

The image features a decorative design on the left side consisting of two vertical bars: a thin dark grey one and a wider gold one. The background is white with a repeating pattern of faint, light gold triangles. The text 'Grade Level Goal' is positioned to the right of the gold bar, and a large grey number '5' is centered below it.

Grade Level Goal

5

Academic Year 2025-2026: End of Term 1 Exam Test Specifications

Grade Level Goal	Grade 5 GLG	Learning Continuum Stage	1
Class	5 General	CEFR	A1.2-A2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	Writing: 40
			Paper-based
			Paper-based

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	People Describing people, friends and family	short, long, curly, straight, hair, blonde, black, brown, parents, children, husband, wife, son, daughter	
		Where we live People in town	doctor, hospital, firefighter, fire station, waiter, police officer, police station, shop assistant	
		Task Description	Learning Outcomes	Construct Limits
		Matching (word-image) 	Reading Strategies ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	10 words, 10 images 2 marks each (total: 20)
		Match the word to the correct picture.		
		Task Type: Match high frequency words to pictures.		

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand texts.	Homes Different homes	wood, stone, glass, door, windows, roof, big, small, tall	G.16.5 Pronouns (Possessive adjectives) – my, her, his, our, their G.16.1 Pronouns (personal/ subject) – I, he, she, we, they
		Homes My family	mother, father, sister, brother, aunt, uncle, cousin, grandmother, grandfather	G.13.1 Present simple (have / has)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 80 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 10)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning.	Where we Live Travel	beach, mall, mosque, hotel, expensive, visit, mountain, road, tree, lake, building, bicycle, shop	G.13.1 Present simple G.12.1 Prepositions (place) – opposite, between, next to	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.01.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Details: ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.		▪ 1 descriptive text of 120-150 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.	The UAE Wildlife Park	elephant, tiger, flamingo, giraffe, tall, short, heavy, light, follow, path, rabbit, jump, run, bee, sand dune	G.1.3 Superlative adjectives – smallest, heaviest, lightest, tallest, shortest G.13.2 Present continuous (questions) – who is playing? Who is running? What is Saif doing?	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Connections ENG.01.RV.CS.3.1: Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.		▪ 1 descriptive text of 120-150 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings. Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control. Produce short, simple written or multimodal texts. Express simple ideas and information with developing coherence.	Where we Live Where I live	Term 1 Vocabulary	Adjectives for describing towns (noisy, quiet, old, fun) There is / There are Prepositions of place and time Present simple	FL.06 Describing places
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response Look at the picture. Answer the questions by writing complete sentences. Write at least 60 words.	Spelling ENG.01.WR.S.2.2: Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings. Punctuation ENG.01.WR.S.3.1: Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control. Fluency in text production ENG.01.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics using short, simple and some linked sentences, although there may be frequent inaccuracies and limitations in vocabulary or structure. Presentation and development of ideas ENG.01.WR.P.2.1: Express simple ideas and information on familiar topics using a limited range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be frequent inaccuracies and limitations in vocabulary or structure.		▪ One image and one question with three prompts to elicit a personal narrative. ▪ Word count: 60 words ▪ 40 marks (based on rubric)