hobbies. -Ask and answer questions about favourite hobbies. -Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 20 words. -Identify the general idea of the reading message. -Find specific information. -Read words containing the sound:/ŋ/. -Identify the sounds /ŋ/. -Use relevant information to write a message of about 10 words. -Apply the writing mechanics. -Use connected handwriting.	-Hobbies: Playing football/ basketball/ tennis, riding a bike, painting, swimming, taking pictures/ photographs. -Days of the week (Sunday, Monday, etc.), weekend.	-Grammar (implicit): -Present simple: to like/ to love/ to enjoy/ to prefer/ to like/ to love/ to enjoy/ to prefer + stem + ing. -Wh questions: -What's your favourite hobby? -Yes/no questions: -Do you like playing video games? -Yes, I do/No, I don't. I prefer... -Adjectives related to the topic. -Prepositions: on, at. - E.g. -I like playing football in the park. -I love watching TV at night. -I prefer riding my bike on Saturday. -Word order in: -Simple sentences: I like playing football in the park. -Questions -Yes/no questions Do you like playing video games? -Wh-questions What's your favourite hobby? -Subject verb agreement.	-Pronunciation (implicit) : -Intonation in: -Simple sentences. -Questions : -Wh-question, -Yes/ no questions. -Exclamations: Fantastic! -The sound/ŋ/ in playing, riding, swimming, etc.	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

PAUSE1 : REMEDIATION & STANDARDISATION

	Sequences	Sections	Communicative Objectives	Resources			
				Key Vocabulary	Grammar	Phonics	Handwriting
Level of achievement 02			-Interpret oral messages and interact orally, decode a short simple message of about 30 words to understand its meaning, and produce a very short written message of about 15 words.				
Second Term	02 - Hometown/City/Village: Amenities, Directions & Signs	01 - Amenities	-Name/identify different amenities in city/ hometown/village. -Ask and answer questions about different amenities in city/ hometown/village and their location. -Identify the gist. -Recognize simple words in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 30 words. -Identify the general idea of the reading message. -Find specific information. -Read words containing the sounds: /j/vs. / w /. -Identify the sounds /j/ vs. / w/. -Use relevant information to write a message of about 15 words. -Apply the writing mechanics. -Use connected handwriting.	-Amenities: school, hospital, shop, restaurant, street, park, the butcher's, the baker's, the grocer's, post office, petrol station, mall, etc.	-Grammar (implicit): -The present simple: to be, to have, to find. -Yes/no questions: Is there/ are there...? - Yes, there is/ no, there isn't / yes, there are/ no, there aren't. -Wh question: where is ...? -Possessive case: 's. -Adjectives related to the topic. -Articles: a, an, the. -Prepositions: in, in front of, between, next to, opposite. -Word order in: -Simple sentences The post office is next to the bank. -Questions: -Yes/no questions: Is there a café nearby? -Wh-questions Where is it? -Subject verb agreement.	-Pronunciation (implicit) : -Intonation in: -Simple sentences. -Yes/no Questions. -Exclamations: What a beautiful park! / wow! / Nice! /j/ in yes, young vs. / w / when, what, water.	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

	Sequences	Sections	Communicative Objectives	Resources			
				Key Vocabulary	Grammar	Phonics	Handwriting
Second Term	02 - Hometown/City/Village: Amenities, Directions & Signs	02 - Directions and Signs	-Ask for and show the way to different amenities in city/hometown/ village. -Identify the gist of the oral message. -Recognize simple words, expressions and sentences in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 30 words. -Identify the general idea of the reading message. -Find specific information. -Read words containing the target sounds. -Identify the target sounds. -Use relevant information to write a message of about 15 words. -Apply the writing mechanics. -Use connected handwriting.	-Names of roads /streets/parks, the way, road, traffic lights, sign(s), bridge, the corner, subway, pedestrian crossing, side walk, etc... -Directions: to the right/left, up/down (the road).	-Grammar (implicit): -The imperative: go (straight ahead), turn (to the right/left), take (the first/second turning), cross. -Prepositions: between, up/down (the road). -Modal 'can' for requests: -Excuse me, can you show me the way to the park, please? -Possessive case: 's (butcher's). -Ordinals: the first, the second, etc. -Adjectives related to the topic. -Word order in: -Instructions: -Go ahead- Turn left... -Requests: -Excuse me, can you show me the way to the park, please?	-Pronunciation (implicit): -Intonation in: -Instructions. -Requests. -The target sounds (revision).	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

PAUSE2 : REMEDIATION & STANDARDISATION

	Sequences	Sections	Communicative Objectives	Resources			
				Key Vocabulary	Grammar	Phonics	Handwriting
Level of achievement 03			-Interpret oral messages and interact orally, decode a short simple message of about 40 words to understand its meaning, and produce a very short written message of about 20 words.				
Third Term	03- Holidays and Travelling	01 - Holidays	-Name common places/ destinations for holidays. -Ask and answer questions about destinations / places for holidays. -Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 40 words using reading skills. -Identify the general idea of the reading message -Read words containing the target sounds -Identify the target sounds -Use relevant information to write a message of about 20 words. -Apply writing mechanics. -Use connected handwriting	-Nouns of places: beach, mountain, seaside, camping, hotel, etc. -Nouns of seasons: winter, spring, summer, autumn.	Grammar (implicit) -The present continuous: am/is/are +stem+ing -Yes/no questions: are you/we going for holidays? Yes/no... -Wh-questions: Where are you going for spring holidays? -Full forms: am, is, are + stem + ing -Contracted forms: 'm, 's, 're +stem +ing -Adjectives related to the topic ☐ Word order in: ☐ Simple sentences We are going to Oran for holidays. ☐ Questions - Yes/ No ☐ Are you/we going for holidays? - Wh-question • Where are you going for spring holidays? ☐ Subject verb agreement	Pronunciation(implicit) *Intonation in: -Simple sentences -Questions -Exclamations: Cool !Great ! *The target sounds (revision)	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

	Sequences	Sections	Communicative Objectives	Resources			
				Key Vocabulary	Grammar	Phonics	Handwriting
Third Term	03- Holidays and Travelling	02 - Travelling	-Name/identify different means of transportation. -Ask and answer questions about favourite way of travelling. -Identify the gist of the oral message. -Recognize simple words in familiar context using phonemic awareness. -Act a scene out. -Read a short simple message of about 40 words. -Identify the general idea of the reading message. -Find specific information. -Read words containing the target sounds. -Identify the target sounds. -Use relevant information to write a message of about 20 words. -Apply writing mechanics. -Use connected handwriting	-Nouns of means of transportation: car, plane, bike, boat, train, metro, etc.	-Grammar (implicit): -The present simple: to like/ to love/ to enjoy/ to prefer/ to like/ to love/ to enjoy/ to prefer + travelling. -Questions: -Yes/no questions: -Do you like travelling by car? -No, I don't. I prefer travelling by... -Wh questions: -How do you like travelling? -Prepositions: by, on.	-Pronunciation (implicit) : -Intonation in: -Simple sentences. -Questions: -Exclamations: Oh ! Really ! -The target sounds (revision).	-Handwriting: -Dictation: -Spelling. -Word order. -Punctuation. -Capitalization -Writing mechanics: -Capitalization. -Punctuation. -Spelling. -Word order (simple sentences). -Subject verb agreement.

PAUSE2 : REMEDIATION & STANDARDISATION

Inspector

Headmaster

Teacher