ENGLISH

Syllabus for Primary Schools

YEAR 3

LEARNING OUTCOMES

for

YEAR 3

ORACY	READING	WRITING
LISTENING AND SPEAKING		
STORIES POEMS SONGS TOPICS	**READING STRATEGIES**	**PRINT CONVENTIONS**
3.1.1 Demonstrate increasing attention and concentration during listening or viewing activities	3.2.1 Demonstrate awareness of book conventions	3.3.1 Demonstrate competence in print conventions
3.1.2 Demonstrate progressive understanding during listening or viewing activities without reference to the written form	3.2.2 With support begin to access information from different sources	**HANDWRITING SKILLS**
3.1.3 Recite independently and with support create simple rhymes and / or poems	3.2.3 Begin to demonstrate ability to use a variety of strategies when encountering difficult text	3.3.2 Begin to give importance to quality of handwriting
LANGUAGE **INTERACTIVE CONVERSATIONS**	3.2.4 With support begin to demonstrate knowledge of the use of different strategies for word identification	**WRITING STRATEGIES**
3.1.4 With support use appropriate language when participating in discussions on read-aloud text, stories, poems and songs	3.2.5 With support demonstrate ability to use a variety of strategies to understand and maintain meaning of text	3.3.3 Demonstrate knowledge of various strategies to spell correctly

3.1.5	With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose	**READING**		3.3.4	Begin to use simple planning before writing
3.1.6	Use the correct intonation to distinguish statements from questions	3.2.6	Participate in shared reading experiences	3.3.5	With support proof-read own work and begin to edit own work
3.1.7	Understand and practise the conventions of social discourse	3.2.7	Begin to read confidently with fluency, accuracy and expression	**WRITING**	
3.1.8	Demonstrate gradual competence in speaking confidently, using clear diction and correct intonation in front of an audience	3.2.8	With support demonstrate competence in comprehension strategies	3.3.6	Use drawing to express ideas and events
VOCABULARY		**VOCABULARY**		3.3.7	Use drawing and writing to complement and support each other
3.1.9	Acquire and use a bank of words, phrases and expressions	3.2.9	Develop an increasing bank of words which are recognized when encountered in different contexts	3.3.8	Participate in shared teacher/pupil/s writing
				3.3.9	With support begin to write for an audience and with a purpose

ATTITUDE	ATTITUDE	3.3.10 With support begin to write expanded sentences according to ability
3.1.10 Demonstrate enthusiasm and interest by participating in oral activities	3.2.10 Attempt to read unfamiliar texts	3.3.11 With support create and write own book/s and begin to experiment with different genres
	3.2.11 Display confidence and enjoyment when reading	3.3.12 Show understanding of the functions of sentence structure
		3.3.13 Write answers to literal and inferential questions on picture, topic, story and poem
		VOCABULARY
		3.3.14 Demonstrate ability to use in writing acquired vocabulary and expressions
		ATTITUDE
		3.3.15 Demonstrate enjoyment and motivation to participate in writing activities

PROGRAMME

for

YEAR 3

3.1   ORACY – LISTENING AND SPEAKING

Learning Outcomes	Notes
STORIES POEMS SONGS TOPICS	
3.1.1 Demonstrate increasing attention and concentration during listening or viewing activities	*Stories, poems, videos, audiocassettes, CD-Rom, DVD, ...*
❖ Listen attentively to read-aloud text, stories, poems and songs	
❖ Listen for the main idea	
❖ Listen for specific information	
3.1.2 Demonstrate progressive understanding during listening or viewing activities without reference to the written form	
❖ Carry out a sequence of instructions	*React to instructions*
❖ Participate in role-play using miming	*The participants perform actions or express themselves without using words.*
❖ Make out the words in a song	*As a pleasurable listening activity and using traditional or pop songs for intonation, pronunciation ...*
❖ Predict events	*Suggest what might happen next; suggest different endings*
❖ Respond to questions	*On pictures, stories, poems, topic, songs, ...* *E.g. 'Wh' questions; How ...? Do / Did ...? ...*
3.1.3 Recite independently and with support create simple rhymes and / or poems	*As a pleasurable activity memorize favourite poems, or parts of a poem / song...*
❖ With support make innovations on a rhyme, poem and song	*Suggest different rhyming words, add on lines ...*
❖ With support create a simple poem or rhyme	*E.g. I like the deep blue sea* * I like swimming in the calm blue sea* * I like sailing on the deep blue sea* * Oh! How I like the calm deep blue sea*
❖ Demonstrate a sensitivity to rhyme, rhythm, alliteration, onomatopoeia	*Recognize rhyming words, beat the rhythm;* *Alliteration: the repetition of initial sounds in successive words* *E.g. She ate a piece of cake with chocolate chips* *Onomatopoeia: words which seem to imitate the sound they describe* *E.g. Pitter, patter did the rain* * On the window pane* **Emphasis is not on technical terms**

	LANGUAGE INTERACTIVE CONVERSATIONS	
3.1.4	**With support use appropriate language when participating in discussions on read-aloud text, stories, poems and songs**	*Appropriate to age and ability*
❖	Talk about the general idea of a text, story, poem, and song	*Give the gist of the subject of a story, poem, song and text*
❖	Distinguish tones and voices of characters in stories	*Voices and tones of voices: angry, happy, ...*
❖	Repeat refrains, words or phrases	
❖	With support participate in role-play using appropriate language	*Use language, intonations and voices of different characters in the story ...*
❖	With support tell a story in a sequence	*Use pictures, props ... to retell a story in chronological order*
❖	With support begin to talk about the text, story, poem, song	*Learners' reactions, views, likes/dislikes, feelings, ...*
❖	With support begin to talk about the main ideas, events and characters	*In a story, poem, text, ...*
3.1.5	**With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose**	*Use language forms which are typical of the spoken language; use correct pronunciation, change pitch of voice to convey meaning*
❖	Use and respond to greetings	*E.g. Hello! How are you? Good morning ...*
❖	Use appropriate social discourse	*E.g. Please, Yes / No Thank you, Excuse me, Pardon, Sorry ...*
❖	Report simple messages to others	
❖	Give simple instructions to guide activity	*During games, when working in pairs or in groups*
❖	Make requests and express needs	*Learn modelled words and phrases and use them in particular situations* *E.g. May I ...? Can I ...? I want ... I wish ... I like ...*
❖	Participate in role-play using appropriate modelled language in a simulated situation	*Learners practise speaking in 'Let's Pretend' situations* *E.g. Making and answering a telephone call – repeating phrases, sentences*
❖	With support begin to express opinion, favourable or otherwise	
3.1.6	**Use the correct intonation to distinguish statements from questions**	*Change pitch of voice to convey meaning*
❖	Adopt intonation patterns to communicate meaning	*E.g. Exclamations: Oh! I am scared! How nice!* *E.g. Questions: Where ...?*
3.1.7	**Understand and practise the conventions of social discourse**	
❖	Take turns in conversations	*Give time to the person speaking to finish before joining in ...*
❖	Listen to others	
❖	Express and exchange ideas and information	
❖	Respond to others	
❖	Appreciate the views and opinions of others	

3.1.8	**Demonstrate gradual competence in speaking confidently, using clear diction and correct intonation in front of an audience**	*Speak at a steady and natural pace; pronounce words correctly; change pitch of voice to convey meaning in front of peers ...*
❖	Express personal experiences, interests, possessions, likes and dislikes	*E.g. Show and Tell*
❖	With support demonstrate ability to narrate a story	*Retell or create a story*
❖	With support talk about a picture	
❖	With support participate in dialogues	

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VOCABULARY

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3.1.9	**Acquire and use a bank of words, phrases and expressions**	
❖	Use and experiment with acquired vocabulary	*Use vocabulary and phrases drawn from topics, literature, media, ...*

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ATTITUDE

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3.1.10	**Demonstrate enthusiasm and interest by participating in oral activities**	*Participate in discussions, dialogues, role-play, mime, ...*

3.2   READING

Learning Outcomes	Notes
READING STRATEGIES	
3.2.1 Demonstrate awareness of book conventions	*Title, author, illustrator, cover, page, contents page,chapter/lesson*
❖ Identify specific features in a text	*Pictures, diagrams, chapter, lesson, unit…*
❖ Locate a specific portion of a book	*Use the contents page*
❖ With support begin to use a dictionary	*E.g. Use children's or picture dictionaries; class dictionary or vocabulary book;* *Introduce alphabetic skills to locate words*
3.2.2 With support begin to access information from different sources	
❖ With support begin to select appropriate sources of information related to class topics or special interest	*Books, Videos, CD–Rom, DVD, newspapers, posters; start to use the internet*
3.2.3 Begin to demonstrate ability to use a variety of strategies when encountering difficult text	*May not be aware of the strategies being used to understand a text*
❖ With support self-correct	*E.g. Say' house' instead of ' horse' and realize that it was read incorrectly*
❖ Read on	*Ability to read smoothly*
❖ Re-read to clarify meaning	*Sweep back on line and read sentence for meaning*
❖ Slow down and sub-vocalise when encountering difficult text	*Move lips and mouth and try to pronounce the words silently*
❖ Use punctuation	*Use commas, full stops and other graphic marks which help to clarify meaning of written text*
3.2.4 With support begin to demonstrate knowledge of the use of different strategies for word identification	*Use these strategies when learners come across difficult or unfamiliar words*
❖ Use sounding out (graphophonic knowledge)	*Graphophonic: sound symbol relationship called 'phonics'*
❖ Use common letter patterns	*E.g. 'ing' 'ly' 'er' 'tion' 'ive' 'ful'*
❖ Show knowledge of known parts of words	*E.g. '**own**' in 'known' ….*
❖ Use syllabification with word segmentation	*The division of words into syllables E.g. 'el / eph / ant' for elephant*
❖ Use knowledge of meaning when encountering homophones	*E.g. 'where' and 'were' …*
❖ Use knowledge of meaning when encountering homonyms	*E.g. ' break' (verb: to smash)* * ' break' (noun: recreation)*

3.2.5	**With support demonstrate ability to use a variety of strategies to understand and maintain meaning of text**	
❖	Relate information and events in text to own experience	*Make connection between what they read and what they know e.g. 'We have a cat without a tail; it is called a monk cat'…*
❖	Begin to use the five senses to build images in the mind for enhancing reading comprehension	
❖	Use prior knowledge or experience	*Knowledge on topic …*

READING

3.2.6	**Participate in shared reading experiences**	*Read with teacher and peers using fiction, non-fiction, poetry…*
❖	With support begin to read for different purposes	*E. g. messages, instructions, information …*
3.2.7	**Begin to read confidently with fluency, accuracy and expression**	
❖	Read different genres for an audience	*Read fiction, non-fiction, poetry… in front of a class, in groups…*
❖	Read silently with sustained concentration	
3.2.8	**With support demonstrate competence in comprehension strategies**	
❖	Begin to identify main ideas and key words	
❖	Begin to explain words that enhance meaning in a text	*Give the meaning of significant words*
❖	Begin to skim and scan simple texts for different purposes	*E.g. Skim a text for main ideas; scan a text for specific information*
❖	Respond by referring to relevant parts in the text	
❖	Demonstrate ability to respond to literal questions	*Meaning clearly stated in text; Read the lines*
❖	With support begin to respond to inferential questions	*A level of comprehension related to understanding implied in the text but not directly stated – read between the lines to be able to respond*

VOCABULARY

3.2.9	**Develop an increasing bank of words which are recognized when encountered in different contexts**	*Including some difficult words and subject-specific words*
❖	Read automatically most frequently used words	
❖	With support identify functions of words: naming words, descriptive words, words that show actions and words that describe actions in context and / or in a text	*Nouns, adjectives, verbs, and adverbs to expand learners' vocabulary and to enhance comprehension of text*

	ATTITUDE	
3.2.10	**Attempt to read unfamiliar texts**	
❖	Read beyond the demands of the curriculum	*Learners pursue their own interest through books, E.g. imaginative, adventure stories…*
❖	Show interest in fiction, non-fiction text and poetry	*E.g. Adventure, imaginative stories; animals, space …*
3.2.11	**Display confidence and enjoyment when reading**	
❖	Show enthusiasm for reading	
❖	Develop a reading habit	

3.3 WRITING

Learning Outcomes	Notes
PRINT CONVENTIONS	
3.3.1 Demonstrate competence in print conventions	*Rules that govern the customary use of print in literacy*
❖ Demonstrate correct spacing of letters and words	
❖ Demonstrate correct directionality	*(Reinforcement of work done in Year 1 - 2)* *Start to write at the top left side of page, move to right, continue down the page, and know where to go on the next page*
HANDWRITING SKILLS	
3.3.2 Begin to give importance to quality of handwriting	
❖ Control basic formation and begin joining	*Depends on school policy on handwriting* *Ideally laying the foundation for cursive handwriting*
WRITING STRATEGIES	
3.3.3 Demonstrate knowledge of various strategies to spell correctly	*Build pattern booklets with the learners for spelling* *Show and discuss with learners the use of different methods which may be used to spell different words* *(The method is used orally to write words correctly)*
❖ Use sounding out of phonemes	*E.g. wonderful:- w/o/n/d/e/r/f/u/l;* *Phoneme is the smallest unit of sound in a word* *E.g. 'w' as in 'wonderful' ...*
❖ Use onset and rime	*Substituting the initial letter(s) which is the onset* *e.g. fright – sight – flight - light* *'fr', 's', 'fl', 'l' are the onset; 'ight' is the rime*
❖ Use syllabification	*E.g. furniture:- fur / ni / tu / re*
❖ Identify little words in long words	*E.g. tomatoes: - **tom** / **a** / **toes**; wardrobe: - **war** / d / **robe***
❖ Identify distinctive features about letters in a word	*E.g. receive: - re / **cei** / ve ; dinosaur: - dinos / **au** / r*

	❖ Use blends	*Blends: the sound of two or more letters joined with minimal changes in those sounds e.g. 'str' in 'string'*
	❖ Use knowledge of letter patterns	*E.g. 'ing' 'ful' 'er' 'ly'*
	❖ Use Look and Say	*Remember graphic representation of the word*
3.3.4	**Begin to use simple planning before writing**	*Use brainstorming, spidogram (web), mapping*
	❖ Draw on classroom resources	*Word banks, word charts, books …*
	❖ With support begin to research on topic	*From various sources: books, internet, CD – Rom, Videos, DVD …*
3.3.5	**With support proof-read own work and begin to edit own work**	*Proof-reading: checking their work for correct punctuation and spelling* *Editing: checking if writing makes sense, if there are missing words; if sentence could be improved by varying sentence beginnings, by using more descriptive words …*
	❖ Use word banks	
	❖ With support begin to use dictionary	
	WRITING	
3.3.6	**Use drawings to express ideas or events**	
3.3.7	**Use drawing and writing to complement and support each other**	
	Draw and write captions, words, phrases or sentences to communicate meaning	*E.g. Write captions to pictures; label pictures, diagrams; write sentence(s) to a picture …*
3.3.8	**Participate in shared teacher / pupil/s writing**	*With support begin to write sentences; about 6 to 10 or more sentences according to ability*
	❖ Write sentences on a picture	
	❖ Write sentences about a topic	*From their growing repertoire of vocabulary*
	❖ Write a simple story	*Write in chronological order from given sentences using sequence, time expressions: to-day, yesterday … (Based on discussion)*
	❖ With support begin to write innovations or transformations to stories, poems and rhymes	*Text Innovations:- adopting the language pattern used by an author:* *E.g. Jack and Jill went up the hill* * To fetch a bucket of water* *Reproduced / generated sentence:* *E.g. Peter and Pam went up the stairs* * To fetch a pair of shoes* *Transformations:- use different endings; different settings, character….*
3.3.9	**With support begin to write for an audience and with a purpose**	*E.g. Introduce the letter format, as a model for a 'fill in' exercise* *Audience: peers …*
	❖ Write a simple message	*Introduce E-Mail*

❖	Write an invitation card	
❖	Make an identity kit	
3.3.10	**With support begin to write expanded sentences according to ability**	*Join simple sentences to make longer ones using a small range of conjunctions: 'and', 'but' 'because'*
❖	Reproduce sentences from a given model	*E.g. Dad goes to Valletta and he buys a bicycle.* *Dad goes to Valletta and he buys …*
❖	With support reproduce / generate sentence patterns	*E.g. My favourite food is spaghetti, but I do not like pizza.* *My favourite colour …*
❖	With support expand with words	*Drawn from stories, topics, literature, language activities …* *e.g. Different parts of speech: naming words, describing words …* *e.g. Meg put on her new big hat and her old black stockings.*
❖	Begin to take the initiative to write and generate sentences	*Create sentences on topics, stories …*
3.3.11	**With support create and write own book/s and begin to experiment with different genres**	*May create picture books, story books, books on specific topics, comics with speech bubbles, journal, diary …*
3.3.12	**Show understanding of the functions of sentence structure**	*Use sentence frames with adjectives and adverbs to develop an understanding of specific sentence structure* *Substitute an adjective with another adjective; adverb…* *e.g. The little boy ate hungrily.* *The brave boy ate quickly.* *The intelligent girl answered correctly.* *The bright girl answered immediately.*
❖	Use correct word order	*Subject, verb, object sentences: e.g. He bought a black pair of shoes.*
❖	With support begin to vary sentence beginnings	*E.g. My, some,; He / she, This, Those …*
❖	Use correct punctuation in context	*Sentences as units of print defined by a capital letter and a full stop …*
❖	With support begin to make use of parts of speech in context	*Content words: Naming words (including regular/irregular plurals); describing words; verbs; comparatives (bigger..);* *Function words: pronouns; prepositions; simple conjunctions (and, but, because), determiners (the, a, an); demonstrative (this, that…) and possessive adjectives (my, his,…)* **Emphasis not on the technical terms**
3.3.13	**Write answers to questions on picture, topic, story and poem**	
❖	Write answers to literal questions on picture, text…	*May skim a text for a main idea or scan a text to give specific information to comprehension questions*

❖	Give the meaning of words used in the text	*Use prior knowledge, context of text …*
❖	With support begin to write answers to inferential questions	*Give information which is implied in the text but not directly stated – read between the lines*

<table>
<tr><td colspan="3" align="center">VOCABULARY</td></tr>
<tr><td>3.3.14</td><td>Demonstrate ability to use in writing acquired vocabulary and expressions</td><td>Vocabulary acquired from oracy, reading activities, other experiences and across curricular subjects, topic related ...</td></tr>
<tr><td>❖</td><td>With support experiment with vocabulary in writing</td><td></td></tr>
<tr><td>❖</td><td>With support use Function words in context</td><td>Function words: pronouns; prepositions; determiners (the, a, an), conjunctions (and, because, but), possessive adjectives (my, their..), demonstrative adjectives (this, that, those …)</td></tr>
<tr><td>❖</td><td>With support use Content words in context</td><td>Content words: naming words (regular/irregular plurals); Describing words; verbs; adverbs; comparatives (bigger, smaller..)
Emphasis should not be on the technical terms</td></tr>
<tr><td colspan="3" align="center">ATTITUDE</td></tr>
<tr><td>3.3.15</td><td>Demonstrate enjoyment and motivation to participate in writing activities</td><td></td></tr>
<tr><td>❖</td><td>Experiment with words and sentences</td><td>May use stories, poems/rhymes, sentences to generate own writing</td></tr>
<tr><td>❖</td><td>Create own books</td><td>Picture books; story/poetry books; 'About me books'; comics ...</td></tr>
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