

LISTENING AND SPEAKING: 15 MIN X 4 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	HEALTHY EATING			SPECIAL SCHOOL HOLIDAY	INSECTS
Listening	<ul style="list-style-type: none"> Listens and responds to radio or intercom announcements and instructions Talks about personal experiences such as tells news expressing feelings and opinions – <i>link to news writing every second week</i> 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 <p><i>*Make use of the stories used for Shared Reading and other texts that match the themes*</i></p>				
Speaking	<ul style="list-style-type: none"> 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 				
Term 2	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
THEME	INSECTS		RECYCLING		LIFE CYCLES
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Speaking	<ul style="list-style-type: none"> 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 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 				

PHONICS: 15 MIN X 5 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
Refer to the scope and sequence	REVISION	/ow/ (cow), /oa/ (low), /ow/ (found)	/or/ <aw>, <au>, <al>	Special School Holiday	Suffix -ing
	Week 6	Week 7	Week 8	Week 9	Week 10
	<ph>, <gh> as /f/	-tch and -dge (catch and dodge)	Plurals -s, -es, (new) – f of -fe to -ves	Suffix -ly	/ue/ as <ew> (blew, grew)
	Week 11	Week 12			
	Soft <g> and <c> (Gentle Cindy)	Revision			

BIG BOOKS SHARED READING: 15 MIN X 4 DAYS A WEEK

COMPREHENSION

- 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?

Whole class lesson using at least one text per week; a teacher-modelled process with the whole class.

Learning focus (select from the following):

- Text features
- Language concepts, e.g. parts of speech
- Word recognition strategies
- Vocabulary
- Punctuation

Ask different levelled questions:

- Literal**
- Inferential**
- Evaluation**
- Appreciative**

Incorporate these comprehension skills:

- Oral Reading Fluency
- Vocabulary
- Language Knowledge
- Background Knowledge
- Knowledge of Syntax
- Knowledge of texts
- Critical thinking

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	HEALTHY EATING			SPECIAL SCHOOL HOLIDAY	
	Story: Granny's Kitchen (Poem) Reading for Meaning Refer to the Ten-Day Cycle				Story: Insects (Non-fiction) Reading for Meaning Refer to the Ten-Day Cycle
	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
	INSECTS		RECYCLING		LIFE CYCLES
	Story: Insects (Non-fiction) Reading for Meaning Refer to the Ten-Day Cycle		Story: Recycle Michael (Fiction) Reading for Meaning Refer to the Ten-Day Cycle		Find a non-fiction text about Life Cycles

GROUP GUIDED READING

1 hour for reading groups Monday – Thursday
 30 mins on a Friday
 During GGR, **reading (decoding) strategies** are practised to enhance fluency and teacher gives feedback, ensures mastery and tracks learners.

5 min for WALL
 (walk, apparatus, look, listen)

Read aloud from own book in a guided reading group with the teacher. **The whole group reads the same story.**

Use structural analytical decoding skills:

- Break down words into syllables
- Ability to combine syllables
- Recognise smaller words in bigger words

Use context clues

Use phonic knowledge and sight words during reading

Read with fluency and intonation

- 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 cues 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

WRITING: 20 MIN X 3 DAYS A WEEK

Incorporate pre-writing strategies to gather information and plan writing.

- Activate background knowledge
- Vocabulary
- Create a mind map/ writing frame

Use the Shared writing activities to model the use of correct punctuation, spelling and grammar (tenses, plurals).

Provide a writing frame to assist learners to write a story or a description and guide them through the steps of the writing process. Learners start their personal dictionaries.

Writing process

Plan, draft, write, edit, publish

Day 1: Shared writing to model good writing.

Day 2: Learners plan and draft own writing.

Day 3: Learners edit and write a final draft – Teacher assists with editing

- 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
- Write 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.

The Writing Process:

1. Think- Identify the audience and purpose. Brainstorm the topic, gather information, and take notes.
2. Plan and Say-Organise ideas and use a planning guide.
3. Draw and Write- Follow the guide and translate ideas into sentences and paragraphs.
4. Edit and Revise- Review the content, proofread and rewrite.
5. Publish and Share- Read to class and display

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	HEALTHY EATING			SPECIAL SCHOOL HOLIDAY	INSECTS
TIPS: Use the writing activities to teach language elements. The correct use of these elements can be the teacher's marking focus for the activity.	Holiday News Write a recount of news events in a concise eight-sentence paragraph.	Writes a poem Explore Simple Poetic Forms: Acrostic Poems: Each line starts with a letter from a word (e.g., writing a poem using the letters of their name). Purpose: Convey feelings and moods and create Imagery. Language: Techniques like alliteration, assonance, and onomatopoeia enhance the musical quality of a poem. Lines and Stanzas: Organized into lines and grouped into stanzas. Rhyme Scheme: Specific patterns of end sounds.		Holiday News Write a recount of news events in a concise eight-sentence paragraph.	
Adjust the number of sentences that you expect your learners to write according to their abilities.	LANGUAGE STRUCTURE FOCUS				
	Common nouns, proper nouns and pronouns	Conjugating verbs: Simple future tense	Punctuation: Comma		Conjugating verbs: Present continuous tense
	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
Allow weaker learners to write	INSECTS		RECYCLING		LIFE CYCLES

<p>less and encourage your stronger learners to write more.</p> <p>Bi-weekly write a recount of news events in a concise, eight-sentence paragraph that follows a logical sequence, maintains tense consistency, and uses linking words effectively.</p>	<p>Writes an informal report of 8 sentences about insects</p> <p>Purpose: To inform or educate the reader about something.</p> <p>Language: Usually in the present tense Not in chronological order Moves from general to specific. Make use of scientific words.</p> <p>Structure: Headings and sub-headings Labeled diagrams Starts with general information then specific</p>		<p>Write a narrative text about an environmental hero</p> <p>Purpose: To entertain or amuse Beginning, middle and end</p> <p>Language: Written in past tense Describes characters Chronological events Dialogue and direct speech</p> <p>Audience: Children and adults</p> <p>Structure: Beginning (characters, setting) Middle (problem) Ending (resolve problem)</p> <p>Uses a variety of vocabulary (recycling) to make the writing more interesting</p> <p>Uses punctuation correctly: capital letters, full stops, commas, question marks and exclamation marks.</p>		<p>Procedural Writing</p> <p>Purpose: recipes, instructions for doing something</p> <p>How to create a model of a butterfly life cycle (on a paper plate, paper or electronic device):</p> <p>Language: Imperative verbs Present tense Sequencing Making lists</p> <p>Structure: Headings Sub-headings, materials, etc. Steps to follow Diagrams often</p>
	LANGUAGE STRUCTURE FOCUS				
	Conjugating verbs: Past continuous tense	Conjugating verbs: Future continuous tense	Adjectives	Adverbs	Week 10: Irregular verbs Week 11: Alphabetical order

HANDWRITING: 15 MIN X 4 DAYS A WEEK

The general rule of writing is for the teacher to always set a good example with regard to all work in the classroom during any lesson, on wall charts, flashcards, sum cards and reading cards. Approximately 15 minutes must be structured for Handwriting and must be done under the direct supervision of the teacher.

All the written work must be corrected while the lesson is in progress in a positive and constructive manner encouraging learners to write more neatly, eliminate errors and be more careful about their books. All exercises must be dated. Work done on loose sheets of paper must be stored in the portfolio of evidence showing progress. The use of the eraser should be kept to a minimum and be used by the teacher only. The correct material for teaching Handwriting must be used within the relevant stages of progression.

⇒ The developmental stages of writing:

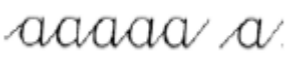

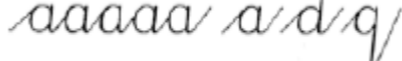

The aim of Handwriting in Grade 3 is to:






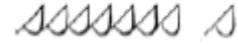
- Do preparatory exercises in basic cursive writing patterns
- Write letters and letter combinations in cursive
- Write words and sentences in cursive
- Write neatly and carefully

Apparatus:

- HB pencils
- Writing books with 8.5mm ruling

Term 1	Term 2	Term 3	Term 4
The aim of the first term : - Preparatory exercises in basic patterns for cursive writing - Write letters and letter combinations - Write the date	The aim of the second term: - Preparatory exercises in basic patterns for cursive writing - Write letters and letter combinations (cursive) - Write cursive patterns and letter between the lines	The aim of the third term: - Exercises in basic patterns for cursive writing - Write letters and letter combinations - Write cursive patterns, letters and words between the lines - Give attention to difficult aspects of cursive writing - Capital letters - Write short sentences.	The aim of the fourth term: - Write cursive patterns, letters and words between the lines - Give special attention to difficult aspects of cursive writing - Capital letters - Write short sentences using capital letters - Practice letters with difficult links

Week 1	Week 2	Week 3	Week 4	Week 5
Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	SPECIAL SCHOOL HOLIDAY	Pattern & Letters:
				
Week 6	Week 7	Week 8	Week 9	Week 10

	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:
					
	Week 11	Week 12			
	Pattern & Letters:	Pattern & Letters:			
		Revision			

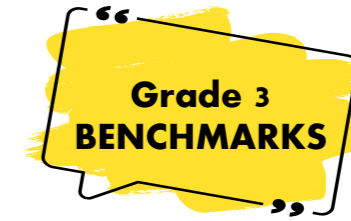
TERM 2

Phonics

*Can **fluently** identify all 42 letter -sounds from Groups 1 to 7 and alternative spelling patterns taught.

*Can read and write the following words with the 42-base sounds:

- ✓ VC- at, am, in
- ✓ CVC- hem, cut
- ✓ CVC (with consonant digraphs)- chat, ship, them, fish
- ✓ CVC (with vowel digraphs)- deep, rain
- ✓ CCVC- plain, step
- ✓ CVCC- damp, rank, test
- ✓ CCVCC- stamp, blank
- ✓ CCCVC- street, splash
- ✓ Multi-syllabic words



*Able to **read and spell ALL 72 tricky words**

*Can write sentences for dictation (*see criteria of sounds and tricky words*) using the corrected punctuation (capital letters, full stops, question marks, and punctuation marks)

Reading Groups

Group 1	Group 2	Groups 3	Group 4
<p>READING LEVEL:</p> <ul style="list-style-type: none"> ✓ Actively reading beyond decodable text, authentic text that is not controlled by synthetic phonic. Oxford readers. ✓ Support and guidance should be given to comprehension, punctuation, fluency, and accuracy. ✓ Can accurately and confidently build words using alternative sounds taught and able to decode multi syllabic words including prefixes, suffixes, and complex vowel patterns. ✓ Recognise and pronounce accurately common regularly spelled words. ✓ High level of accuracy when reading a decodable text. ✓ Reading at an appropriate speed according to their ability. ✓ Answering literal, inferential, and evaluative questions based on the text read. <p>CREATIVE WRITING:</p>	<p>READING LEVEL:</p> <ul style="list-style-type: none"> ✓ Actively reading and engaging with fiction and non-fiction text that is controlled by Jolly Phonics programme. ✓ Jolly Readers (Green Books) Support and guidance should be given in literal, and inferential comprehension questioning, as well as accuracy and expression (fluency). ✓ Can accurately build words using alternative sounds. ✓ Reading at appropriate speed according to their ability. 	<p>READING LEVEL:</p> <ul style="list-style-type: none"> ✓ Beginning to read both fiction and non-fiction Red Readers with structured support to build reading stamina and confidence. ✓ Phonics and Sounds: Can identify all 42 letter sounds accurately, with reinforcement to maintain fluency. ✓ Tricky Words: Can read and write 36 tricky words, with regular review and practice to reinforce recognition and spelling. ✓ Dictation: Able to write words, phrases and sentences for dictation (with sounds from their text and tricky words) with correct use of punctuation, such as capital letters and full stops. Guided practice is provided to encourage independent punctuation use. ✓ Successive Blending: Requires some support with successive blending. Scaffolding includes modelling blending techniques, using visual aids, and practicing sound-by-sound blending 	<p>READING LEVEL:</p> <ul style="list-style-type: none"> ✓ Orange Readers ✓ Phonics and Sounds: Learning all 42 letter sounds; frequent reinforcement and correction needed. ✓ Blending Skills: Needs structured, hands-on practice with blending simple words (e.g., using letter tiles). ✓ Segmenting: Working on breaking words into sounds; guided activities to build this skill. ✓ Tricky Words: Can read and write first 12 tricky words. ✓ Dictation: Writing simple CVC words from dictation ✓ using sounds from the reading text with focused help on sound-letter matching.

<ul style="list-style-type: none"> ✓ Write at least two paragraphs of 6 to 8 sentences with clear structure and logical flow. ✓ Write across a variety of genres, including personal recounts, fiction, and non-fiction texts, demonstrating an understanding of different writing styles. ✓ Structure paragraphs effectively by including: <ul style="list-style-type: none"> ✓ A topic sentence that introduces the main idea. ✓ Supporting sentences that add details, explanations, or examples. ✓ A conclusion sentence that sums up or reflects on the paragraph. ✓ Follow the writing process using the Think and Say, Plan and Do, First Draft, and Final Draft approach to refine writing. ✓ Plan writing using different techniques, such as: <ul style="list-style-type: none"> ✓ Mind maps for brainstorming ideas. ✓ Graphic organisers for structuring paragraphs. ✓ Story maps for sequencing events in narratives. ✓ Apply grammatical structures to improve writing, including: <ul style="list-style-type: none"> ✓ Correct punctuation (capital letters, full stops, commas). ✓ Consistent verb tenses (past, present, future). ✓ Descriptive language using adjectives and adverbs to enhance meaning. ✓ Use linking words and sentence starters to improve flow between sentences and paragraphs (e.g., First, Next, After that, Because, As a result, Finally). ✓ Review and improve writing independently using a simple self-checklist: <ul style="list-style-type: none"> ✓ Did I write two paragraphs? ✓ Did I include a topic, supporting, and conclusion sentence? ✓ Did I follow the writing process? ✓ Did I use descriptive words to make my writing interesting? ✓ Did I check my punctuation and grammar? 	<p>CREATIVE WRITING:</p> <ul style="list-style-type: none"> ✓ Write at least one paragraph of six sentences with a clear structure. ✓ Write both fiction and non-fiction texts based on personal experiences (e.g. recounts) and information texts on familiar topics. ✓ Structure a paragraph effectively by including: <ul style="list-style-type: none"> ✓ A topic sentence to introduce the main idea. ✓ Supporting sentences that provide details. ✓ A conclusion sentence that sums up the paragraph. ✓ Plan writing using mind maps and graphic organisers to organise ideas before drafting. ✓ Develop ideas independently with teacher guidance on sentence construction and paragraph flow. ✓ Use simple linking words (e.g., and, because, then, next, finally) to connect ideas smoothly. ✓ Apply correct punctuation and grammar with reminders: <ul style="list-style-type: none"> ✓ Capital letters at the beginning of sentences. ✓ Full stops at the end of sentences. ✓ Basic sentence structure (subject + verb + object). ✓ Review and improve writing using a simple self-checklist: <ul style="list-style-type: none"> ✓ Did I write six sentences? ✓ Did I include a topic sentence? ✓ Did I add details in my supporting sentences? ✓ Did I end with a conclusion sentence? ✓ Did I use capital letters and full stops? 	<p>with teacher guidance to improve fluency in reading multi-syllable words.</p> <p>CREATIVE WRITING:</p> <ul style="list-style-type: none"> ✓ Write at least one paragraph of five sentences using a writing frame for support. ✓ Express personal experiences in a simple recount by responding to structured prompts (e.g. Who? What? Where? When? How did you feel?). ✓ Write a basic non-fiction paragraph using a structured approach with sentence starters (e.g., Dogs are my favourite animals because...). ✓ Plan writing with the support of mind maps or graphic organisers to organise ideas before writing. ✓ Participate in shared writing sessions where the teacher models sentence construction and paragraph writing. ✓ Use simple sentence structures with guidance, ensuring sentences have a subject and verb (e.g. I played soccer at school). ✓ Apply basic writing conventions by using capital letters at the beginning of sentences and full stops at the end with teacher reminders. ✓ Engage in self-checking with a simple checklist: <ul style="list-style-type: none"> ✓ Did I write five sentences? ✓ Did I use a capital letter at the start of my sentence? ✓ Did I put a full stop at the end? ✓ Did I write about what happened? 	<p>CREATIVE WRITING:</p> <ul style="list-style-type: none"> ✓ Write at least one simple paragraph (3–5 sentences). ✓ Use writing frames to support sentence structure. ✓ Build meaningful sentences using familiar vocabulary. ✓ Identify ideas using pictures, real-life experiences, or discussion prompts. ✓ Use mind maps or graphic organisers to plan ideas with support. ✓ Complete sentence starters such as: <ul style="list-style-type: none"> I went to... I saw... I felt... It was... ✓ Complete simple writing frames for recounts and non-fiction with support. <ul style="list-style-type: none"> (Yesterday, I went to the park. I played on the swings and ran with my friends.) ✓ Answer Who, What, Where questions in sentences (e.g., The boy is playing in the park). ✓ Use word banks to build sentences. ✓ Use capital letters at the beginning of a sentence. ✓ Use full stops at the end of a sentence.
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