



## English - Grade 3

### 2022 - 23

Student working at grade level expectations should be able to achieve the following learning objectives:

PYP 3	Reading
Word reading	Apply knowledge of root words, prefixes and suffixes Syllables Contractions and interjections
Text reading	Read for motivation, pleasure and information Group reading with oral comprehension and discussion Individual reading and comprehension; graded reading scheme Read fluently with expression Dictionary and thesaurus
Empathy and inference	Infer feelings, predict events
Key Texts	Fables, poems, nonfiction texts, modern stories, classic children's stories, stories from other cultures and traditions, myths and legends Excellent examples of story beginnings and endings Excellent examples of book reviews A wide variety of nonfiction texts, including biographies, historical accounts, opinion essays and recipe books Newspapers and comics Stories and texts on the internet A wide range of poetry Play scripts Group reading: The Hodgeheg
Understanding texts	Identify the purpose of a text Discuss sequence of events Discuss authors' use of vocabulary and layout Discuss plot and characterization Predict, compare and contrast Identify forms of poetry; shape, acrostic, rhyming, alphabetical, adjectival Comprehension of a variety of fiction, nonfiction and poetic texts
Finding/using evidence	Retrieve and record information Identify key details and record findings in own words Present information in a variety of formats

Elements of a book	Author, illustrator, publisher, title page, contents page, front and back cover, page number, index, glossary, introduction, conclusion
ICT	Phonic and spelling games Type short texts and poems Read, comprehend and begin to paraphrase nonfiction and fiction sites

PYP 3	Writing
Letter formation	Increase legibility, consistency and quality
Phonics	Phonic Phase 6 au, aw, al, o ough, augh -ck, -k, -c Soft g and c Prefixes: dis-, un- Suffixes: -ful, -ly, -less Comparative and superlative Adding -ing and -ed
Writing process	Brain storming, note-taking, mind-maps Identify audience and purpose Rubrics and tick sheets Written plans Use of dictionaries and thesauruses, both online and in book form Research using books and the internet Self- and peer-assessment Check work and self-correct Edit and re-draft Word process
Word writing	Encode three and four syllable words 100 High Frequency words Year 3 Dolch words: Grade 3 PYP 3 word list Compound words Numbers twenty-one to a thousand Name and address of school Irregular Past Simple tense verbs Reflexive pronouns UOI vocabulary
Fiction writing	Story beginnings and endings  Re-writing traditional tales and stories  Story writing (including fantasy and historical stories); beginning, middle, end, character development, direct

	<p>speech, adverbial linking phrases, new paragraph for a change of time or scene, powerful words and poetic devices</p> <p>Descriptive writing; characterization and settings</p> <p>Play scripts</p>
Poetry writing	<p>Rhyming</p> <p>Shape</p> <p>Adjectival</p> <p>Alphabetical</p> <p>Acrostic</p> <p>Emotive</p>
Poetic devices	<p>Powerful verbs and adjectives</p> <p>Homophones</p> <p>Alliteration</p> <p>Similes</p> <p>Synonyms; distinguishing shades of meaning</p>
Nonfiction writing	<p>Informative texts (posters, leaflets, books presentations etc); introduce topic, topic sentence, provide and elaborate facts, include organizational features (diagrams, bullet-points etc) and provide some sense of closure</p> <p>Opinion paper and pros and cons essay; introduce topic, topic sentence, state opinion, organize reasons, conjunctions, conclusion</p> <p>Comparative reports; introduction, correctly paragraphed, connective words and phrases, opinions and points supported by facts, conclusion</p> <p>Personal narrative; organize events using linking words and phrases, describe thoughts and feelings, include a conclusion</p> <p>Fiction and nonfiction book reviews and summaries</p> <p>Comprehensions</p> <p>Letters</p>
Writing process	<p>Planning rough draft, editing final copy</p> <p>Use a dictionary and thesaurus to improve writing</p> <p>Assess own and others' writing, suggest improvements</p> <p>Use of discussion, rubrics, assessment sheets, traffic lights and The Inquiry Tree, to self- and peer-assess.</p>
Organisational features	<p>Understand and use; headings and sub-headings, paragraphs, bullet points and labelled diagrams</p> <p>Play script features; brackets, italics, stage directions</p> <p>Begin to show sources of information (books and internet sites)</p>

<b>PYP 3</b>	<b>Grammar and Punctuation</b>
Speaking	Regular and irregular plurals Prefixes and suffixes Past Simple Future with will and going to Conjunctions and linking phrases Reflexive pronouns Questions Compound and complex sentences
Sentence structure	Expanding sentences Word order Forming questions Compound and complex sentences Connectors (however, therefore, ...) Adverbial phrases/ time and causal connectives Reflexive pronouns
Punctuation	Contractions Apostrophes of possession Commas: In lists, after adverbial phrases and after interjections and 'yes' and 'no'. Capital letters Exclamation and question marks Bullet-points Speech marks Etc. and e.g.
Verb tenses and forms	Simple Past; regular and irregular Present Progressive
Text structure	New paragraph for change of time and place Paragraphing beginning, middle and end of a story New paragraph for new ideas and a change of time in nonfiction writing Simple introductions Conclusions, starting with 'All in all, ...' Subheadings

<b>PYP 3</b>	<b>Oral language – Speaking and presenting</b>
Word structure	Noun, adjective, adverb, pre- and suffix, vowel, powerful verb
Sentence structure	Connectors
Punctuation	Full stops, commas in a list and to demarcate adverbial phrases, speech marks, bullet points, apostrophes
Text structure	Paragraph, heading, subheading, diagram, label, introduction, conclusion, title, source
Viewing and presenting	<p>Summarise, discuss and express opinions about visual information</p> <p>Discuss the effectiveness of features such as layout choices, incidental music and format</p> <p>Begin to understand terminology such as balance, graphics and symbols</p> <p>Use ICT with increasing independence to prepare presentations</p> <p>Understand the role of body language when presenting</p>
Oral language	<p>Group brainstorming, discussions, present individually and in groups (power point presentations), read own work aloud, articulate and begin to justify answers, opinions and arguments</p> <p>Recite poems, ask and answer questions, challenge views courteously</p> <p>Ask relevant questions</p> <p>Listen and respond appropriately to adults and peers</p> <p>Participate clearly and fluently in a range of discussions, presentations, performances, role plays, improvisations and debates</p> <p>Begin to adapt language use to suit purpose and audience</p> <p>use language to inquire, inform and compare</p>
Vocabulary	<p>Develop a range of vocabulary, including:</p> <p>Elements of a book: Author, illustrator, publisher, character, page numbers, contents page, index, glossary, front and back covers</p> <p>UOI words</p> <p>IB Learner Profile and Attitudes</p> <p>Personal dictionaries to record new words</p> <p>Personal vocabulary books</p>
Listening	<p>Listen and respond to peers, teachers, parents, visitors, other adults, internet activities and recordings</p> <p>Discuss and review what they have heard</p>
Elements of a book	Contents page, title page, page numbers, index, glossary, front and back covers, blurb, publisher, author, genre