

Summary of students' performance by the end of Grade 3

Word knowledge

Students recognise, understand and use a range of at least 570 high-frequency words for listening and speaking. They can hear, say and read 12 consonant phonemes and their 14 common spellings, and 11 vowel phonemes and their 24 common spellings in consonant–vowel–consonant (CVC) and consonant-cluster (CCVC and CVCC) words.

Listening and speaking

Students understand, in short monologues and dialogues, the main ideas and some factual details in descriptions of people, places, actions and events happening in the present and the past and in plans for the future. They respond to invitations, offers, requests and sequenced instructions for doing things. They follow and respond to short dialogues inviting, offering, and prohibiting.

Students generate simple questions and statements, with two or more ideas connected where necessary. They use basic meta-language to talk about English. They compare two things, and talk about routines and habitual actions in the present and plans for the future with *going to*. They relate actions, events and situations in the past using a range of common verbs in the simple past tense in formulaic exchanges and short dialogues. They use a range of question forms to seek information and promote interaction, introduce self and exchange personal information, express prohibition and obligation with *must*, *mustn't* and *have to*, and ask for and give simple directions for going places.

Reading and writing

Students read and enjoy stories with strong sequential narrative and supporting illustrations. They use phonic, grammatical, punctuation and contextual clues to independently read short texts of at least five simple and compound sentences, including stories factual texts and recounts. They recognise sentence punctuation, and other common uses of capitalisation. They follow and understand the gist, identify characters and relationships, recognise speech and dialogue between characters. They use texts to retell known stories in correct sequence using language from text including time phrases. They read and understand a variety of short factual texts written in present and past tenses. They locate basic information, using key words and phrases, illustrations and other basic text features such as headings and contents lists.

They read and respond to stories, recounts and short factual descriptions. They understand the gist of and identify key information in texts using familiar language, including stories with strong sequential narrative, factual texts and recounts in the simple past and present tenses and *going to* for future time.

Students independently compose and write texts of 2–3 connected simple sentences using simple past and present tenses and *going to* (future time). They use capital letters, full stops and question marks to punctuate sentences.

Content and assessment weightings for Grade 3

The emphasis given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

Listening and responding	Speaking to communicate and interact	Reading strategies and responding	Writing strategies and composing
30%	30%	25%	15%

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.

Word knowledge

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Students should:

1 Use a range of vocabulary

- 1.1** Use and consolidate the 320 active vocabulary words from Kindergarten to Grade 2.
- 1.2** Recognise, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, using the recommended list, supplemented with additional words linked to other class work.

Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from earlier grades. This can be done by expanding previous topics with new words from Grade 3, and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 3.

Extend topics from previous grades with new words.

- *food: tea, soup, bite, cut*
- *adjectives of appearance/quality: high, low, cheap, expensive, ...*
- *daily routines: start, finish, wear, work, usually, sometimes, ...*
- *shopping: cost, spend, purse, shopping centre, ...*
- *action verbs: jump, clap, ...*
- *family: son, daughter, ...*
- *time: tonight, tomorrow, ago, ...*

Introduce new topics and themes.

- *manner: nicely, carefully, quickly, slowly, ...*
- *towns: bank, zoo, ...*
- *houses: kitchen, bathroom, floor, window, ...*
- *clothes: skirt, trousers, pair of, ...*
- *utensils: knife, fork, ...*
- *quantities: a piece of, a glass of, ...*
- *health: sick, well, doctor, hospital, ...*
- *position: back, front, side, ...*
- *location: in front of, behind, ...*
- *direction: turn left, turn right, ...*

Key standards

Key standards are shown in shaded rectangles, e.g. **1.2**.

Examples

The examples given in italics are intended to clarify the standards, not to represent the full range of possible activities.

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, conjunctions, pronouns). These are included in the listening and speaking standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.

- *jobs: farmer, policewoman, ...*
- *sports: football, field, ...*
- *plans: travel, pack, clothes, trip, ...*
- *dates/ordinal numbers: the first, the second, ...*

1.3 Extend word knowledge and make it more personally relevant to students by:

- learning and using words from other curricular subjects;
- supplementing topics and word families through discussion, first in Arabic and then by using and learning the words in English;

Using key words in the recommended Grade 3 list as a starting point, students expand topics such as sports, food and jobs, linked to their experience and aspirations.

- recognising and collecting key words from reading;

Adventure words and words particularly appealing to Grade 3 students, although they may not be high frequency in adult English, are particularly motivating for young learners: monster, grab, treasure, discover, alien, spaceship, take off, princess, rescue, escape.

Build words on a daily basis as they are needed. For example, ordinal numbers (the first, the second ... the twenty-ninth, the thirtieth) can be developed by asking students what the date is every time they come to class and writing the abbreviation on the board: 1st, 2nd, 3rd, and so on.

Simple past irregular verbs can be learned in pattern groups:

- *put, sit, hit, cut, cost, shut (no change);*
- *draw–drew, fly–flew, grow–grew, know–knew;*
- *break–broke, speak–spoke, wear–wore;*
- *bring–brought, think–thought, buy–bought;*
- *come–came, run–ran;*
- *get–got, forget–forgot;*
- *tell–told, sell–sold.*

Learn and practise using definite or indefinite articles and other collocations: uncountable nouns introduced with ‘some’ (some tea), nouns which usually exist as the only one of their kind introduced with ‘the’ (the sun, the end) countable nouns introduced with ‘a’ or ‘an’ or ‘my’ (a job, an adult, my address), transitive verbs introduced with an object (give me, find something), verbs with prepositions (look at).

- collecting words which illustrate specific alphabetic and phonic knowledge.

steam, fail, float, loop, corn, cloud

1.4 Understand the purpose and organisation of a basic picture dictionary.

2 Recognise words for reading and writing

2.1 Consolidate sight recognition of 75 key words from previous grades and read on sight a further 75 from the vocabulary lists from Grades K–3.

3 Develop alphabetic and phonic knowledge

3.1 Consolidate phonic learning from Grade 2 and:

- know additional grapheme–phoneme correspondences for alphabet letters f, qu, b, r, j, p, v, w, x, y, z, th, ng, and blend phonemes to read CVC words;

Phoneme	Grapheme	First position	Final position
/f/	f, ph	<i>fat, fun, phone</i>	
/kw/	qu	<i>quit, quick</i>	
/b/	b	<i>big, bad</i>	<i>sob, mob</i>
/r/	r	<i>red, rich</i>	<i>her, there*</i>
/dʒ/	j	<i>job, June</i>	
/p/	p	<i>put, pot, pen, push</i>	<i>lip, sip, tap, map</i>
/v/	v	<i>vet</i>	<i>live, love, move</i>
/j/	y	<i>yes, yet</i>	<i>day, say, May</i>
/z/	z, s	<i>zoo</i>	<i>has</i>
/θ/	th	<i>thin, thick</i>	<i>path, bath</i>
/ð/	th	<i>this, that</i>	
/ŋ/	ng		<i>sing, wing, thing</i>

* The final 'r' is only pronounced if the next word starts with a vowel, *her own; there are*.

- hear phonemes within consonant clusters;
st, cl, dr, fr, lk, nk, rd, nd
- segment phonemes to spell words containing consonant clusters in initial CCVC and final CVCC positions;
CCVC: stop, clap, drop, frog
CVCC: rest, milk, bird, hand, thank
- blend phonemes to read words containing consonant clusters in initial CCVC and final CVCC positions.

The term 'consonant' in this context, refers to *phonemes* not individual letters (e.g. the consonant clusters /cl/ and /st/ consist of two separate phonemes). In contrast, the spellings /sh/ and /ck/ represent single phonemes and are usually referred to as *digraphs*, not consonant clusters.

3.2 Consolidate from Grade 2 phonic knowledge of five short vowel phonemes and know the common spellings for eleven more vowel phonemes.

Phoneme	Common spelling	Example words
/eɪ/	ai a–e ay	<i>train, paid, wait</i> <i>same, late, spade, chase, page</i> <i>pay, stay, day</i>
/i:/	ea ee	<i>meat, steam, bead, speak</i> <i>see, meet, street, tree</i>
/aɪ/	y igh i–e	<i>fly, my, cry</i> <i>light, high</i> <i>five, wide, wife, like, smile, rise</i>
/əʊ/	oa o–e ow	<i>coat, float, road, soap</i> <i>home, bone, hole, rose</i> <i>row, show, blow, know</i>
/u:/	oo o	<i>food, cool, room, loop</i> <i>who, do, too</i>

Phoneme	Common spelling	Example words
/ɔ:/	or ore aw	<i>short, sport, for, corn</i> <i>more, store</i> <i>draw, paw, claw, raw</i>
/ɑ:/	ar	<i>star, farm, arm, hard</i>
/ɜ:/	ur ir	<i>burn, fur, hurt</i> <i>bird, girl, stir, third</i>
/ɔɪ/	oy oi	<i>boy, enjoy, toy</i> <i>join, coin</i>
/aʊ/	ou ow	<i>cloud, round, shout</i> <i>brown, down, cow, now</i>
/ʊ/	oo oul	<i>put, book, look, good, foot</i> <i>should, could, would</i>

- 3.3 Extend alphabetical awareness through ordering and classifying in first letter groups and sequences, for example, to arrange basic information, create word banks and simple class dictionaries.

Listening and speaking

By the end of Grade 3, students understand, in short monologues and dialogues, the main ideas and some factual details in descriptions of people, places, actions and events happening in the present and the past and in plans for the future. They respond to invitations, offers, requests and sequenced instructions for doing things. They follow and respond to short dialogues inviting, offering, and prohibiting.

Students generate simple questions and statements, with two or more ideas connected where necessary. They use basic meta-language to talk about English. They compare two things, and talk about routines and habitual actions in the present and plans for the future with *going to*. They relate actions, events and situations in the past using a range of common verbs in the simple past tense in formulaic exchanges and short dialogues. They use a range of question forms to seek information and promote interaction, introduce self and exchange personal information, express prohibition and obligation with *must*, *mustn't* and *have to*, and ask for and give simple directions for going places.

Text range:

For listening and responding

- Short monologues of 4–8 statements using familiar contexts and vocabulary and short dialogues of 2–4 exchanges with
 - some utterances containing two ideas combined with simple conjunctions *and*, *but*, *so*, *because*, and utterances combined with sequencing words such as *first*, *then*, *next*
 - instructions with two or more sequential steps

- the context clear and predictable and supported by visual information, objects, and/or ‘setting the scene’ in English
- patterned and repeated language – both internal repetitions (built into the text) and external repetitions (repeated by the teacher)
- delivered live by the teacher or through audio-visual media, at slower than natural speed (but without distortion), with pauses, clear intonation and stress, and supported by the speaker’s facial expressions, gestures and signals

For speaking strategies, communication and social interaction

- Simple statements (1–3) joined with familiar sequencing words where necessary, questions with answers in long and short form, and dialogues of 1–4 formulaic exchanges
 - with a clearly established context taken from the topics in the recommended vocabulary lists for Kindergarten to Grade 3
 - which allow for some personalisation to encourage students to begin to express their own meanings and intentions

Students should:

4 Listen and respond

- 4.1** Understand and respond to the main ideas and some factual detail in short descriptions of people, personal information and places.

Students listen to a short description of two people and show comprehension by filling in a simple chart, numbers only, for age, address, number of brothers and sisters:

- *Saad is seven years old. He lives at number eleven. He has two brothers and one sister. Ghada is six. She lives at number three. She has one brother and one sister.*

- 4.2** Follow and respond to multi-step instructions, giving directions, describing locations.

Listen to a set of directions and draw a route, on a simplified map:

- *Go down Main Street. Turn left on Third Avenue and go over the bridge. You’ll see the library on your right. It’s next to the café and there’s a car park in front of it.*

- 4.3** Identify and respond to actions and events happening at the moment.

Listen to descriptions of pictures and show comprehension by selecting, ordering and matching pictures.

Identify ‘deliberate mistakes’ in the teacher’s description of a picture or a live scene.

- 4.4** Follow and respond to the main ideas and some factual detail in accounts of everyday routines.

Listen to this short account of someone’s daily routine and show comprehension by matching pictures or actions to a choice of given times:

- *She gets up at seven-thirty. She has a quick wash and then she gets dressed. She has breakfast at eight o’clock. She usually eats a piece of bread for breakfast. At eight-thirty she gets on the bus. She gets to school at quarter to nine. School starts at nine o’clock.*

- 4.5** Follow and respond to the main ideas and some details in short factual accounts, reports, events and stories which happened in the past.

Listen to an account and then show understanding by answering comprehension questions, selecting, ordering or matching pictures, or retelling what they have heard in their own words.

4.6 Follow and respond to monologues and dialogues about the future.

Ilham's going to be a designer when she grows up. She likes drawing and making clothes. Maysa likes hospitals and helping sick people. She's going to be a doctor. Dana is good at English. She likes schools and students. She's going to be a teacher.

4.7 Follow and respond to the main ideas in short conversations where two speakers are:

- inviting or suggesting, accepting and declining to do something together;

A: Let's do something this afternoon.

B: OK, but what?

A: Let's go swimming.

B: No. It's too cold and it's going to rain.

- offering, requesting, or seeking permission to do something and responding;

Do you want the red one?

Can I have some cake please?

Can we go now?

- expressing prohibition or obligation and responding.

You mustn't be late.

You have to stop.

Listen, recall and role-play dialogues as above.

5 Develop speaking strategies

5.1 Extend use of weak forms and contractions to include *going to* (future time), *was/were* and conjunctions *and, but, than*.

/z/ /tə/

He's going to visit his aunt.

/z/ /ðən/

She's younger than me.

/wəzə/

There was a river.

/wə/

We were happy.

/bɪ/

It's quiet but nice.

/n/

Can I please have a knife and fork?

5.2 Pronounce *-ed* endings for regular verbs in the simple past as /t/ after unvoiced consonants, /d/ after voiced consonants and /ɪd/ after consonants d or t.

/t/: pushed, kicked, jumped, fixed, washed, watched, liked, danced, ...

/d/: pulled, called, opened, lived, showed, played, closed, copied, ...

/ɪd/: started, wanted, visited, waited, needed, ended, ...

5.3 Use meta-language to talk about learning English:

- understand key concepts of language: verbs (action words); nouns (things and people); stress (the ‘strong’ word in the utterance) etc.;
- attract the teacher’s attention appropriately;

Excuse me, Sir / Miss / Mr [name] / Mrs [name].

- ask for vocabulary meanings and spellings.

What does [English word] mean? How do you say [Arabic word] in English? How do you spell it / [English word]?

Giving students confidence to talk *about* language enables them to extend their word knowledge (see standard 1.3 for this grade) and begin to use the teacher as a resource for helping them to express what they really want to say.

6 Speak to communicate and interact

6.1 Extend ability to talk about routines and habitual actions in the present with adverbs of frequency, time phrases and *How often* questions.

Routines can include those of children from other countries, famous people, people with unusual jobs, etc.

Do you watch TV? Not very often. / All the time.

How often / When do you go swimming? Twice a week. / On Saturdays. / Every day.

I always / often / usually / sometimes / rarely / never get up at 5.

Grammar should be taught in context. Most of the structures and functions for each grade are embedded in the speaking standards, and reflected in the listening, reading and writing standards.

The grammar for each grade is summarised in section 5 of this document.

6.2 Use simple and continuous tenses to differentiate between:

- stative verbs (describing a state) and dynamic verbs (describing an action);

I love cake.

It doesn't cost much.

He's crying.

They're working.

- temporary and habitual events in the present.

We usually go to school on Wednesdays, but today's a holiday so I'm staying in bed.

6.3 Use a range of regular adverbs of manner by adding *-ly* to known adjectives for requests, imperatives and statements.

Draw it carefully.

Please can you fix it nicely?

I always walk home slowly.

She can sing beautifully.

They're playing badly today.

6.4 Compare two things using a range of common comparative adjectives in statements with and without *than*, and in *yes/no* and *which one/who* questions with short answers:

- using one- or two-syllable adjectives such as *tall/taller, big/bigger, heavy/heavier*;

Who's taller, Ghanim or Saifi? Ghanim.

My sister's bigger than me.

Which book's heavier? / Which one's heavier? That one.

- using three-syllable adjectives such as *expensive, more expensive*;

Trains are more expensive than buses.

- using irregular adjectives such as *good/better, bad/worse*.

Long answers to questions require a complete sentence. Short answers require one word or one phrase only.

These scissors are better than those.

Is February worse than July? Yes, it is. / I think so.

6.5 Talk about ownership and possessive relations using possessive adjectives (*my ... , her ...*), pronouns (*mine, yours*) and genitive 's (*Yasir's ...*), and pronounce 's endings clearly:

- Students talk about their school work, personal possessions, families, etc.

This is my mother.

That's Maha's.

That's hers.

This one's mine.

Who's is this one? His.

We lived in our uncle's house.

Blue is Hadeel's favourite colour.

6.6 Consolidate from Grade 2 and extend the ability to express quantity and countability with *How much/How many* questions and statements with *much, many, a lot of, a little, a few*, and weights and measures such as *a kilogram, a dozen*.

How much rice do you want? A kilogram. / A little.

How many eggs do you want? Half a dozen. / A few.

In the desert there's lots of / a lot of sunshine. There isn't much rain. There aren't many people.

In my back garden there's a little grass and a few trees.

6.7 Consolidate the use of the present continuous for future plans and extend to *going to* future in positive and negative statements, and in *yes/no* and *wh*-type questions with short and long answers.

I'm going to be a doctor.

She's going to have a party.

Are you going to buy that dress? Yes, I am. / No, I'm not.

What are you going to do this summer? We're not going to go away.

6.8 Talk about actions, events and situations in the past using the simple past tense in positive and negative statements, with *ago*, and in *yes/no, wh*-type questions with short and long answers:

Many years ago a king lived there. He had a beautiful daughter. He didn't see the ship.

Did you like the story? Yes, I did / No, I didn't.

What did you do last night? I went to bed.

- with *there was/there were*;

There was a big garden.

There wasn't much food.

How many children were there?

- using regular and irregular verbs.

pushed, pulled, started, ...

began, broke, cut, found, woke up, taught, ...

- 6.9 Recount past, present and future events (using known tenses) in a connected narrative of two or more ideas and statements using basic internal conjunctions *and, but so, because* and external conjunctions *first(ly), (and) then, next, after (that), finally*.

They walked to the shop and bought some sweets. Then they went to the park. It started to rain so they stood under a tree. They waited but the rain didn't stop. They stayed there because they didn't have an umbrella.

First, we're going to wash the car. Then we're going to go shopping. After that, we're going to drive to the beach. And then we're going to go swimming.

- 6.10 Present ideas, suggestions, plans, simple descriptive information and stories using adjectives with intensifiers *very, really, so, too* to persuade and interest the audience or interlocutor.

For introducing plans: It's going to be so good / really fun / very nice.

For telling stories more dramatically: It was too hot. The lesson was so hard. Jabor felt really sleepy. The teacher got very angry.

- 6.11 Use simple dialogue frames, learned phrases and exchanges and controlled practice situations to consolidate from Grades K–3 a range of question forms to seek information and promote interaction in the past, present and future, including:

- *yes/no* questions;

Can you ... ?

Do you ... ?

Are you going to ... ?

Did you ... ?

Is there ... ?

Was there ... ?

- *either/or*;

Which one ... ?

The ... or the ... ?

This one or that one?

- *how*;

How much/many ... ?

How often ... ?

How old/far/near ... ?

How long ago ... ?

- *what, where, when, who, why*;

- sequencing questions.

What happened then?

What's next?

What are you going to do after that?

- 6.12 Introduce self and exchange personal information, asking and responding to questions about name, age, address, family, likes and dislikes, and ability.

- 6.13 Consolidate from Grades 1–2 and extend ability to make and respond to polite requests for self and of others, using *Could I please?* and *Could you*

please? to show a greater degree of politeness than *Can I please?* and *Please [do something]*.

Could you please open the window? Yes, of course.

Requests should be directed at adults rather than peers through role-plays with shopkeepers, waiters, ticket sellers, passengers, parents and ‘live’ requests to the teacher.

- 6.14** Express prohibition and obligation using *must* and *mustn't* in positive and negative statements and *have to* in positive statements and in *yes/no* and *wh*-type questions.

We must leave now. We mustn't be late.

A: Does Tarik have to see a doctor?

B: Yes, he does. He has to go to hospital.

A: Why does he have to do that?

Topics usually include situations where ‘rules’ apply – where there’s a danger or an emergency – for example, how they have to behave at school, at home, at the pool, in the street; things they have to do for special holidays; rules for health and road safety.

- 6.15** Ask for and give directions for getting from A to B and describe location of places using simple maps and plans. Describe locations with prepositions of place and using ‘town’ vocabulary and known structures such as *let's ...*, *going to* (future time) and instructions in a sequence.

A: Where's the football field?

B: Next to the swimming pool.

A: How do I get there?

B: Go down here and turn left.

Let's put the hospital near the sea.

We're going to have a bank in front of the market.

First, go down here, then turn right.

Have to and *must* can be linked to reading signs and labels (see Grade 2 standard 8.4): sell-by dates, ‘We must eat it before the twenty-third’; road signs, ‘You have to stop here’.

Reading and writing

By the end of Grade 3, students read and enjoy stories with strong sequential narrative and supporting illustrations. They use phonic, grammatical, punctuation and contextual clues to independently read short texts of at least five simple and compound sentences, including stories factual texts and recounts. They recognise sentence punctuation and other common uses of capitalisation. They follow and understand the gist, identify characters and relationships, recognise speech and dialogue between characters. They use texts to re-tell known stories in correct sequence using language from text including time phrases. They read and understand short factual texts written in present and past tenses. They locate basic information, using key words and phrases, illustrations and other basic text features such as headings and contents lists.

They read and respond to stories, recounts and short factual descriptions. They understand the gist of and identify key information in texts using familiar language, including stories with strong sequential narrative, factual texts and recounts in the simple past and present tenses and *going to* for future time.

Students independently compose and write texts of 2–3 connected simple sentences using simple past and present tenses and *going to* (future time). They use capital letters, full stops and question marks to punctuate sentences.

Text range:

- Simple stories with strong sequential narrative and supporting illustrations
- Simple factual recounts of personal and shared experiences
- A range of directions and instructions up to three steps, with connectives where necessary
- Basic descriptive and information texts in present and past tenses
- Short informal letters and postcards from friends

Students should:

7 Develop reading strategies

7.1 Use a variety of reading strategies to decode and make sense of texts including:

- phonic knowledge;
- word recognition (see vocabulary lists);
- predictions from context, picture clues and grammatical awareness;

While participating in reading a predictable enlarged text with the teacher, students:

- *respond to deliberate mistakes;*
- *predict words masked with stickers;*
- *guess what will be on the next page;*
- *guess the meanings of unfamiliar words from context (using Arabic if necessary to explain).*

- reading on and re-reading when stuck.

7.2 Recognise capital letters and full stops in sentences, and use the term *sentence*; understand that these do not necessarily correspond with lines of print, and that a sentence represents a ‘complete idea’ which must make sense. Recognise question and exclamation marks and their purposes.

Identify capitals and full stops in texts read with the teacher related to meaning: that a sentence is a complete idea, relating it to their understanding of sentences and how they are marked in Arabic.

7.3 Identify some common uses of capitalisation – for example, for titles *Mrs*, *Mr*, etc., proper names, the personal pronoun *I*, headings and emphasis.

Identify examples in written texts.

Select correct case for names, for example, from alternatives or using letter or name cards.

Check and correct simple sentences without punctuation.

7.4 Practise and read complete simple sentences aloud with acceptable pronunciation and expression, taking account of punctuation at the beginnings and ends of sentences.

- 7.5** Locate basic information in simple story and information texts, such as names of characters, key words and phrases, using contents, titles, illustrations and page numbers, as appropriate, to navigate.

During shared reading with an enlarged text, students respond to questions such as: Where does it say the giant's name? That's the mouse (in the picture). Where does it say 'mouse' (in the text)?

Students read familiar texts with pictures masked and reveal the pictures after they have predicted – discussing which words gave them the clue.

In pairs, students have key-word cards which they discuss, select from and show in answer to questions about the text. Other students confirm or disagree with the choices, alternatives and reasons for choices.

8 Read and respond

- 8.1** Independently read unseen short texts of at least five simple and compound sentences with familiar decodable words covering a range of statements, questions and negatives in familiar past and present tenses with *going to* for future time, and in the imperative.

- 8.2** Read and enjoy stories with strong sequential narrative and supporting illustrations:

- follow and understand gist;

Assemble pictures to construct events, put words with pictures or assemble key words in a sequence.

- identify characters and relationships in stories referring to key words, phrases and illustrations;

In discussion with the teacher or working in pairs, identify characters, their names in the text and some other words or phrases that describe them – for example, 'The Hungry Caterpillar', 'The Giant Jam Sandwich'.

- recognise speech in texts and dialogue between characters;

Through joining in during shared reading with the teacher to speak as characters, notice some of the signals – for example, speech marks, speech bubbles, characters' names and speech verbs such as 'asked', 'told', 'said', 'replied'.

- use text to re-tell known stories in correct sequence and using some language and expressions from text including time phrases.

Using a small version of a familiar enlarged text, students relate the story in sequence while working through the book. They use and point to key words and phrases (supported by Arabic as necessary) and link events with appropriate connectives, drawn from the text, such as 'after', 'next', 'soon', 'later'.

- 8.3** Read a variety of simple stories and texts narrating or recounting experiences or events, written in the present or the past, and become aware of basic features of purpose, organisation, use of tense and time phrases. Draw on and apply speaking skills from to recount events, make simple comparisons and predict what will happen.

See standards 6.1–6.15 for this grade.

Draw on reading strategies to read a variety of sequential narratives such as going shopping, visiting a friend, going to the dentist.

Relate events through sequencing key words or captions.

Select or substitute appropriate past tense verbs in sentences taken from the text, such as 'went', 'bought', 'got', 'ate'.

In pairs, use pictures and words to prepare and retell parts of the narrative.

Take turns to retell the sequence of events with support from the teacher.

Join up pictures and captions with time connectives (next, later, etc.) drawn from the text.

- 8.4** Read and understand a variety of short factual texts written in present and past tenses which give short straightforward information about animals, countries, machines, jobs, famous people, etc.

Using reading strategies listed above, students read simple non-chronological texts, to develop awareness of the use of the present tense for description, reinforcing understanding of countability through quantifying language (some, any, etc.) from Grade 2.

- *The Bengal Tiger is a large animal which lives in India. It lives in wild jungle areas, eats meat and can attack people. Tigers are in danger. Hunters kill them to sell their skins. There are not many places left for them to live. Some tigers are protected in zoos but ...*

- 8.5** Read and follow straightforward instructions of three or more steps, showing awareness of basic organisational and grammatical features: imperative language, sequential organisation and some connectives.

Students read this text, follow the instructions and make the badge.

To make a badge

First get some paper, some string, some coloured pencils, and a pair of scissors.

Draw a circle in the middle of the paper. In the circle, draw your favourite animal and then colour it in. Next, cut out the circle. Make a hole at the top. Finally, put the string through the hole. Now wear your badge around your neck.

- 8.6** Read and respond to simple informal letters and postcards from friends.

Students read this letter and reply to Aeem answering the questions in it.

Dear Hanadi,

How are you? I'm on holiday in Switzerland. Where are you now? Are you having a holiday too? It's sunny and warm here and the country is really beautiful. But I don't like the food! Tomorrow I'm going to climb a mountain. Write back to me! See you soon!

Love, Aeem

- 8.7** Read and understand texts setting out straightforward plans using present continuous and *going to* for future time and connectives *first, then, next, after that*.

Students read this 'newspaper article' and answer some comprehension questions.

Debbie is planning a special trip around the world. She's going to start in China and she's going to travel across the country – on a bike! That's right. She's not taking the train. She's not flying. She's going to ride her bicycle all the way – 3700 kilometres of hard work!

Link this work to the speaking standards about using the future.

9 Develop writing strategies

- 9.1** Independently apply phonic segmentation skills in spelling regular single-syllable words.

See the word knowledge standards.

- 9.2** Rehearse sentences before composing, and re-read during and after composition.

- 9.3** Use capital letters, full stops and question marks to punctuate simple sentences.

- 9.5 In handwriting, consolidate lower-case letters from Grade 2 and form upper-case letters correctly.
- 9.5 Gain familiarity with the standard English keyboard and use it for practising reading and spelling, linked to work in phonics and recommended high-frequency word spellings from Grades 1–3.

The standards do not recommend a specific handwriting style. Students should learn to form separate letters correctly with the appropriate ‘hooks’ in a style which leads to a joined cursive script from Grade 4 onwards.

10 Compose written texts

10.1 Using reading texts as models, independently compose and transcribe texts of 2–3 coherently sequenced simple sentences, using past and present (simple and continuous) tenses and future time.

10.2 Compose short narratives and descriptions using, as appropriate, past or present tense with some connectives to signify time, frequency, and sequence, based on:

- known stories;

The stories can be derived from: familiar texts read in class (see above) and which students have explored in detail with the teacher; known films and children’s TV programmes; other traditional and favourite stories known to students in Arabic.

They can be developed through:

- shared composition where students discuss, contribute words and phrases, compose sentences, and the teacher scribes, drawing attention to coherence, vocabulary choice and writing strategies (see above);
- use of writing frames drawn from the story text as a model for completion or substitution, for example:

On Monday, the caterpillar ate ...

On Tuesday, ...

Once there was ...

He lived in a ... with his ...

Every day he ...

- personal experiences;

past holidays: Last year / weekend ...

- familiar events or situations.

Daily routines: Every day I ...

Traditions or procedures for special days and holidays: At Haj we usually ...

Descriptions of self, family, friends, towns, houses

10.3 Set out plans using *going to* (future time).

Fill in the gaps in the following text from the words supplied in the margin.

<i>door</i>	<i>Our new house</i>
<i>walls</i>	<i>First, we’re going to build the</i>
<i>Next</i>	<i>... we’re going to put the ... on.</i>
<i>windows</i>	<i>... we’re going to paint the ... and the ... blue.</i>
<i>Finally</i>	
<i>Then</i>	<i>..., we’re going to live there!</i>
<i>roof</i>	

10.4 Compose straightforward two- or three-step instructions using imperative language in sequential order.

Examples include directions for getting to places, instructions for making things, and simple recipes.

Students order and number the jumbled steps of this recipe, copy down the steps with the numbers in sequence, and illustrate it.

Banana milkshake

Add half a glass of milk, some sugar and some ice.

Put two bananas in the blender.

Turn on the blender for one minute.

Now drink and enjoy!

- 10.5 Write simple letters and postcards to friends with informal greetings, recounting past events, present activities or future plans in known tenses.

Students read the following postcard and write a parallel text, changing the underlined information so that it refers to Doha.

Dear Bill

I'm on holiday in Bangkok. It's very big. Yesterday I visited a snake farm. Today I'm going to go shopping. I'm going to take the sky-train. I'm having fun!

See you soon! Ralph

Key words for Grade 3

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

absent <i>adj</i>	bottle <i>n</i>	cupboard <i>n</i>
across <i>prep, adv</i>	bottom <i>n</i>	cut <i>v</i>
address <i>n</i>	break <i>v</i>	date <i>n</i>
adult <i>n</i>	bridge <i>n</i>	daughter <i>n</i>
age <i>n</i>	building <i>n</i>	designer <i>n</i>
ago <i>adv</i>	button <i>n</i>	die <i>v</i>
airport <i>n</i>	café <i>n</i>	dining room <i>n</i>
angry <i>adj</i>	cake <i>n</i>	dirty <i>adj</i>
as <i>adv</i>	call <i>v</i>	doctor <i>n</i>
aunt <i>n</i>	canal <i>n</i>	door <i>n</i>
back <i>n, adv</i>	card <i>n</i>	down <i>prep, adv</i>
bank <i>n</i>	carry <i>v</i>	dozen <i>n</i>
bath <i>n</i>	centre <i>n</i>	dress <i>n</i>
bathroom <i>n</i>	chalk <i>n</i>	drop <i>v</i>
bedroom <i>n</i>	cheap <i>adj</i>	early <i>adj</i>
before <i>prep, conj</i>	cinema <i>n</i>	easy <i>adj</i>
begin <i>v</i>	clap <i>v</i>	empty <i>adj</i>
beginning <i>n</i>	clean <i>adj</i>	end <i>v, n</i>
behind <i>prep, adv</i>	clothes <i>n</i>	eraser <i>n</i>
bell <i>n</i>	coat <i>n</i>	example <i>n</i>
between <i>prep, adv</i>	corner <i>n</i>	expensive <i>adj</i>
birthday <i>n</i>	cost <i>v</i>	farm <i>n</i>
biscuit <i>n</i> (US cookie)	cousin <i>n</i>	farmer <i>n</i>
bit <i>n</i>	cry <i>v</i>	fast <i>adj, adv</i>
bite <i>v</i>	cup <i>n</i>	field <i>n</i>

find <i>v</i>	late <i>adj</i>	really <i>adv</i>
finish <i>v</i>	leave <i>v</i>	rest <i>v, n</i>
flat <i>adj</i>	left <i>n, adv</i>	restaurant <i>n</i>
floor <i>n</i>	lesson <i>n</i>	return <i>v</i>
follow <i>v</i>	library <i>n</i>	rich <i>adj</i>
football <i>n</i>	lie down <i>v</i>	right <i>n, adv</i>
for <i>prep</i>	light <i>adj, n</i>	river <i>n</i>
fork <i>n</i>	light <i>n</i>	road <i>n</i>
fourth <i>num</i>	living room <i>n</i>	roof <i>n</i>
from <i>prep</i>	lose <i>v</i>	round <i>adj, prep, adv</i>
front <i>n</i>	love <i>v</i>	seat <i>n</i>
full <i>adj</i>	low <i>adj</i>	second <i>num</i>
fun <i>adj</i>	market <i>n</i>	send <i>v</i>
garage <i>n</i>	mean <i>v</i>	shirt <i>n</i>
glass <i>n</i>	middle <i>n</i>	shoe <i>n</i>
glasses <i>n</i>	mosque <i>n</i>	shopping <i>n</i>
gram <i>n</i>	music <i>n</i>	shorts <i>n</i>
grandfather <i>n</i>	of <i>prep</i>	sick <i>adj</i>
grandmother <i>n</i>	office <i>n</i>	side <i>n</i>
ground <i>n</i>	once <i>adv</i>	skirt <i>n</i>
group <i>n</i>	only <i>adj</i>	sleepy <i>adj</i>
hard <i>adj</i>	out <i>adv</i>	slow <i>adj</i>
hat <i>n</i>	out of <i>prep</i>	so <i>adv</i>
hear <i>v</i>	over <i>prep, adv</i>	sock <i>n</i>
heavy <i>adj</i>	pack <i>v</i>	soft <i>adj</i>
high <i>adj</i>	pair (of) <i>n</i>	sometimes <i>adv</i>
hold <i>v</i>	parent <i>n</i>	son <i>n</i>
hole <i>n</i>	park <i>n</i>	soon <i>adv</i>
holiday <i>n</i>	party <i>n</i>	soup <i>n</i>
homework <i>n</i>	pay <i>v</i>	special <i>adj</i>
hospital <i>n</i>	person <i>n</i>	spend <i>v</i>
hotel <i>n</i>	picnic <i>n</i>	spoon <i>n</i>
husband <i>n</i>	piece <i>n</i>	sport <i>n</i>
ill <i>adj</i>	place <i>n</i>	start <i>v</i>
in front (of) <i>prep, adv</i>	plate <i>n</i>	station <i>n</i>
into <i>prep</i>	pocket <i>n</i>	stay <i>v</i>
job <i>n</i>	policeman/woman <i>n</i>	still <i>adv</i>
jump <i>v</i>	pool (swimming) <i>n</i>	street <i>n</i>
jumper <i>n</i>	poor <i>adj</i>	student <i>n</i>
just <i>adv</i>	pot <i>n</i>	suit <i>n</i>
keep <i>v</i>	present <i>n</i>	supper <i>n</i>
kilogram <i>n</i>	price <i>n</i>	sweater <i>n</i>
kind/un <i>adj</i>	pull <i>v</i>	sweet <i>adj, n</i>
king <i>n</i>	purse <i>n</i>	tea <i>n</i>
kitchen <i>n</i>	push <i>v</i>	teach <i>v</i>
knife <i>n</i>	queen <i>n</i>	thick <i>adj</i>
land <i>n</i>	quick <i>adj</i>	third <i>num</i>
large <i>adj</i>	rarely <i>adv</i>	through <i>prep</i>

tie <i>n</i>	turn on/off <i>v</i>	wear <i>v</i>
toilet <i>n</i>	twentieth <i>num</i>	weekend <i>n</i>
tomorrow <i>n</i>	twice <i>adv</i>	well <i>adj, adv</i>
tonight <i>n</i>	uncle <i>n</i>	wide <i>adj</i>
too <i>adv</i>	under <i>prep, adv</i>	wife <i>n</i>
top <i>n</i>	understand <i>v</i>	wind <i>n</i>
town <i>n</i>	up <i>prep, adv</i>	window <i>n</i>
trainers <i>n</i>	usually <i>adv</i>	with <i>prep</i>
travel <i>v</i>	vegetable <i>n</i>	work <i>v</i>
trip <i>n</i>	very <i>adv</i>	world <i>n</i>
trousers <i>n</i>	wait <i>v</i>	yesterday <i>n</i>
try <i>v</i>	wake up <i>v</i>	zero <i>num</i>
turn <i>v</i>	wall <i>n</i>	zoo <i>n</i>

These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the speaking standards, to emphasise the importance of teaching them in context.
