

# SCO INTERNATIONAL ENGLISH OLYMPIAD

## CLASS 5 SYLLABUS

A comprehensive syllabus guide for students, teachers, and schools

**Designed from Class 5 English skill pathways and aligned with SCO's guided preparation, practice, reporting, and future-ready communication growth.**

- age-fit learning guidance for Class 5 / upper-primary learners globally
- structured pathways across reading fluency, comprehension, writing, grammar, listening, and speaking readiness
- quick-glance chapter notes, learning outcomes, assessment focus, and classroom implementation ideas
- student-friendly preparation roadmap for vocabulary, expression, accuracy, confidence, and comprehension

Reading	Fluency	Comprehension	Genres
Writing	Grammar	Listening	Speaking

# Syllabus Purpose and Learning Vision

## Purpose of this syllabus

The SCO International English Olympiad Class 5 syllabus is designed to strengthen language confidence through balanced development of reading, writing, listening, and speaking readiness. The pathway supports students in understanding texts, expressing ideas clearly, using grammar accurately, and responding thoughtfully in real-life and academic situations.

### For Students

Build fluency, vocabulary, sentence sense, and confidence through regular reading, writing, speaking, and listening practice.

### For Teachers

Use the chapter notes and learning outcomes to plan lessons, practice tasks, revision activities, and formative checks.

### For Schools

Use the syllabus as a structured English enrichment pathway for language clubs, Olympiad preparation, and classroom extension.

### For Classrooms

Support reading habits, conversation practice, vocabulary growth, and simple writing routines through daily classroom routines.

## Skill Map at a Glance

Chapter Area	Core Focus	Expected Student Growth
Reading Fluency	Accuracy, pace, expression, punctuation clues	Read age-appropriate texts smoothly and meaningfully.
Reading Comprehension	Main idea, characters, events, inference, evidence	Understand, discuss, and answer questions from stories and informational texts.
Genres	Fiction, non-fiction, poetry, purpose, structure	Recognize how different text types communicate ideas.
Sentence Structure	Complete sentences, punctuation, conjunctions, paragraph flow	Write clear sentences and short paragraphs.
Creative Writing	Stories, poems, descriptions, imagination, sensory details	Create expressive writing with sequence and detail.
Grammar Foundations	Parts of speech, tense, articles, pronouns, adjectives, sentence formation	Use grammar accurately in reading, writing, and speaking.
Listening Comprehension	Instructions, stories, spoken details, sequencing	Understand spoken information and respond correctly.
Active Listening	Key points, respectful response, clarification, conversation skills	Follow conversations and identify important ideas.

# Chapter-Wise Syllabus Notes and Learning Outcomes

## CH 1 Primary English Skills Foundation

<p><b>CHAPTER NOTE</b></p> <p>Class 5 English builds a stronger bridge between basic language knowledge and confident communication. Students move from simple recognition of words and sentences to purposeful reading, organised writing, meaningful listening, and classroom speaking readiness.</p>	<p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Connect reading, writing, listening, and speaking as one complete language system.</li> <li>• Use vocabulary and grammar to express ideas more accurately.</li> <li>• Participate in class discussions, short presentations, and guided activities with growing confidence.</li> </ul>
<p><b>CLASSROOM AND SCHOOL USE</b></p> <p>Schools can introduce this as the opening orientation chapter for English enrichment, language clubs, and Olympiad preparation. Teachers can use it to explain how each skill supports the others.</p>	<p><b>OLYMPIAD READINESS FOCUS</b></p> <p>Foundation questions may test basic grammar, vocabulary, sentence meaning, and communication awareness.</p>

## CH 2 Reading Fluency

<p><b>CHAPTER NOTE</b></p> <p>Reading fluency means reading age-appropriate texts with accuracy, suitable pace, and natural expression. It helps students understand meaning instead of reading word by word without connection.</p>	<p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Read short stories, factual passages, poems, and dialogues with accuracy.</li> <li>• Use punctuation marks to pause, stop, question, and express emotion while reading.</li> <li>• Improve word recognition, pronunciation, and confidence in reading aloud.</li> </ul>
<p><b>CLASSROOM AND SCHOOL USE</b></p> <p>Teachers can use short daily reading practice, paired reading, poetry recitation, and read-aloud sessions. Schools can add reading corners and weekly fluency circles.</p>	<p><b>OLYMPIAD READINESS FOCUS</b></p> <p>Questions may ask students to understand sentence flow, punctuation effect, word meaning, and oral-reading readiness.</p>

## CH 3 Reading Comprehension

### CHAPTER NOTE

Comprehension develops the ability to understand what a text says, what it suggests, and why details matter. Class 5 students should be able to identify main ideas, characters, events, settings, causes, effects, and simple inferences.

### LEARNING OUTCOMES

- Find the main idea and supporting details in a passage.
- Identify characters, setting, sequence of events, problem, and solution in stories.
- Answer literal and inferential questions using evidence from the text.

### CLASSROOM AND SCHOOL USE

Teachers can use story maps, main-idea charts, paragraph discussion, and evidence-based answers. Schools can include comprehension practice in assemblies, library periods, and reading challenges.

### OLYMPIAD READINESS FOCUS

Passage-based Olympiad questions may focus on main idea, vocabulary in context, inference, detail recognition, and conclusion.

## CH 4 Genres: Fiction, Non-Fiction, and Poetry

### CHAPTER NOTE

Genre awareness helps students understand that every text has a purpose and structure. Fiction may tell a story, non-fiction may explain facts, and poetry may use rhythm, imagery, and emotion.

### LEARNING OUTCOMES

- Distinguish fiction, non-fiction, poetry, dialogue, notices, and short informational texts.
- Recognize genre features such as characters, facts, rhyme, headings, captions, and descriptions.
- Compare how different genres present ideas and feelings.

### CLASSROOM AND SCHOOL USE

Schools can support genre exposure through library displays, theme weeks, reading logs, poetry days, and non-fiction exploration boards.

### OLYMPIAD READINESS FOCUS

Questions may ask students to identify text type, author purpose, genre features, tone, and meaning from context.

## CH 5 Sentence Structure and Paragraph Writing

### CHAPTER NOTE

This chapter strengthens the ability to write complete sentences and organize them into short paragraphs. Students practise subject, predicate, punctuation, conjunctions, and logical order.

### LEARNING OUTCOMES

- Write complete sentences with correct word order and punctuation.
- Use joining words such as and, but, because, so, when, and although appropriately.
- Develop short paragraphs with a topic sentence, supporting details, and a closing idea.

### CLASSROOM AND SCHOOL USE

Teachers can use sentence-building games, paragraph frames, peer editing, and before-after sentence improvement tasks. Schools can include paragraph writing in notice boards and class magazines.

### OLYMPIAD READINESS FOCUS

Questions may test sentence correction, punctuation, word order, conjunctions, paragraph sequence, and coherent completion.

## CH 6 Creative Writing

### CHAPTER NOTE

Creative writing encourages imagination, expression, and personal voice. Students practise short stories, poems, descriptive paragraphs, dialogue, and reflective writing in age-appropriate forms.

### LEARNING OUTCOMES

- Create short stories with characters, setting, beginning, middle, and ending.
- Use descriptive words, sensory details, and simple figurative language.
- Write poems, dialogues, and descriptions with clarity and creativity.

### CLASSROOM AND SCHOOL USE

Teachers can use picture prompts, story starters, role play, poetry frames, and classroom publishing. Schools can organize creative writing corners, storytelling days, and writing portfolios.

### OLYMPIAD READINESS FOCUS

Olympiad readiness includes completing dialogues, choosing suitable expressions, identifying tone, and improving sentences for clarity.

## CH 7 Grammar Foundations

### CHAPTER NOTE

Grammar gives students the tools to form correct and meaningful sentences. Class 5 grammar should support real communication, not only rule memorization.

### LEARNING OUTCOMES

- Identify and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and articles.
- Apply basic tenses, subject-verb agreement, punctuation, and sentence formation correctly.
- Recognize errors and choose grammatically accurate sentences.

### CLASSROOM AND SCHOOL USE

Teachers can connect grammar to reading and writing tasks. Schools can use short grammar drills, editing corners, grammar games, and weekly usage challenges.

### OLYMPIAD READINESS FOCUS

Questions may include error detection, fill-in-the-blanks, article/preposition use, tense, pronoun choice, adjective degree, and sentence type.

## CH 8 Listening Comprehension

### CHAPTER NOTE

Listening comprehension helps students understand spoken instructions, stories, explanations, and announcements. It develops attention, memory, sequencing, and response skills.

### LEARNING OUTCOMES

- Follow multi-step verbal instructions accurately.
- Listen to a story or explanation and identify key details, sequence, and meaning.
- Respond to spoken questions with relevant answers.

### CLASSROOM AND SCHOOL USE

Teachers can use read-aloud stories, audio clips, classroom instructions, short announcements, and listening journals. Schools can include listening practice in assemblies and language labs.

### OLYMPIAD READINESS FOCUS

Listening-based preparation supports comprehension, conversation completion, spoken instructions, and real-life communication tasks.

## CH 9 Active Listening and Classroom Communication

<p><b>CHAPTER NOTE</b></p> <p>Active listening means listening with attention, respect, and purpose. Students learn to identify key points, ask clarification questions, and respond politely in discussions.</p>	<p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Identify the main point in a conversation or spoken text.</li> <li>• Ask polite questions for clarification and respond appropriately.</li> <li>• Summarize a peer or speaker's idea in simple words.</li> </ul>
<p><b>CLASSROOM AND SCHOOL USE</b></p> <p>Teachers can use pair discussions, think-pair-share, role play, peer interviews, and classroom presentation circles. Schools can support speaking confidence through assemblies and language clubs.</p>	<p><b>OLYMPIAD READINESS FOCUS</b></p> <p>Conversation-based questions may test suitable replies, polite expressions, idioms, tone, context, and everyday communication.</p>

## Assessment Blueprint and Preparation Roadmap

### Balanced assessment approach

The SCO International English Olympiad Class 5 assessment pathway encourages accuracy, comprehension, expression, and communication readiness. Questions should not only check memory of rules, but also the ability to use English meaningfully in reading, writing, listening, and everyday situations.

Assessment Area	What It Checks	Typical Olympiad Task
Vocabulary and word use	Word meaning, synonyms, antonyms, context clues, idioms, phrases	Choose the best word or phrase to complete a sentence.
Grammar and sentence accuracy	Articles, prepositions, tense, subject-verb agreement, pronouns, adjectives, adverbs	Identify the grammatically correct sentence or error.
Reading comprehension	Main idea, details, inference, sequence, character, purpose	Answer questions from passages, stories, signs, notices, and poems.
Writing readiness	Sentence order, punctuation, paragraph sense, creative expression	Arrange words, complete sentences, choose suitable connectors.
Listening and speaking readiness	Conversation logic, polite replies, instructions, key points	Choose the best response in a short dialogue or spoken situation.
Higher-order language thinking	Application, reasoning, interpretation, comparison	Select the most suitable option based on meaning and context.

## Suggested Preparation Roadmap for Schools and Students

Phase	Focus	Recommended Practice
Week 1-2	Reading fluency and vocabulary	Read aloud daily, maintain new-word notebook, practise word meaning in sentences.
Week 3-4	Comprehension and genre awareness	Read short stories, poems, and information passages; identify main idea and details.
Week 5-6	Grammar and sentence structure	Practise tense, articles, pronouns, prepositions, punctuation, and sentence correction.
Week 7-8	Writing and creative expression	Write short paragraphs, story endings, descriptions, and dialogue completions.
Week 9-10	Listening and speaking readiness	Practise instructions, conversation replies, storytelling, and short presentations.
Final Revision	Mixed Olympiad practice	Solve mixed questions, review explanations, and revise weak areas using feedback.

## Teacher and School Implementation Notes

Implementation Area	School/Teacher Action	Learning Benefit
Reading-rich classroom	Maintain a visible reading corner, weekly story/poem reading, and short comprehension conversations.	Students gain fluency, vocabulary, and confidence with different text types.
Writing practice cycle	Use plan-write-revise-share routines for sentences, paragraphs, stories, and descriptions.	Students learn clarity, organization, punctuation, and style.
Integrated grammar	Teach grammar through examples from reading passages and student writing, not only isolated rules.	Students apply grammar naturally while reading, writing, and speaking.
Listening and speaking culture	Use instructions, storytelling, peer response, role play, and short presentations.	Students improve attention, response quality, and classroom communication.
Feedback and revision	Give short, specific feedback on one skill at a time: sentence, word choice, idea, punctuation, or clarity.	Students understand what to improve and how to improve it.

# Student Skill Checklist

Skill	Evidence of Learning	Progress Marker
Reading fluency	Reads age-appropriate passages with accuracy, suitable pace, and expression.	Needs practice / Developing / Confident
Main idea and detail	Identifies the central message, important facts, and supporting details.	Needs practice / Developing / Confident
Genre awareness	Recognizes fiction, non-fiction, poetry, notices, signs, and dialogues.	Needs practice / Developing / Confident
Sentence accuracy	Writes complete sentences with correct punctuation and clear word order.	Needs practice / Developing / Confident
Grammar use	Uses parts of speech, tense, articles, prepositions, pronouns, and adjectives correctly.	Needs practice / Developing / Confident
Creative expression	Writes short stories, poems, and descriptions with sequence and detail.	Needs practice / Developing / Confident
Listening comprehension	Follows instructions and understands stories or spoken explanations.	Needs practice / Developing / Confident
Active listening	Identifies key points, asks relevant questions, and responds politely.	Needs practice / Developing / Confident

## Glossary for Quick Review

Term	Student-Friendly Meaning
Fluency	Reading smoothly with accuracy, pace, and expression.
Comprehension	Understanding meaning, details, sequence, and ideas in a text.
Genre	A type of text such as fiction, non-fiction, poetry, notice, or dialogue.
Punctuation	Marks such as full stop, comma, question mark, and quotation marks that guide meaning.
Gerund	An -ing word used like a noun, as in “Reading is fun.”
Adjective	A word that describes a noun, such as bright, tall, careful, or helpful.
Adverb	A word that describes a verb, adjective, or another adverb, such as quickly or very.
Inference	A sensible conclusion based on clues in the text.
Active listening	Listening carefully, identifying key points, and responding appropriately.
Creative writing	Writing that uses imagination, detail, and expression, such as stories and poems.

### Final learning message for students, teachers, and schools

Strong English learning grows through daily use. Students improve when reading becomes regular, writing becomes organized, listening becomes active, and speaking becomes confident. The SCO International English Olympiad Class 5 pathway supports these habits through structured practice, clear outcomes, and meaningful language application.