

**3.5 REQUIREMENTS GRADE 3****3.5.1 GRADE 3 TERM 1**

<b>GRADE 3 REQUIREMENTS PER TERM SUGGESTED CONTACT TIME PER WEEK: 1 HOUR</b>
<b>GRADE 3 TERM 1</b>
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions.. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b><i>Weekly activities</i></b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'</li> <li>• Memorises and performs simple poems and action songs in pairs and groups</li> <li>• Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups</li> <li>• Responds to and makes simple requests, for example, 'May I have a glass of water?'</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Talks about objects in a picture in response to the teacher's instructions</li> <li>• Plays language games as a class</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How</li> </ul>

***Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.***

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Answers simple literal questions about a story with short answers (Who, What, Where)

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- uses some formulaic language (e.g. 'excuse me; I'm sorry')
- responds to simple questions asked by the teacher and learners who take the role of teacher, for example, what, who, where, how
- understands and begins to use some simple language structures in context, for example, the modal 'can': I can jump / skip / run etc. I can touch my toes.

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Demonstrates understanding of some basic oral vocabulary by pointing to objects in a picture
- Memorises and performs simple poems, action songs
- Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups
- Responds to simple questions (e.g. 'Where do you live?')

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and Phonemic Awareness***

- Segments spoken words into syllables and blends them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language

and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.

- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

**Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently.
- Answers simple literal questions about a story with short answers, (Where What Who, How)
- Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'
- Acts out parts of the story, using some of the dialogue in pairs and small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Phonological and Phonemic awareness: (oral and/or practical)**

- Segments spoken words into syllables and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies the letter-sound relationships in familiar words in SAL and in Home Language

**Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.2 GRADE 3 TERM 2

GRADE 3 TERM 2
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Development of concepts, vocabulary and language structures</i></b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b><i>Weekly activities</i></b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Memorises and performs simple poems, action songs in pairs and small groups.</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups.</li> <li>• Makes simple requests, for example, 'May I take a book?'</li> <li>• Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture?' 'Tell me what you can see in the picture.'</li> <li>• Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'</li> <li>• Plays language games in pairs and small groups</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How</li> </ul> <p><b><i>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</i></b></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Answers simple literal questions about a story with short answers (Who, What, Where)
- Relate visuals to printed text

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- Continues to build oral vocabulary
- Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher.
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the modal 'can': I can run; some negative forms: I cannot fly

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Demonstrates understanding and use of some basic oral vocabulary by naming objects
- Memorises and performs simple poems and action songs with confidence
- Responds physically to simple oral instructions given by teacher individually and in pairs
- Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups.
- Responds to simple questions asked by the teacher and peers.

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and Phonemic Awareness***

***The activities should be integrated into Listening and Speaking activities and Shared Reading.***

- Claps individual sounds (phonemes) in spoken words
- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Teach some sounds that may be different, e.g. vowels.
- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

**Weekly activities**

The teacher could do one longer activity or two or three short ones per week.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently
- Answers simple literal questions about a story with short answers, (Where What Who, How)
- Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'
- Acts out the story using some of the dialogue in pairs and small groups
- With help from the teacher, retells parts of the story in pairs.
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

**ASSESSMENT****Suggestions for Informal Assessment Activities:****Phonological and Phonemic awareness: (oral and/or practical)**

- Segments spoken words into syllables and blends them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies the letter-sound relationships in familiar words in SAL

**Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher.
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.3 GRADE 3 TERM 3

GRADE 3 TERM 3
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>The teacher could do one longer activity or two or three short ones per week</p> <ul style="list-style-type: none"> <li>• Develops an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation in pairs and small groups</li> <li>• Follows a short sequence of 2-3 instructions given by the teacher</li> <li>• Understands and responds to simple questions such as Who, What, Where, Whose?</li> <li>• Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'</li> <li>• Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)</li> <li>• Listens to a simple recount, given by teacher (2 sentences)</li> <li>• Memorises and performs simple poems and songs in pairs and small groups with confidence and enthusiasm</li> <li>• Plays language games outside the classroom with peers and in small groups under teacher supervision.</li> </ul> <p><b><i>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</i></b></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups</li> <li>• Listens and responds to a short simple story read aloud by the teacher</li> </ul> <p><b><i>Development of concepts, vocabulary and language structures</i></b></p>

Through taking part in the above activities:

- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, verbs, commands/imperatives

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation/greetings in pairs and small groups
- Follows a short sequence of 2-3 instructions given by the teacher
- Gives and responds to simple instructions given by the teacher and peers e.g. Catch the ball
- Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'

**EMERGENT LITERACY**

*Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

***Phonemic awareness and phonics***

- Identifies the sounds at the beginning and end of spoken words
- Identifies the number of sounds in each syllable in familiar words
- Segments spoken words into sounds and blends them together again
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Identifies some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Use syllable cards to build words (look, say and do)

***Shared Reading (at least 15 minutes twice per week)***

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told*



*can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

### **Weekly Activities**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently with expression.
- Reads fluently, the Shared reading text covered in Term 1 and 2
- Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared Reading text
- Names some of the things in the pictures in response to questions from the teacher and peers
- Role-plays parts of a story in small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display

### **ASSESSMENT**

#### **Suggestions for Informal Assessment Activities:**

#### **Phonological and Phonemic awareness: (oral and/or practical)**

- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc)
- Knows some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Uses syllable cards to build words (look, say and do)

#### **Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher fluently
- Reads fluently, the Shared reading text covered in Term 1 and 2
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming words
- Role plays parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.4 GRADE 3 TERM 4

GRADE 3 TERM 4
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>The teacher could do one longer activity or two or three short ones per week</p> <ul style="list-style-type: none"> <li>• Develops and uses an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Follows a short sequence of 2-3 instructions, for example, 'Come with your friend to the front of the classroom'</li> <li>• Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling greetings/short conversation in pairs and small groups</li> <li>• Takes turns to give simple instructions and commands during language games to a peer</li> <li>• Understands and responds to simple questions such as 'What is your name? How old are you?'</li> <li>• Makes and responds to simple requests made by the teacher and peers</li> <li>• Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)</li> <li>• Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)</li> <li>• Talks about objects in a picture in response to teacher's instructions (What can you see in the picture? Tell me what you can see in the picture.)</li> <li>• Listens to a simple recount (2-3 sentences), given by the teacher telling about what she did</li> <li>• With help from the teacher, gives a simple recount (1-2 sentences), for example, learners tell the teacher about the weather</li> <li>• Memorises and performs simple poems, and songs with confidence and enthusiasm</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</b></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Listens and responds to a short simple story read aloud by the teacher
- Answers simple literal questions about a story with short answers (Who, What, Where)

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- Continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, plurals, verbs, commands/imperatives
- Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')
- Understands and responds to simple questions such as Who, What, Where, Whose?

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

- Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation/greetings in pairs and small groups
- Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')
- Follows a short sequence of 2-3 instructions given by the teacher
- Gives and responds to simple instructions given by the teacher and peers e.g. Catch the ball
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and phonemic awareness***

- Identifies the sounds at the beginning and end of spoken words
- Identifies the number of sounds in each syllable in familiar words
- Segments spoken words into sounds and blends them together again
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Teach some sounds that may be different, e.g. vowels.
- Teach some more initial sounds which may be different in the SAL from the Home Language

- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

**Weekly Activities**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently and with expression.
- Reads fluently, the Shared reading text covered in Term 1 and 3 in small groups
- Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared reading text
- Names some of the things in the picture in response to questions from the teacher and peers
- Role-plays parts of a story in small groups
- With help from the teacher, retells the story in pairs
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display
- Reads and writes some common words in SAL

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Phonological and Phonemic awareness: (oral and/or practical)**

- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Identifies some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Uses syllable cards to build words (look, say and do)

**Shared Reading: (oral and/or practical)**

- Reads fluently, the Shared reading text covered in Term 1 and 3
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by reading words
- Role plays parts of the story using some gestures and simple dialogue in pairs and in small groups

**RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**

- Pictures and conversational posters
- Big Books – both fiction and non-fiction
- Other enlarged texts (poems, songs, etc.)
- Objects related to the themes and topics, puppets, masks etc.
- Pictures to sequence
- Anthology of short stories, Poems and songs
- Language games (oral)
- Picture books with captions (caption books)
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays
- Masks, Teacher/Learner made Big Books, Zig-zag books , puppets, flash cards
- Improvised costumes for role-play and acting out the stories
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs