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Grade Level Goal

5

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 5GLG - Grade 5 General– Stage 1 – A1.2-A2.1

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	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Towards Grade Level Goal	Exciting Adventures	stranded, lost, canyon, river, decision, solution, frightened		
		Curious Creatures and Extraordinary Places	rainforest, desert, mountain, beach, tiger, camel		
		What Happens if ... ?	sandstorm, heatwave, flood, storm, temperature, weather, heavy rain, strong wind		
		Task Description	Learning Outcomes	Construct Limits	
		Matching (word–image) Look at the word. Match the word to the correct picture. Choose A or B.	Reading Strategies ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.	▪ 5 words, 10 images (1 correct answer and 1 distractor for each word) ▪ 2 marks each (total: 10)	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	Curious Creatures and Extraordinary Places Describing People and Things, Describing Places, Amazing Animals and Places	amphibian, gills, regrow, survive, salt, reflect, protect, scientist, rainforest, desert, beach, whale, special, amazing, see-through	G.14.1. Past time (past simple (including verb 'to be')) G.14.3. Past time (Past continuous) G.4.1. Clauses and phrases: defining relative clauses G.5.1. Zero conditional
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.	▪ 1 descriptive text (A1.2 - A2.1) 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		
Part 3A: Reading	At Grade Level Goal	Exciting Adventures Lost in the Hajar Mountains, A Kayaking Adventure		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answers. Choose A, B or C.	Comprehension Skills Specific Information: 4 x 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: 2 x 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 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues 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 1 x 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 (A1.2 - A2.1) of 120-150 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	What Happens if ...? Amazing Weather Around the World		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x 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 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues 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 2 x 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 1 x 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 narrative text (A2.2) of 120-150 words (10% either way) (Max: 165) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	<i>The Writing Task will be based around one of these themes:</i>		
		Exciting Adventures Adventure Story Writing		FL.31 Describing past experiences and events, FL.5 Describing people, FL.6 Describing places
		What Happens if ...? Weather Watchers and Problem Solvers, The Weather Watch Team		FL.16 Expressing opinion, FL.35 Making predictions and hypothesising
		Task Description	Learning Outcomes	Construct Limits
		Constructed Writing Response Write about _____. You can use the picture or write about your own _____. Answer these questions: • Prompt 1 • Prompt 2 • Prompt 3 Write at least 60 words in complete sentences.	Spelling ENG.01.WR.S.2.2: Spell a wide range of familiar and unfamiliar words using phonological and morphological knowledge, spelling generalisations, regular spelling patterns and a limited range of irregular spellings, including less common vowel and consonant patterns. 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, and giving simple reasons with 'because', 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, giving simple reasons with 'because', and 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.	▪ Image(s) and one question with three prompts to elicit an adventure story or an informational text. ▪ Word count: 60 words ▪ 40 marks (based on rubric)