

3.4 GRADE 3

GRADE 3 HOME LANGUAGE ENGLISH
REQUIREMENTS PER TERM

TERM 1

LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
	Minimum Time: 45 minutes per week
	Maximum Time: 1 hour per week

CONTENT/CONCEPTS/SKILLS**Daily / Weekly activities in all areas of Language and other subjects**

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Uses appropriate language when speaking to friends and adults, recognising the way the class uses slang. For example, telling parents how the ball came to break the window and then telling friends about the same incident

Twice weekly focussed listening and speaking activities*Weeks 1 - 5*

- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?"
- Asks questions for clarification and comments on what was heard, e.g., "Did that really happen? Then what did you do?"
- Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."

Weeks 6 - 10

- Participates in discussions, asking questions and showing sensitivity to the feelings of others
- Answers questions and gives reasons for the answers, e.g., "Yes. I think the title tells the reader what the story is about."

ASSESSMENT**Suggestions for Informal Assessment Activities :****Listening and Speaking: (oral and/or practical)**

- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."
- Participates in discussions, asking questions and showing sensitivity to the feelings of others

Formal Assessment Activity 1:**Listening and Speaking (oral and/ or practical)**

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?"

<p style="text-align: center;">GRADE 3 HOME LANGUAGE ENGLISH</p> <p style="text-align: center;">REQUIREMENTS PER TERM</p>	
TERM 1	
READING AND PHONICS	SUGGESTED CONTACT TIME
	<p>Minimum Time: 4 hours 30 minutes per week</p> <p>Maximum Time: 5 hours per week</p>
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Phonic Activities three times a week for 15 minutes</i></p> <p><i>Revise the single sounds and the consonant and vowel digraphs taught in Grade 2. Discuss the role of letters of the alphabet in different words drawing attention to the different sounds the same letter or letters represent. For example ‘a’ as in ‘apple’ and ‘a’ as in ‘zebra’; ‘g’ as in ‘gate’ and ‘g’ as in ‘giant’.</i></p> <p><i>Simultaneously work on word building and aural recognition activities. Use opportunities to revise the phonics being used in other language activities. For example, in Shared Reading and Shared Writing. Use the Phonics to inform the spelling programme for the year.</i></p> <ul style="list-style-type: none"> • Identifies letter-sound and letter-name relationships of all single letters • Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th) • Recognises vowel digraphs taught in Grade 2 such as ‘oo’, ‘ee’, ‘ea’, ‘ai’, ‘oa’, ‘ay’ • Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate; feet, read, key; boat, blow, note; tiger, like, sigh, fly) • Recognises ‘silent e’ or split digraphs in words such as same, bite, note • Recognises and uses rhyming words such as blow, flow, and glow • Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term • Sorts letters and words into alphabetical order • Spells words correctly using phonic knowledge • Learns to spell ten words a week taken from phonics lessons and sight words • Writes three short sentences dictated by teacher <p>Daily Reading Activities</p> <p><i>Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.</i></p> <p>Shared Reading</p> <p><i>Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.</i></p> <p><i>Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels - literal, reorganisation, inferential, evaluation and appreciation questions.</i></p> <p><i>Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning: children check by asking whether the word they ‘solve’ sounds right, looks right and makes sense. Start teaching children this process when they meet unknown words.</i></p> <ul style="list-style-type: none"> • Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc. • Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading) • Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters 	

- Reads instructions in the classroom
- Reads different poems around a topic and discusses these (both form and meanings)
- Answers higher order questions before, during and after reading a shared text, e.g., “What do you think will happen next? Why do you say this?”
- Recognises inverted commas to show direct speech in written stories
- Recognises apostrophes in contractions showing both possession and contractions such as Siphó's book, can't

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week. Teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud

Paired/Independent reading (three times a week)

Introduce Paired/Independent reading. Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)

- Reads independently: picture books and simple story books
- Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as Snap, Memory

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate; feet, read, key; boat, blow, note; tiger, like, sigh, fly)
- Recognises and uses rhyming words such as blow, flow, and glow
- Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound and letter-name relationships of all single letters
- Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th)
- Recognises vowel digraphs taught in Grade 2 such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'
- Recognises 'silent e' or split digraphs in words such as same, bite, note

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical and/or written)

Shared Reading

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Reads instructions in the classroom

Group Guided Reading:

- Reads both silently and aloud at own level in a Guided Reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud
- Monitors self when reading, both word recognition and comprehension

Formal Assessment Activity 1:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Uses visual cues to talk about a graphical text such as a photograph and discusses what it is about, where it was taken, etc.
- Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters
- Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"

Group Guided Reading:

- Reads aloud at own level in a Guided Reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

WRITING

SUGGESTED CONTACT TIME

Minimum Time: 1 hour 45 minutes per week

Maximum Time: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting:

Formal Lessons three times a week of 15 minutes

Children may still be using print script in written recording until the end of the second term although handwriting lessons will focus on practising the individual letters and joins needed for the joined script or cursive writing. The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy

- Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing
- Uses handwriting tools effectively: pencil, eraser, ruler
- Writes short words in the joined script or cursive writing
- Spaces words correctly in lines
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (tenses, plurals). Provide a writing frame to assist children to write a story or a description and guide them through the steps of the writing process. Children start their personal dictionaries.

- Draws pictures and writes sentences to show understanding of a story
- Writes instructions, e.g., to a friend
- Contributes ideas, words and sentences for a class story (shared writing)
- Uses a picture to choose a topic to write about
- Talks to a partner to begin planning writing
- Asks questions to help define the writing task
- Writes at least one paragraph of eight sentences such as own news, creative story, description of an incident/experiment
- Writes and illustrates sentences (six to eight sentences) on a topic to contribute to a book for the class library
- Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
- Uses phonic knowledge and spelling rules to write unfamiliar words
- Uses present, past and future tense correctly
- Uses subject-verb agreement correctly, e.g., I want / She wants ...
- Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.

ASSESSMENT**Suggestions for Informal Assessment Activities :****Handwriting**

- Uses handwriting tools effectively: pencil, eraser, ruler
- Spaces words correctly in lines

Formal Assessment Activity 1:**Handwriting**

- Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing
- Writes short words in the joined script or cursive writing
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing

Suggestions for Informal Assessment Activities :**Writing**

- Draws pictures and writes sentences to show understanding of a story
- Writes instructions, e.g., to a friend
- Contributes ideas, words and sentences for a class story (shared writing)
- Uses subject-verb agreement correctly, e.g., I want / She wants
- Builds own word bank and personal dictionary using initial sound of words such as apple, book, cat, etc.

Formal Assessment Activity 1:**Writing**

- Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc.
- Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
- Uses phonic knowledge and spelling rules to write unfamiliar words
- Uses present, past and future tense correctly

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)

SUGGESTED CONTACT TIME

Minimum Time: 45 minutes per week

Maximum Time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens and responds to radio or intercom announcements and instructions
- Talks about personal experiences such as tells news expressing feelings and opinions
- Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons
- With support, predicts what will happen in a story, e.g., “Look at the title and the cover of the book. What do you think is going to happen?”
- Works out cause and effect in a story using connecting words such as ‘because’, e.g., “The children fell off the bridge because...”
- Uses language to investigate and explore such as suggesting alternatives, e.g., ‘I think it could...’, ‘If...then...’
- Asks questions to clarify, plan and get information on an activity
- Analyses, compares and contrasts information such as the eating habits of a child and a monkey
- Understands and uses appropriate language of different subjects such as Life Skills
- Suggests solutions to a problem, specifically word problems in Mathematics

Twice weekly focussed listening and speaking activities*Weeks 1-3*

- Listens to more complex instructions (at least 5) and responds appropriately
- Makes an oral presentation. For example, ‘Show and Tell’ - describes and compares an object

Weeks 4 - 6

- Listens to stories, read by the teacher or over the radio, for a longer period with interest
- Tells a short story with a simple plot and different characters

Weeks 7 - 10

- Participates in group and class discussions, suggests topics and contributes ideas
- Talks about a general news event, expressing feelings and opinions
- Listens to, and composes, riddles and jokes

ASSESSMENT

Suggestions for Informal Assessment Activities :**Listening and Speaking: (oral and/or practical)**

- Listens and responds to radio or intercom announcements and instructions
- Talks about a general news event, expressing feelings and opinions
- Listens to, and composes, riddles and jokes
- Uses language to investigate and explore. Suggests alternatives such as ‘I think it could...’, ‘If...then...’
- Asks questions to clarify, plan and get information on an activity

- Analyses, compares and contrasts information such as the eating habits of a child and a monkey
- Understands and uses appropriate language of different subjects such as Life Skills
- Suggests solutions to a problem, specifically word problems in Mathematics

Formal Assessment Activity 1:**Listening and Speaking (oral and/ or practical)**

- Listens to more complex instructions (at least 5) and responds appropriately
- Makes an oral presentation. For example, 'Show and Tell' - describes and compares an object

Formal Assessment Activity 2:**Listening and Speaking (oral and/ or practical)**

- Listens to stories, read by the teacher or over the radio, for a longer period with interest
- Tells a short story with a simple plot and different characters

Formal Assessment Activity 3 :**Listening and Speaking (oral and/ or practical)**

- Participates in group and class discussions, suggests topics and contributes ideas
- Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons
- With support, predicts what will happen in a story, e.g., "Look at the title and the cover of the book. What do you think is going to happen?"
- Works out cause and effect in a story using connecting words such as 'because', e.g., "The children fell off the bridge because..."

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

READING AND PHONICS

SUGGESTED CONTACT TIME

Minimum Time: 4 hours 30 minutes per week

Maximum Time: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes:

Introduce new vowel blends and guide children to recognise that a particular sound can be represented by different combinations of letters. This has important implications for spelling. Ensure that children understand the words they are sounding and can use them to form meaningful sentences. Use the Phonics to inform the spelling programme.

- Recognises that some sounds can be represented by a number of different spelling choices such as
- ow (cow) ou (found)
- aw (draw), au (autumn)
- tie, high, sky
- few, blue)
- Recognises digraphs making /f/ (e.g. 'ph' as in elephant, 'gh' as in laugh)
- Recognises that the same spelling can represent different sounds, e.g. 'bread', 'read'
- Uses words in written sentences that are pronounced the same way, but have different meanings. For example 'read' and 'reed' - I like to read books. I saw a bird on a reed.
- Builds words using the phonic skills taught this year
- Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class. Include graphical and non-fiction texts during this term.

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with the teacher (shared reading) and discusses the sequence of events, setting and cause-effect relations
- Uses the information from a graphical text, e.g., takes part in a walk around the school by following the directions on a map
- Finds and uses sources of information such as community members, library books
- Uses table of contents, index and page numbers to find information
- Uses key words and headings to find information in non-fiction texts
- Answers a range of higher order questions based on the passage read, e.g., "How would you describe the behaviour of the troll?"

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

Teach children to monitor self when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Uses diagrams and illustrations in text to increase understanding
- Reads with increasing fluency and expression

Paired/Independent Reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

ASSESSMENT**Suggestions for Informal Assessment Activities :****Phonics (oral and/or practical)**

- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:**Phonics (oral and/ or practical and/or written)**

- Recognises that some sounds can be represented by a number of different spelling choices
- ow (cow) ou (found)
- aw (draw), au (autumn)

Formal Assessment Activity 2:**Phonics (oral and/ or practical and/or written)**

- Recognises that some sounds can be represented by a number of different spelling choices
- tie, high, sky
- few, blue

Formal Assessment Activity 3:**Phonics (oral and/ or practical and/or written)**

- Recognises digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh
- Recognises that the same spelling can represent different sounds such as 'bread', 'read'
- Uses words in written sentences that are pronounced the same way, but have different meanings ('read' and 'reed' - I like to read books. I saw a bird on a reed.)

Suggestions for Informal Assessment Activities :**Reading: (oral and/or practical and/or written)****Shared Reading**

- Answers a range of higher order questions based on the passage read, e.g., “How would you describe the behaviour of the troll?”

Group Guided Reading:

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both in the area of word recognition and comprehension

Paired/Independent Reading

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, picture story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

Formal Assessment Activity 1:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with teacher (shared reading)
- Uses visual cues to identify the purpose of advertisements and the intended audience

Group Guided Reading:

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Reads with increasing fluency and expression

Formal Assessment Activity 2:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Reads book as a whole class with teacher (shared reading) and discusses sequence of events, setting and cause effect relations
- Answers a range of higher order questions based on the passage read, e.g., “How would you describe the behaviour of the troll?”

Paired/Independent Reading

- Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

Formal Assessment Activity 3:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Uses the information from a graphical text, e.g., takes part in a walk around the school by following the directions on a map
- Finds and uses sources of information such as community members, library books
- Uses table of contents, index and page numbers to find information
- Uses key words and headings to find information in non-fiction texts

Group Guided Reading:

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Uses diagrams and illustrations in text to increase understanding

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

WRITING

SUGGESTED CONTACT TIME

Minimum Time: 1 hour 45 minutes per week

Maximum Time: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting**Formal Lessons three times a week of 15 minutes**

Children make the transition from using print script in written recording to a joined script or cursive writing by the end of this term. Handwriting lessons will focus on practising the individual lower case and capital letters and the joins needed for the new script. Children must be able to transcribe from print script (e.g. in a book) into the joined script or cursive writing.

- Uses handwriting tools effectively: pencil, eraser, ruler
- Transcribes words and sentences correctly in the joined script or cursive writing
- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Uses correct letter formation in all written work
- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing
- Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name, and own written texts

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, grammar and spelling. Provide a writing frame to assist children to write their own stories.

- Participates in a discussion to choose a topic to write about
- Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event
- Writes own story or a familiar story or another creative text of at least ten sentences
- Keeps a diary for one week, noting the weather and one other piece of information
- Writes a simple book review
- Writes and illustrates a story to contribute to a book for the class library
- Uses correct grammar so that others can read and understand what has been written
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Identifies and uses nouns, adjectives, verbs and adverbs correctly
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night.
- Reads and edits own writing by correcting spelling, punctuation, etc.
- Reads own writing to a friend or a group
- Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink

ASSESSMENT**Suggestions for Informal Assessment Activities :****Handwriting**

- Uses handwriting tools effectively: pencil, eraser, ruler

Formal Assessment Activity 1:**Handwriting**

- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Transcribes words and sentences correctly in the joined script or cursive writing

Formal Assessment Activity 2:**Handwriting**

- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name and own written texts

Formal Assessment Activity 3:**Handwriting**

- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing
- Uses correct letter formation in all written work

Suggestions for Informal Assessment Activities :**Writing:**

- Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night.
- Reads own writing to a friend or a group
- Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink

Formal Assessment Activity 1:**Writing**

- Writes a simple book review
- Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event
- Uses correct grammar so that others can read and understand what has been written
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas

Formal Assessment Activity 2:**Writing**

- Keeps a diary for one week, noting the weather and one other piece of information
- Identifies and uses nouns, adjectives, verbs and adverbs correctly

Formal Assessment Activity 3:**Writing**

- Participates in a discussion to choose a topic to write about
- Writes own story or a familiar story or another creative text of at least ten sentences
- Reads and edits own writing by correcting spelling, punctuation, etc.

GRADE 3 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 3	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME Minimum Time: 45 minutes per week Maximum Time: 1 hour per week
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Daily / Weekly activities in all areas of Language and other subjects</i></p> <ul style="list-style-type: none"> • Makes an oral presentation: tells news or talks about an experience logically and in sequence • Uses an ever-increasing vocabulary when speaking • Suggests solutions to a problem, specifically word problems in Mathematics <p><i>Twice weekly focussed listening and speaking activities</i></p> <p><i>Weeks 1-3</i></p> <ul style="list-style-type: none"> • Interviews people for a particular purpose such as to find out about a person’s work • Listens to a story and works out cause and effect in the story <p><i>Weeks 4 - 6</i></p> <ul style="list-style-type: none"> • Participates in discussions, giving useful feedback to others • Puts events in order of logical sequence <p><i>Weeks 7 - 10</i></p> <ul style="list-style-type: none"> • Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., “What will you do when you grow up?” • Tells a story with a beginning, middle and end 	
<p>ASSESSMENT</p> <p>Suggestions for Informal Assessment Activities :</p> <p>Listening and Speaking: (oral and/or practical)</p> <ul style="list-style-type: none"> • Uses an ever-increasing vocabulary when speaking • Suggests solutions to a problem, specifically word problems in Mathematics <p>Formal Assessment Activity 1:</p> <p>Listening and Speaking (oral and/ or practical)</p> <ul style="list-style-type: none"> • Interviews people for a particular purpose such as to find out about a person’s work • Listens to a story and works out cause and effect in the story <p>Formal Assessment Activity 2:</p> <p>Listening and Speaking (oral and/ or practical)</p> <ul style="list-style-type: none"> • Participates in discussions, giving useful feedback to others • Puts events in order of logical sequence <p>Formal Assessment Activity 3:</p> <p>Listening and Speaking (oral and/ or practical)</p> <ul style="list-style-type: none"> • Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., “What will you do when you grow up?” • Tells a story with a beginning, middle and end • Makes an oral presentation such as tells news or talks about an experience logically and in sequence 	

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

READING AND PHONICS

SUGGESTED CONTACT TIME

Minimum Time: 4 hours 30 minutes per week

Maximum Time: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes:

Continue to use the phonics to inform the spelling programme for the term.

- Recognises all vowel and consonant blends learnt so far
- Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour
- Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect
- Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'
- Uses both the letter sound as well as the letter name to spell words
- Builds words using the phonic skills taught this year
- Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Introduce different genre such as plays and different types of poems.

- Reads enlarged texts such as poems, big books of stories, plays, posters and electronic texts as a whole class with teacher (shared reading)
- Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)
- Interprets information from graphical texts such as advertisements, pictures, graphs, charts
- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of..."
- Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that...?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Reads different genres such as play scripts
- Uses a range of self-correcting methods when reading: re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately
- Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words
- Monitors self when reading, both word recognition and comprehension

Paired/Independent Reading:

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children
- Finds information independently or in pairs from level-appropriate non-fiction texts

ASSESSMENT**Suggestions for Informal Assessment Activities :****Phonics (oral and/or practical)**

- Uses both the letter sound as well as the letter name to spell words
- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:**Phonics (oral and/ or practical and/or written)**

- Recognises all vowel and consonant blends learnt so far

Formal Assessment Activity 2:**Phonics (oral and/ or practical and/or written)**

- Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour

Formal Assessment Activity 3:**Phonics (oral and/ or practical and/or written)**

- Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect
- Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'

Suggestions for Informal Assessment Activities :**Reading: (oral and/or practical and/or written)****Shared Reading**

- Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that...?"

Group Guided Reading:

- Reads different genres such as play scripts
- Monitors self when reading, both in the area of word recognition and comprehension

Paired/Independent Reading

- Reads aloud to a partner
- Reads own and others' writing

Formal Assessment Activity 1:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Reads book as a whole class with the teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of..."

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words

Formal Assessment Activity 2:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Interprets information from graphical texts: advertisements, pictures, graphs, charts

Paired/Independent Reading

- Reads independently books read in Shared Reading sessions, story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children

Formal Assessment Activity 3:**Reading (oral and/ or practical and/or written)****Shared Reading**

- Reads enlarged texts such as poems, big books of stories, plays, posters and electronic texts as a whole class with teacher (shared reading)
- Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses a range of self-correcting methods when reading: re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately

<p style="text-align: center;">GRADE 3 HOME LANGUAGE ENGLISH</p> <p style="text-align: center;">REQUIREMENTS PER TERM</p>	
<p>TERM 3</p>	
<p>WRITING</p>	<p>SUGGESTED CONTACT TIME</p>
	<p>Minimum Time: 1 hour 45 minutes per week</p> <p>Maximum Time: 2 hours per week</p>
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Handwriting</i></p> <p>Formal Lessons three times a week of 15 minutes</p> <p><i>Children made the transition from using print script in written recording to a joined script or cursive writing by the end of the second term. Handwriting lessons will focus on practising the individual lower case and capital letters and the joins needed for the new script. Children must be able to transcribe from print script, e.g., in a book, into the joined script or cursive writing.</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing • Writes with increasing speed <p>Shared, Group and Independent Writing</p> <p><i>Whole class / small group lessons two to three times a week for 20 minutes. Provide a writing frame to assist children to write personal texts such as a letter. Use Shared Writing activities to model the correct use of punctuation, grammar and parts of speech. Use Shared Reading activities to teach grammar, different sentence types and punctuation.</i></p> <ul style="list-style-type: none"> • Writes personal texts in different forms: a diary entry, a letter to a relative, description • Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title • Writes and illustrates sentences on a topic to contribute to a book for the class library • Summarises and records information using mind maps, tables, notices, diagrams or charts • Uses different sentence types when writing such as statements, questions, commands • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas • Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly • Joins sentences using conjunctions such as 'and', 'but' • Uses a variety of vocabulary to make the writing more interesting • Uses phonics knowledge and spelling rules to write unfamiliar words • Reads own writing to the class • Builds own word bank and personal dictionary 	
<p>ASSESSMENT</p> <p>Suggestions for Informal Assessment Activities :</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing <p>Formal Assessment Activity 1:</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing 	

Formal Assessment Activity 2:**Handwriting**

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing

Formal Assessment Activity 3:**Handwriting**

- Writes with increasing speed

Suggestions for Informal Assessment Activities :**Writing**

- Reads own writing to the class
- Builds own word bank and personal dictionary

Formal Assessment Activity 1:**Writing**

- Writes personal texts in different forms: a diary entry, a letter to a relative, description
- Uses a variety of vocabulary to make the writing more interesting
- Uses different sentence types when writing such as statements, questions, commands, etc.

Formal Assessment Activity 2:**Writing**

- Drafts, writes, edits and presents own story of at least two paragraphs of ten or more sentences, with a title
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Uses phonics knowledge and spelling rules to write unfamiliar words

Formal Assessment Activity 3:**Writing**

- Summarises and records information using mind maps, tables, notices, diagrams or charts
- Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly
- Joins sentences using conjunctions such as 'and', 'but'

GRADE 3 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 4	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME Minimum Time: 45 minutes per week Maximum Time: 1 hour per week
CONTENT/CONCEPTS/SKILLS Daily / Weekly activities in all areas of Language and other subjects <ul style="list-style-type: none"> • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark when discussing texts • Understands and uses appropriate language of different subjects Twice weekly focussed listening and speaking activities <i>Weeks 1 - 5</i> <ul style="list-style-type: none"> • Engages in conversation as a social skill, accepting and respecting the way others speak • Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation • Listens for the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear school uniform?” • Tells a story using descriptive language, different gestures and facial expressions <i>Weeks 6 - 10</i> <ul style="list-style-type: none"> • Listens to a story and works out cause and effect in response to questions such as “What would have happened if the dog had not been found?” • Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid • Expresses feelings and opinions about a text and gives reasons, e.g., “This book is boring because it has no pictures and many long words!” • Discusses solutions to a problem using higher order thinking skills, e.g., “If your father can’t collect you this afternoon you could...” 	
ASSESSMENT Suggestions for Informal Assessment Activities : Listening and Speaking: (oral and/or practical) <ul style="list-style-type: none"> • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark when discussing texts • Expresses feelings and opinions about a text and gives reasons, e.g., “This book is boring because it has no pictures and many long words!” • Discusses solutions to a problem using higher order thinking skills, e.g., “If your father can’t collect you this afternoon you could...” Formal Assessment Activity 1: Listening and Speaking (oral and/ or practical) <ul style="list-style-type: none"> • Tells a story using descriptive language, different gestures and facial expressions • Listens for the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear school uniform?” • Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation • Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid 	

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

READING AND PHONICS

SUGGESTED CONTACT TIME

Minimum Time: 4 hours 30 minutes per week

Maximum Time: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes

Revise the phonics taught so far and introduce more complex combinations. Link to the spelling programme for each week.

- Recognises and uses all phonics learnt so far
- Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant
- Recognises vowels such as -ere in 'here', -air as in 'hair', -are as in 'square'
- Recognises and uses spelling patterns such as -igh [high], -ough [tough], -eigh [neigh], -augh [caught]
- Recognises and uses synonyms: happy is the same as glad and antonyms: good is the opposite of bad
- Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness
- Breaks down multi-syllabic words into separate syllables: re-mem-ber
- Builds words using the phonic skills taught this year
- Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Include fiction, non-fiction, newspaper articles, dialogues and graphical texts.

- Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, dialogues and electronic texts as a whole class with the teacher (shared reading)
- Reads written texts as a whole class with the teacher (shared reading) and discusses characters, the 'problem' in the story, the plot and the values in the text
- Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., "Who is this advertisement meant to appeal to? Why do you think this?"
- Answers a range of higher order questions based on the passage read, e.g., "Suppose the shop owner left the door open when he went home that night. What might have happened?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher; whole group reads the same story at the instructional level of the group
- Reads with increasing fluency, speed and expression
- Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning

- Monitors self when reading, both in the area of word recognition and comprehension
- Uses self-correcting strategies when reading: reading, pausing, practising a word before saying it aloud
- Plays word games that draw on reading and vocabulary knowledge and skills

Paired/Independent Reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher. Use texts that are known or are at the independent reading level of the child.

- Reads own and others' writing
- Reads aloud to a partner
- Reads independently at a more complex level for enjoyment or information from a variety of available texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises and uses all phonics learnt so far
- Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant
- Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'
- Breaks down multi-syllabic words into separate syllables such as re-mem-ber
- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises and uses all phonics learnt so far
- Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), -augh (caught)
- Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad
- Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical and/or written)

Shared Reading

- Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, dialogues and electronic texts (computer texts) as a whole class with the teacher (shared reading)

Group Guided Reading

- Plays word games that draw on reading and vocabulary knowledge and skills

Paired/Independent reading

- Reads own and others' writing
- Reads aloud to a partner

Formal Assessment Activity 1:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads written texts as a whole class with the teacher (shared reading) and discusses characters, the 'problem' in the story, the plot and the values in the text

- Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., “Who is this advertisement meant to appeal to? Why do you think this?”
- Answers a range of higher order questions based on the passage read, e.g., “Suppose the shop owner left the door open when he went home that night. What might have happened?”

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Reads with increasing fluency, speed and expression
- Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Monitors self when reading, both word recognition and comprehension
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud

Paired/Independent reading

- Reads independently at a more complex level for enjoyment or information from a variety of available texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions

GRADE 3 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 4	
WRITING	SUGGESTED CONTACT TIME Minimum Time: 1 hour 45 minutes per week Maximum Time: 2 hours per week
CONTENT/CONCEPTS/SKILLS Handwriting Formal Lessons three times a week of 15 minutes Focus on activities that increase the writing speed whilst maintaining neatness and legibility. Include activities that require children to transpose from print to the joined script or cursive writing. <ul style="list-style-type: none"> • Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing • Uses the joined script or cursive writing for all written recording • Experiments with using a pen for writing • Writes neatly and legibly with confidence and speed in a joined script or cursive writing Shared, Group and Independent Writing: Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (e.g. use of conjunctions, apostrophes). Provide writing frames to assist children to write a dialogue and a newspaper article. Guide them through the steps of the writing process. <ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame • Writes a selection of short texts for different purposes such as recounts, dialogues • Writes about personal experiences in different forms such as a short newspaper article • Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences) • Uses informational structures when writing such as experiments, recipes • Sequences information and puts it under headings • Uses apostrophes in contractions such as can't, Mary's • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas • Uses conjunctions to form compound sentences • Uses phonics knowledge and spelling rules to write more difficult words • Builds own word bank and personal dictionary • Uses a dictionary to find new vocabulary and check spelling • Discusses own and others' writing to get and give feedback • Makes own books and contributes to class book collection 	

ASSESSMENT**Suggestions for Informal Assessment Activities :****Handwriting**

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing
- Experiments with using a pen for writing

Formal Assessment Activity 1:**Handwriting**

- Uses the joined script or cursive writing for all written recording
- Writes neatly and legibly with confidence and speed in a joined script or cursive writing

Suggestions for Informal Assessment Activities :**Writing**

- Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame
- Uses apostrophes in contractions such as can't, Mary's
- Uses conjunctions to form compound sentences
- Discusses own and others' writing to get and give feedback

Formal Assessment Activity 1:**Writing**

- Writes a selection of short texts for different purposes such as recounts, dialogues
- Writes about personal experiences in different forms such as a short newspaper article
- Drafts, writes, edits and presents own story of at least two paragraphs(at least 12 sentences)
- Uses informational structures when writing such as experiments, recipes
- Sequences information and puts it under headings
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas
- Uses phonics knowledge and spelling rules to write more difficult words

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**LISTENING AND SPEAKING**

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc
- Story board pieces
- Sequence pictures
- Improvised costumes for role-play and other oral activities
- CDs or tapes with stories, poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Graded reading scheme/s which include a variety of genres (plays, non-fiction, poetry etc.)
- Big books - some produced in Shared Writing sessions
- Enlarged texts such as poems, songs, rhymes, stories etc.
- Story books and picture books for the class library
- Short 'fun' books with 1-2 sentences on a page
- Grade appropriate non-fiction texts on a range of topics
- Flash card labels for classroom items and displays, high frequency words etc.
- Pointers to use when reading enlarged texts, wall stories, displays
- Picture and word puzzles and games
- Newspapers and magazines
- Wall charts showing simple maps, flow diagrams

WRITING AND HANDWRITING

- Writing materials (e.g. pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, 8.5mm lined jotters and exercise books)
- Writing and sentence strips in joined script or cursive writing indicating starting points and writing direction
- Flipchart paper and thick Koki pens
- Personal dictionaries
- Simple grade appropriate dictionaries