FIRST ADDITIONAL LANGUAGE

GRADE 3

LISTENING & SPEAKING					
NORMS		Term 1	Term 2	Term 3	Term 4
1	**Oral vocabulary**	Develops vocabulary using themes and topics chosen by teacher	Develops vocabulary using themes and topics chosen by teacher	Develops vocabulary using themes and topics chosen by teacher	Develops vocabulary using themes and topics chosen by teacher'
2	**Simple instructions**	Follows instructions, e.g. 'Take out your exercise books and pencils. Write the date in the top right hand corner.'	Follows instructions, e.g. 'Put some soil in the pot almost to the top. Then put the seed in. Then cover the seed with a bit of soil. Lastly, water the seed.'	*Follows instructions, e.g. 'You will need some paper, koki pens, a pair of scissors and some string to tie the mask on. First draw the shape of your face. Next ….	Follows instructions.
		Give simple instructions, e.g. 'Hold my hand.'	Give simple instructions, e.g. 'Now water the seed.'	Give simple instructions, e.g. 'Colour it yellow.'	Gives instructions
3	**Simple questions**	Understands and responds, e.g. 'When …?' 'Why …?' 'Where'? Where did you see a zebra? When did you see it?	Understand and respond, e.g. When …?' 'Why …?' 'What …?' , for example, 'What do you think the seed will grow into?'	Understand and respond, e.g. 'When …?' 'Why …?' 'How …?' 'How do you make a scary mask?'	Understand and respond, e.g. 'When …?' 'Why …?' 'How …?' 'How do you travel to school?'
4	**Clarification**	Asks for clarification, e.g. 'I don't understand. Please say that again.'	Asks for clarification, e.g. 'I don't understand. Please say that again.'	Asks for clarification, e.g. 'I don't understand. Can you help me, please?'	Asks for clarification, e.g. 'What does 'transport' mean?'
5	**Simple requests**	Responds to and makes requests, e.g. 'Can I use the dictionary, please?'	Responds to and makes requests, e.g. 'Can I use the dictionary, please?'	Responds to and makes requests, e.g. 'Can I use the dictionary, please?'	Responds to and makes requests, e.g. 'Can I borrow a ruler', please?'
6	**Short conversations**	Participates in on a familiar topics	Participates in on a familiar topics.	Participates in on a familiar topics.	Participates in on a familiar topics.
7	**Simple oral descriptions**	Identifies the object, e.g. 'I am a very big animal', 'I am grey. My skin is rough. Who am I?'	Identifies the object, e.g. 'I am small and hard. If you give me soil and water, I grow into a plant. What am I?'	Identifies the object, e.g. 'Puts pictures in the right order after listening to instructions on how to make a mask'	Identifies the object, e.g. 'I am a very big animal', 'It is a vehicle. It is very big and long. It transports things from the factory to the supermarket. What is it?'
8	**Objects in pictures or photographs**	Talks in response to teacher's instructions, e.g. 'What can you see in the photo? Tell me what you can see in the photo. '	Talks in response to teacher's instructions, e.g. 'What can you see in the photo? Tell me what you can see in the photo. '	Talks in response to teacher's instructions, e.g. 'What can you see in the photo? Tell me what you can see in the photo. '	Talks in response to teacher's instructions, e.g. 'Can you see the train in the photo? Show me the train. '
9	**Simple recounts**	Listens to teacher telling about a trip to the zoo.	Listens to teacher telling about planting a seed and growing a plant. '	Listens to teacher telling how she made the scary mask.'	Listens to teacher telling about her journey to school.
		Gives recount, e.g. "Tells what he/she did.'	Gives recount, e.g. "Tells about planting a seed and growing a plant.'	Gives recount, e.g. "Tells about making a mask.'	Gives recount, e.g. 'Tells about the journey to school.'

NORMS		Term 1	Term 2	Term 3	Term 4
10	**Language Structures**	Understands and uses in contexts, e.g. • *past tense*: 'I saw a giraffe. '	Understands and uses in contexts, e.g. • *past tense*: 'I watered the seed • *prepositions:* 'I put the seed in a pot.'	Understands and uses in contexts, e.g. • *demonstrative pronouns:* 'Please give me that.'	Understands and uses in contexts.
11	**Simple poems, action rhymes and songs**	Memorises and performs.	Memorises and performs.	Memorises and performs.	Memorises and performs.
12	**Language games**	Plays, e.g. Guess who I am ……..	Plays, e. g. 'I spy with my little eye …...	Plays, e. g. 'I spy with my little eye …...	Plays, e. g. 'Chain game - teacher says a sound and points to a learner who must think of a word beginning with that sound; learner says a word, and then points to another learner and says a sound, and so on.'
NORMS (Focussed Listening & Speaking)		**Term 1**	**Term 2**	**Term 3**	**Term 4**
13	**Short stories, personal recounts or non-fiction texts**	Listens to short stories told, read or illustrated poster for enjoyment, e.g. factual recounts; instructions; information reports.	Listens to short stories told, read or illustrated poster for enjoyment, e.g. factual recounts; instructions; information reports.	Listens to short stories told, read or illustrated poster for enjoyment, e.g. factual recounts; instructions; information reports.	Listens to short stories told, read or illustrated poster for enjoyment, e.g. factual recounts; instructions; information reports.
14	**Stories, personal recounts and comprehension**	Listens to and answers comprehension questions, e.g. 'How did the giraffe get its long neck?'	Listens to and answers comprehension questions, e.g. 'How did they pull the turnip out of the ground?'	Listens to and answers comprehension questions, e.g. 'Could people see the friendly ghost?'	Listens to and answers comprehension questions, e.g. 'Why was Thomas unhappy?'
		Predicts what will happen next, e.g. 'What do you think will happen to the Giraffe now?'	Predicts what will happen next, e.g. 'What do you think will happen next?'	Predicts what will happen next, e.g. 'What do you think will happen next?'	Predicts what will happen next e.g. 'What do you think will happen next?'
		Expresses feelings, e.g. 'Did you like the story? Why/Why not?'	Expresses feelings, e.g. 'Did you like the story? Why/Why not?'	Expresses feelings, e.g. 'Did you like the story? Why/Why not?'	Expresses feelings, e.g. 'Did you like the story? Why/Why not?'
		Retells the story	Retells the story	Retells the story	Retells the story
15	**Non-fiction text or information report**	Listens to a factual recount and answers questions, 'What does an elephant eat?	Listens to a factual recount and answers questions, 'What do you need to grow a plant?	Listens to a non-fiction and answers questions, 'What do you need to make a mask?'	Listens to non-fiction text and answers questions, 'Can you name three different kinds of transport?'
16	**Simple summary**	Gives summary of non- fiction text with teacher's help.	Gives summary of non- fiction text with teacher's help.	Gives summary of non- fiction text with teacher's help.	Gives summary of non-fiction text with teacher's help.

Language Structure and Use (to be learned in context)

NORMS		Term 1	Term 2	Term 3	Term 4
17	**Conceptual oral vocabulary**	Builds vocabulary on, e.g. 'Animals : physical appearance, habitat'	Builds vocabulary on e.g. 'describing processes: life cycle'	Builds vocabulary on e.g. 'describing processes: making things'	Builds vocabulary on e.g. comparing
18	**Simple language structures**	Develop understanding and ability to use: • *countable and uncountable nouns* e.g. 'elephants' / 'water' • *articles* e.g. 'a' and 'the' • *present tense*, e.g. 'My skin is rough.' • *past tense,* e.g. 'I saw a giraffe.'	Develop understanding and ability to use: • *countable and uncountable nouns* e.g. 'seed'/ 'water'' • *articles* e.g. 'a' and 'the' • *prepositions*, e.g. 'in'/ 'on''	Develop understanding and ability to use: • *past tense* *countable and uncountable nouns* e.g. 'masks' / 'paper'' • *articles* e.g. 'a' and 'the' *prepositions*, e.g. 'in'/ 'on'' • *demonstrative pronouns,* e.g. 'Please give me that.'	Develop understanding and ability to use: • *present and past tense* • *countable and uncountable nouns* e.g. 'cars'/ 'transport' • *articles* e.g. 'a' and 'the' *prepositions*, e.g. 'in'/ 'on'' • *comparatives,* e.g. 'fast, faster, fastest

READING & PHONICS: Phonics

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Letter-sound relationships**	Identifies all single letters	Identifies all single letters	Recognises some differences between sound and spelling relationships in HL and FAL, 'cat' and 'icici.'	Recognises some differences between sound and spelling relationships in HL and FAL, 'cat' and 'icici.'
		Recognises differences in pronunciations between HL and FAL	Recognises differences in pronunciations between HL and FAL		
2	**Building up and breaking down**		Uses consonants blends to break up and break down words , e.g. 'ri-ng, bla-ck, ch-op, cl-ap '	Recognises 3-letter consonants blends at the beginning and end of words, e.g. 'str-, scr-, tch-, -nch'	Recognises the first sound (onset) and the last syllable (rime) in more complex patterns, e.g. 'dr-eam', 'çr- eam', 'scr-eam', 'str-eam'
3	**Long and short vowel sounds**		Distinguishes orally between them, e.g. 'boot' and 'book '	Distinguishes orally between them, e.g. 'fool 'and 'full'	Distinguishes orally between them, e.g. 'kite' and 'kit'
4	**Common endings in words**		Recognises silent "e" in words, e.g. cake, time, hope, note	Recognises silent "e" in words, e.g. cake, time, hope, note	Recognises silent "e" in words, e.g. cake, time, hope, note
5	**Word families**		Recognises known rhyming words, e.g. 'sky', 'cry', 'fly', 'dry'	Recognises known rhyming words	Recognises more complex word families, e.g. 'hatch', 'match', 'patch', 'catch', 'snatch'
6	**Consonant diagraphs**	Recognises sh, ch, th, wh at beginning of a word, e.g. sh-ip, ch-ip, th-in, wh-en (week 1-5)	Recognises sh, ch, th, wh at beginning of a word, e.g. sh-ip, ch-ip, th-in, wh-en (week 1-5)	Recognises in words, e.g. 'ph', 'll', 'ss', 'ff'	Recognises some different spelling relationships in HL and FAL
		Recognises sh, ch, th at end of a word, e.g. fi-sh, ri-ch, wi-th (week 6-10)	Recognises sh, ch, th at end of a word, e.g. fi-sh, ri-ch, wi-th (week 6-10)		
7	**Vowel sounds**	Distinguishes between different vowel sounds aurally, e.g. 'u' in 'put' and 'u' in 'bus' (week 1-5)	Recognises at least 3 new vowel diagraphs, e.g. 'ea' as in eat, 'oa' as in boat, , short 'oo' as in book.	Distinguishes between different vowel sounds aurally, e.g. 'bird' and 'bed ', 'ship' and 'sheep'	Recognises at least 5 new vowel diagraphs, e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt
		Recognises vowel diagraphs, e.g. 'oo' as in boot, 'oa' as in boat (week 6-10)		Recognises at least 5 new diagraphs, e.g. 'ai' s in pain, 'ay', as in pay, 'oi' as in coin, 'oy' as in toy, 'u' as in round	
				Distinguishes between different vowel sounds aurally, e.g. 'bad' and 'bed', 'ship' and 'chip'	
8	**Short words**	Builds and sounds out 3 and 4-letter words using sounds learnt	Builds and sounds words using sounds learnt	Builds and sounds words using sounds learnt	Builds and sounds words using sounds learnt
9	**Suffixes**				Recognises and uses, eg '–es', '-ies', '-ly', '-ing', '-ed'

READING & PHONICS: Emergent Literacy

NORMS		Term 1	Term 2	Term 3	Term 4

READING & PHONICS: Shared Reading (time has been allocated under Listening & Speaking)

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Short written texts**	Reads with the teacher, using the title for prediction	Reads with the teacher, using the title for prediction	Reads with the teacher, using the title for prediction	Reads with the teacher, using the title for prediction
2	**Literal questions**	Answers, e.g. 'What did the boy do at school? '	Answers, e.g. 'Who grew the enormous turnip?'	Answers, e.g. 'Could people see the friendly ghost? '	Answers, e.g. 'What colour was Tommy the Tank Engine?
3	**Story**	Describes own feelings after listening (code switching if necessary)	Describes own feelings after listening (code switching if necessary)	Describes own feelings after listening (code switching if necessary)	Describes own feelings after listening (code switching if necessary)

READING & PHONICS: Group Guided Reading

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Reading aloud**	Reads aloud in own book in a guided reading group with the teacher	Reads aloud in own book in a guided reading group with the teacher	Reads aloud in own book in a guided reading group with the teacher	Reads aloud in own book in a guided reading group with the teacher
		Reads with increased fluency and expression	Reads with increased fluency and expression	Reads with increased fluency and expression	Reads with increased fluency and expression
		Shows understanding of punctuation when reading	Shows understanding of punctuation when reading	Shows understanding of punctuation when reading	Shows understanding of punctuation when reading
		Continues to build a sight vocabulary	Continues to build a sight vocabulary	Continues to build a sight vocabulary	Continues to build a sight vocabulary
2	**Reading strategies in HL**	Uses to make sense and monitors self when reading	Uses to make sense and monitors self when reading	Uses to make sense and monitors self when reading	Uses to make sense and monitors self when reading

READING & PHONICS: Independent Reading

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Reading texts independently**	Reads own and others' writing	Reads own and others' writing	Reads own and others' writing	Reads own and others' writing
		Reads books read in Guided Reading Sessions and Reading Corner, simple caption books, picture story books in FAL	Reads books read in Guided Reading Sessions and Reading Corner, simple caption books, picture story books in FAL	Reads books read in Guided Reading Sessions and Reading Corner, simple caption books, picture story books in FAL	Reads books read in Guided Reading Sessions and Reading Corner, simple caption books, picture story books in FAL
		Reads familiar poems and rhymes	Reads familiar poems and rhymes	Reads familiar poems and rhymes	Reads familiar poems and rhymes
		Uses Children's Picture Dictionaries (mono-lingual and bi-lingual) to find out the meaning of unknown words	Uses Children's Picture Dictionaries (mono-lingual and bi-lingual) to find out the meaning of unknown words	Uses Children's Picture Dictionaries (mono-lingual and bi-lingual) to find out the meaning of unknown words	Uses Children's Picture Dictionaries (mono-lingual and bi-lingual) to find out the meaning of unknown words

WRITING

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Handwriting skills**	Uses the skills already taught in HL	Uses the skills already taught in HL	Uses the skills already taught in HL	Uses the skills already taught in HL
2	**Lists**	Writes complex lists with headings	Writes complex lists with headings	Writes complex lists with headings	Writes complex lists with headings
3	**Captions**				
4	**Sentences**				
5	**Word bank and dictionaries**	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.
		Uses children's dictionaries (mono-lingual and bilingual)	Uses children's dictionaries (mono-lingual and bi-lingual)	Uses children's dictionaries (mono-lingual and bi-lingual)	Uses children's dictionaries (mono-lingual and bi-lingual)
6	**Short simple texts**	Writes a simple text, e.g. 'Birth-day card'	Writes a simple set of instructions with guidance, e.g. 'How to grow a plant.'	Writes a simple set of instructions with guidance.	Writes a simple set of instructions with guidance.
		Writes a simple set of instructions with guidance, e.g. 'a recipe'			
7	**Writing process**	Uses the process: drafting, writing, editing and publishing	Uses the process: drafting, writing, editing and publishing	Uses the process: drafting, writing, editing and publishing	Uses the process: drafting, writing, editing and publishing
8	**Punctuation**	Uses punctuation already taught in HL – full stops, commas, exclamation marks, question marks, exclamation marks and inverted commas	Uses punctuation already taught in HL – full stops, commas, exclamation marks, question marks, exclamation marks and inverted commas	Uses punctuation already taught in HL – full stops, commas, exclamation marks, question marks, exclamation marks and inverted commas	Uses punctuation already taught in HL – full stops, commas, exclamation marks, question marks, exclamation marks and inverted commas
9	**Spelling**	Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
10	**Paragraph**	Writes a paragraph of 4 – 6 sentences on a familiar topic.	Writes a paragraph of 4 – 6 sentences on a familiar topic.	Writes a paragraph of 4 – 6 sentences on a familiar topic.	Writes paragraph of 6 – 8 sentences on a familiar topic.
11	**Simple graphic forms**		Organises information in a chart, table or graph, e.g. life cycle of a plant.	Organises information in a chart, table or graph	Organises information in a chart, table or graph
12	**Personal recount of experience**	'		Writes a personal recount of experiences with guidance, e.g. 'Yesterday I made a mask. First I .. Then I …Next I .. Finally I .. .	Writes a personal recount of experiences.
13	**Stories**				Writes a simple story and copies it (Shared Writing)
14	**Using tenses**			Uses past tense accurately	Uses past tense accurately

Writing: Language Use

NORMS		Term 1	Term 2	Term 3	Term 4
1	**Tenses**	Understands and uses the simple present tense.	Understands and uses the present progressive tense, e.g. 'We are planting a seed.'	Understands and uses the past tense, e.g. 'Yesterday I made a mask.'	Understands and uses the future tense, e.g. 'I will go to town tomorrow.'
2	**Parts of speech**	Understands and uses specific verbs, e.g. 'There is .. / There are …'	Understands and uses specific verbs, e.g. 'There is .. / There are …'	Revises specific verbs, e.g. 'There is .. / There are …'	Revises specific verbs, e.g. 'There is .. / There are …'
		Understands and uses the possessive form of nouns, e.g. 'The book's cover,'	Revises the possessive form of nouns.	Revises the possessive form of nouns.	Revises the possessive form of nouns.
			Understands and uses countable and uncountable nouns, e.g. 'bottles / water'	Revises countable and uncountable nouns.	Revises countable and uncountable nouns.
				Understands and uses the articles 'a' and 'the' with nouns, e.g. 'a bottle / the bottle'	Revises the articles 'a' and 'the' with nouns.
					Understands and uses comparative adjectives, e.g. 'A car is faster than a bicycle. An aeroplane is the fastest.
3	**Revision of grammar**	Revises grammar covered informally in Gr R - 2	Revises grammar covered informally in Gr R - 2	Revises grammar covered informally in Gr R - 2	Revises grammar covered informally in Gr R - 2