English Curriculum

Comprehensive Curriculum Guide

Grade 3

Term 2
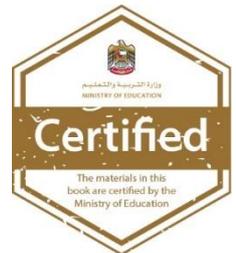
2025-2026 A.D.

Contents

Introduction

The Grade 3 English Language Comprehensive Curriculum Guide (CCG) supports high-quality, inclusive and developmentally appropriate instruction in upper Cycle 1 classrooms. It offers a cohesive framework for planning, teaching and assessing English language skills while providing flexibility for teachers to respond to learners' diverse needs, interests and levels of readiness.

This guide integrates the core components of language learning which includes vocabulary development, oral communication, reading comprehension, writing and grammar. Each term begins with a detailed Scope and Sequence that maps out learning progression across the term, highlighting weekly vocabulary, high-frequency words, text and task types and targeted language structures aligned to CEFR A1 expectations.

Specific Student Learning Outcomes (SSLOs) are unpacked throughout, with suggested strategies for differentiation, cross-curricular integration and formative assessment. It promotes independent learning, meaningful communication and the development of real-world literacy skills through relevant and culturally grounded themes.

Weekly instruction is supported by carefully selected thematic vocabulary and High-Frequency Words (HFWs) drawn from the Oxford Word List (Aligned with the CEFR). These support reading fluency, sentence construction and writing accuracy. Words are selected to reflect both thematic relevance and functional language use.

The CCG also references a range of adaptable resources designed to enrich instruction and support all learners, including those who require additional scaffolding or challenge.

Instructional Approach: Structured Literacy and the Science of Reading

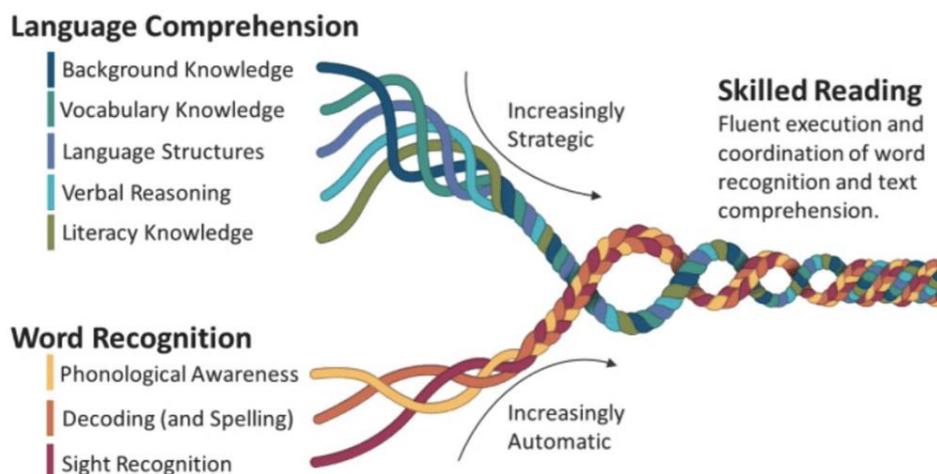The curriculum design is based on a Structured Literacy approach, grounded in the Science of Reading, ensuring that all essential components of skilled reading are taught explicitly, systematically and cumulatively.

The Foundations of Effective Literacy Teaching

Structured Literacy

- A clear, systematic and cumulative method for teaching reading and writing.

- Builds core skills: phonology, phonics, syllables, morphology, syntax and semantics.

- Emphasises teacher-led instruction, guided practice and mastery learning.

- Proven effective for all students, especially those with reading challenges or dyslexia.

The Science of Reading

- Interdisciplinary research from psychology, linguistics, neuroscience and education.

- Explains how children learn to read, highlighting: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- Disproves ineffective methods like whole language and three cueing.

- Supports early identification and targeted intervention for all learners.

Structured Literacy aligns closely with Scarborough's Reading Rope model, addressing both word recognition and language comprehension strands across multiple domains.

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

- **Domain 1: Literacy Readiness** explicitly addresses the Word Recognition components of the rope through systematic instruction in phonological awareness, phonics, high-frequency word recognition and spelling patterns. Instruction is carefully sequenced and revisited to build automatic and accurate decoding, which supports fluent reading development.

- **Domain 2: Speaking, Listening and Oral Communication** build the Language Comprehension strands by developing background knowledge, vocabulary and language structures through oral language development and exposure to rich spoken input. This domain provides the oral language foundation that is essential for later reading comprehension.

- **Domain 3: Reading** is designed to connect decoding skills to meaning making. Students are guided to develop reading fluency, text-level understanding and comprehension strategies using age-appropriate and thematically linked texts. Instruction moves from controlled decodable texts to broader literary and informational texts as students gain confidence.

- **Domain 4: Writing** reinforces both language structures and text comprehension by providing structured opportunities to apply phonics, vocabulary and syntax knowledge in written expression. Writing tasks are sequenced to support sentence- and paragraph-level construction, supporting the expressive side of literacy.

Overview of Domains and Strands

The Cycle 1 English Language Curriculum is structured into four interconnected domains, each representing a key area of language development. These domains are further organised into strands, which outline specific skill areas and guide progression throughout the academic year. The curriculum supports the development of fluent, confident learners who can read, write, speak and listen with purpose, accuracy and creativity.

The strands reflect a balanced focus on foundational knowledge, applied language skills and genre-based learning, aligned to CEFR A1 expectations and UAE national educational priorities.

Domain 1: Literacy Readiness

This domain supports the continued development of foundational literacy skills appropriate to Grade 3 learners. It moves beyond early phonics to include advanced decoding strategies, spelling generalisations and independent word study. It also focuses on the presentation and layout of written work to enhance clarity and communication.

Strands:

- **Phonological Awareness** – Continued development in sound awareness through oral activities (as needed for intervention or support).

- **Phonics** – Application of advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words.

- **High-Frequency Words** – Accurate use and spelling of high-frequency and academic vocabulary across a range of writing contexts.

- **Spelling Patterns** – Use of morphological strategies and spelling rules to understand and write complex and subject-specific words.

- **Concepts about Print** – Applied as needed for learners who require reinforcement of print conventions.

- **Handwriting & Presentation** – Clear formatting and consistent layout to suit different writing purposes and enhance visual presentation.

Domain 2: Speaking, Listening & Oral Communication

This domain develops students' ability to listen actively, express themselves clearly and engage meaningfully with peers and audiences. Instruction balances functional communication skills with opportunities for performance, presentation and academic discourse.

Strands:

- **Listening Comprehension & Active Listening** – Analysing spoken texts and distinguishing fact from opinion; interpreting tone, purpose and meaning.

- **Oral Language Development** – Using precise vocabulary, complex sentence structures and appropriate register in a range of speaking situations.

- **Discussion & Collaborative Communication** – Participating actively in group discussions, building on ideas and asking thoughtful questions.

- **Presentation & Performance** – Delivering short, structured presentations with clarity, expression and supportive visuals or materials.

Domain 3: Reading

This domain supports learners in reading fluently and deeply. It includes comprehension of complex texts, vocabulary acquisition, interpretation of text structures and critical responses to a variety of genres. Students learn to use evidence and compare ideas across sources.

Strands:

- **Reading Fluency** – Reading with accuracy, appropriate pace and expression, guided by punctuation and text features.

- **Vocabulary Development** – Determining and applying the meaning of unfamiliar words using context, affixes and tools such as dictionaries.

- **Understanding Text Structures & Features** – Identifying how authors organise ideas and using knowledge of structure to understand or produce texts.

- **Reading Comprehension** – Using strategies such as summarising, predicting and analysing to understand increasingly complex texts.

- **Evaluating & Responding to Texts** – Comparing information across texts, identifying fact vs opinion and responding with personal views.

- **Text Types & Purposes** – Recognising language features, structure and audience intent in narrative, informational, procedural and persuasive texts.

Domain 4: Writing

This domain develops writing fluency, accuracy and creativity. It supports students in writing for various purposes and audiences using grade-appropriate conventions, vocabulary and structure. The writing process is emphasised to support clarity and coherence.

Strands:

- **Writing Conventions** – Applying grammar and punctuation accurately, including apostrophes, commas and dialogue formatting.

- **Spelling & Word Use** – Using advanced spelling strategies and precise vocabulary relevant to academic and expressive writing tasks.

- **Writing Production** – Producing structured and coherent texts across genres including opinion, narrative, informational, procedural and poetry.

- **Writing Processes** – Independently planning, drafting, revising and editing writing with attention to content, organisation and language use.

Overview of Themes and Topics

The English curriculum is organised around carefully selected themes that provide meaningful and relatable contexts for language learning. Unlike traditional textbook-driven approaches that follow content page by page, a theme-based structure offers both teachers and learners greater flexibility, autonomy and creativity. Themes allow for authentic integration of skills, making learning more relevant to students' lives while also promoting deeper engagement and understanding. It supports inclusivity and differentiation, enabling teachers to respond to diverse learning needs and pace instruction appropriately. Exploring real-world topics through speaking, listening, reading and writing tasks, students connect personal experience to global ideas, making it easier to develop language fluency, critical thinking and global competencies. The use of connected themes also ensures that students are continuously working toward the Specific Student Learning Outcomes (SSLOs) in a coherent, purposeful way, building toward long-term mastery rather than isolated skill acquisition.

In **Grade 3 Term 2**, the unit *"Nature All Around"* encourages students to explore the natural world and understand their connection to living things and the environment. The eight weekly sub-themes guide learners through topics such as animals, habitats, weather, plants, and food, nurturing curiosity about how nature sustains life. Students strengthen their language and communication skills by describing, comparing, and explaining real-world phenomena. Through integrated reading, writing, listening, and speaking tasks, students expand vocabulary, practise grammatical patterns, and apply new language structures in meaningful contexts that promote awareness of environmental care, global diversity, and healthy living.

Scope and Sequence

The Scope and Sequence is a planning tool that outlines the key content, skills, grammar, vocabulary and learning outcomes to be covered each week within a term. It shows the logical progression of themes and language development, helping teachers understand what to teach, when, and why. Following the Scope and Sequence assists in aligning lessons with the Specific Student Learning Outcomes (SSLOs), ensuring that instruction is purposeful and cumulative. Rather than simply moving through a textbook, teachers can use the Scope and Sequence to plan meaningful learning experiences, monitor student progress and adjust pacing or activities to meet individual needs while staying focused on curriculum goals.

The following table outlines the Grade 3 Scope and Sequence for Term 2. Following the table, each component of the Scope and Sequence is explained in detail to ensure clarity and avoid confusion, guiding teachers in understanding what to teach, when to teach it, and how to deliver lessons effectively.

		Overview	Phonics	High Frequency words	Vocabulary	Grammar & Language Structures	SSLOs
Nature All Around	*Week 1:* **Wild Animals**	Learners explore animal names and abilities.	**oo** **oa**	HFW REVISION	dolphin penguin eagle cheetah gorilla bear wolf lion hippo	**Modals** [can, can't] **Subordinating conjunctions** [because] Language Structure: Can a _____ _____? Yes, it _____/No, it _____ A _____ can _____ because it _____ Examples: Can a penguin fly? Yes, it can/No, it can't. A dolphin can swim because it has fins. *FL.19 Talking about ability*	**Literacy Readiness:** 3.LR.HFW.2: Use high frequency words appropriately in sentence construction and guided writing. 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant. 3.LR.P.2: Apply consistent spelling patterns and rules in writing. **Listening & Speaking:** 3.SLOC.DCC.2: Ask and answer open-ended questions to explore topics. 3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs and/or prepositional phrases. **Reading:** 3.R.ERT.1: Share and respond to opinions about a text. 3.R.TTP.1: Identify elements of narratives, poems, instructions and informational texts. **Writing:** 3.W.WC.2: Apply apostrophes in common contractions. 3.W.WPD.2: Join ideas using coordinating conjunctions (e.g. and, but, so) and begin using subordinating conjunctions (e.g. because, when).
	Week 2: **Animal Habitats**	Learners discuss, read and write about where animals live and what their habitats are like.	**oe** **Suffixes er/est**	more live soon food	jungle mountains river sea desert arctic	**Present Simple** [facts] **Adjectives** [hot, rocky, sandy, dry, icy, cold] Language Structure: Where do_____live? They live in the _____ What is/are the _____ like? Examples: Where do eagles live? They live in the mountains. What is the jungle like? It is hot. What are the mountains like? They are rocky. *FL. Describing places*	**Literacy Readiness:** 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts. **Listening & Speaking:** 3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs, and prepositional phrases. 3.SLOC.DCC.2 **Reading:** 3.R.VD.5: Sort and classify words into more complex categories (e.g., habitats, emotions, materials). 3.R.UTSF.3: Demonstrate understanding of organisational patterns for relating ideas. 3.R.ERT.2: Make predictions based on titles, pictures, and key phrases and explain why. **Writing:** 3.W.WP.2: Draft and revise paragraphs that include topic sentences and relevant supporting details. 3.W.WPD.4: Write short texts with guidance.

		Overview	Phonics	High Frequency words	Vocabulary	Grammar & Language Structures	SSLOs
Nature All Around	**Week 3: Protecting Habitats**	Learners discuss environmental care and the importance of protecting habitats.	**ou** **ow** **ow**	need keep snow grow	protect save nature keep clean litter wildlife danger	**Present Modals (should/must)** **Imperatives** Language Structure: We should protect____. We shouldn't___. We must save____. We musn't___. Examples: We should protect animals. We shouldn't leave litter. We must keep animal habitats clean. We mustn't hurt wildlife.	**Literacy Readiness:** 3.LR.P.2: Apply consistent spelling patterns and rules in writing. 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts. **Listening & Speaking:** 3.SLOC.DCC.3: Express opinions using simple sentences. 3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech. 3.SLOC.PP.4: Maintain appropriate volume and pace when speaking to a group. **Reading:** 3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks. 3.R.RC.3: Identify cause and effect relationships in texts. 3.R.RC.1: Answer literal and inferential questions using details from the text. **Writing:** 3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms. 3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph..
	Week 4: Weather in the UAE	Learners identify and describe weather conditions in the UAE using weather words and *it's/it feels*.	**ue** **ue** **ew**	three tree trees green	hot cold rainy sunny windy cloudy stormy foggy	**Present Simple** **Dummy Subject** (it) **Adverbs of Time** [in summer, in winter] Language Structure: What's the weather like in _____? It's _____ It feels _____ Examples: What's the weather like in summer/winter in the UAE? It's hot. It's stormy. It feels cold.	**Literacy Readiness:** 3.LR.P.2: Apply consistent spelling patterns and rules in writing. 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts. **Listening & Speaking:** 3.SLOC.DCC.1: Participate in discussions by responding to previous speakers' points with relevant extensions or questions. 3.SLOC.DCC.4: Listen attentively to others' contributions. **Reading:** 3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks. **Writing:** 3.W.WPD.3: Organise sentences into coherent short paragraphs with a main idea and supporting details.

		Overview	Phonics	High Frequency words	Vocabulary	Grammar & Language Structures	SSLOs
Nature All Around	**Week 5: Weather Around the World**	Learners compare weather in different countries using comparative adjectives and the definite/zero article.	ew k before y i e	good dark park hard around	the UAE Iceland the UK India Australia Egypt Brazil Canada	**Comparatives** [hotter, colder, rainier, sunnier, windier, cloudier, stormier, foggier than] **Definite article** [the UK, the UAE] **Zero article** [before some countries] Language Structure: What's the weather like in _____? It's _____ in _____ _____ is _____ than _____ Examples: What's the weather like in Canada? It's cold in Iceland. India is hotter than the UK.	**Literacy Readiness:** 3.LR3.LR.HFW.2: Use high frequency words appropriately in sentence construction and guided writing. **Listening & Speaking:** 3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations. 3.SLOC.PP.1 : Present information on familiar topics using complete sentences and clear speech. 3.SLOC.PP.4 : Maintain appropriate volume and pace when speaking to a group. **Reading:** 3.R.RC.2: Summarise the main idea and key points of a text in a few sentences. **Writing:** 3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.W.SWU.2: Apply phonics patterns to spell words. 3.W.WPD.2: Join ideas using coordinating conjunctions (e.g. and, but, so) and begin using subordinating conjunctions (e.g. because, when).
	Week 6: Plant Life Cycles	Learners explore how plants grow and what they need to survive.	ie ie igh	first over take place	plant grow seed roots leaf flower water sunlight soil	**Adverbs of Sequence** [first, then, finally] Language Structure: How do plants grow? First ____ Then ____ Finally _____ Plants need _____ Examples: Plants need water and sunlight. First plant the seed, then water it. Finally, beautiful flowers grow. *FL.13 Describing processes*	**Literacy Readiness:** 3.LR.SP.3: Use word families to spell related words. 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant. 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts. **Listening & Speaking:** 3.SLOC.LC.1: Follow multi-step oral instructions for tasks. 3.SLOC.LC.4: Use transition words to recall the sequence of spoken information. 3.SLOC.LC.5: Determine the purpose of a speaker's message. **Reading:** 3.R.RF.4: Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading. 3.R.TTP.3: Demonstrate an understanding of procedural text features. 3.R.RC.3: Identify cause and effect relationships in texts. **Writing:** 3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance. 3.W.WC.3: Place commas in complex lists and after introductory words.9e.g., First, ...Then, ...)
		Overview	Phonics	High Frequency words	Vocabulary	Grammar & Language Structures	SSLOs

Nature All Around	**Week 7: Food Around the World**	Learners discover traditional foods from different countries.	**or** **ore** **aw**	before girls birds most	pasta sushi noodles tacos curry burgers harees shwarma	**Present Simple** **Proper Nouns** [Italy, Japan, China, Mexico, India, the USA, the UAE] Language Structures: What do people eat in _____? In _____people eat _____ Examples: What do people eat in the USA? In Italy, people eat pasta. *FL.3 Expressing likes and dislikes*	**Literacy Readiness:** 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts. **Listening & Speaking:** 3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs, and prepositional phrases. 3.SLOC.DCC.2 **Reading:** 3.R.VD.5: Sort and classify words into more complex categories. 3.R.RC.1:Answer literal and inferential questions using details from the text. 3.R.RC.4: Make predictions and confirm them using evidence from the text. 3.R.RC.5: Support answers with examples or details from the text.**Writing:** 3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting. 3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.W.WP.2: Draft and revise paragraphs that include topic sentences and relevant supporting details.
	Week 8: Healthy Eating	Learners identify healthy and unhealthy food and talk about their own diet.	**au** **air** **Prefix un**	sea tea eat these	sugar milk eggs nuts chocolate oats fish oil bread	**Countable/Uncountable Nouns** [How much/How many?] **Quantifiers** [some, a few, a lot of] Language Structures: How much _____ do you eat/drink every day? How many_____ do you eat/drink every day? I drink/eat _____ _____every day. Examples: How much milk do you drink every day? How many eggs do you eat every day? I eat a lot of nuts every day.	**Literacy Readiness:** 3.LR.P.1: Decode and spell multisyllabic words using basic syllable types. 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant. **Listening & Speaking:** 3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations. 3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech. **Reading:** 3.R.RC.1: Answer literal and inferential questions using details from the text. 3.R.RC.3: Identify cause and effect relationships in texts. **Writing:** 3.W.WC.3: Place commas in complex lists and after introductory words. 3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.

Components of Scope and Sequence

Unit (Theme and Sub-Themes)

Each unit is structured around a broad theme and supported by carefully selected sub-themes. The sub-themes are designed to activate prior knowledge and extend understanding through exploration, description and comparison.

Approaching the curriculum from a thematic perspective support constructive pedagogy, aligning with the principles of Structured Literacy. Relatable themes help build on learners' lived experiences while expanding their world view. The content that derives from the themes introduces vocabulary and language structures that support age-appropriate expression, cultural awareness and real-life communication.

Overview

The overview offers a weekly summary of the core learning focus, describing the communicative goals, language functions and topic-based contexts. It helps teachers understand the 'why' behind the weekly content and guides lesson planning that is purposeful, age-appropriate and relevant to learners' lives.

Phonics

The phonics component introduces and reinforces key sound-letter relationships that build learners' decoding and spelling skills. It focuses on recognising, saying, reading and writing target sounds in isolation and within familiar words drawn from the weekly theme. Phonics instruction follows a systematic and cumulative approach, starting with single letter sounds and progressing to common digraphs and vowel patterns. Lessons emphasise phonemic awareness through multisensory activities such as listening, blending, segmenting and rhyming. Phonics learning is closely connected to vocabulary and reading outcomes, enabling learners to apply their sound knowledge to meaningful words and texts with growing confidence and accuracy.

High-Frequency Words (HFWs)

High-Frequency Words (HFWs) in Grade 4 are not explicitly phonics-based, as in earlier grades, but are selected for their utility in reading fluency and writing accuracy. In the Scope and Sequence, vocabulary and HFWs are listed separately to clarify their instructional

purpose. Teachers are encouraged to reinforce these words through oral practice, reading tasks and regular written use, ensuring retention and transfer.

Week	Sub-theme	High Frequency Word List
1	Wild Animals	HFW Revision
2	Animal Habitats	more, live, soon, food
3	Protecting Habitats	need, keep, snow, grow
4	Weather in the UAE	three, tree, trees, green
5	Weather Around the World	good, dark, park, hard, around
6	Plant Life Cycles	first, over, take, place
7	Food Around the World	before, girls, birds, most
8	Healthy Eating	sea, tea, eat, these

Vocabulary

Vocabulary in Grade 3 is selected to support the unit theme and reflect CEFR A1 expectations. Words are chosen for both thematic relevance and language function, helping students describe, explain and compare. Vocabulary lists include high-utility nouns, verbs, adjectives and prepositions that are directly connected to weekly content. The following table presents the vocabulary lists for each week in Term 2:

Week 1	Week 2	Week 3
dolphin	jungle	protect
penguin	mountains	save
eagle	river	nature
cheetah	sea	keep clean
gorilla	desert	litter
bear	arctic	wildlife
wolf		danger
lion		
hippo		

Week 4	Week 5	Week 6
hot	the UAE	plant
cold	Iceland	grow
rainy	the UK	seed
sunny	India	roots
windy	Australia	leaf
cloudy	Egypt	flower
stormy	Brazil	water
foggy	Canada	sunlight
		soil

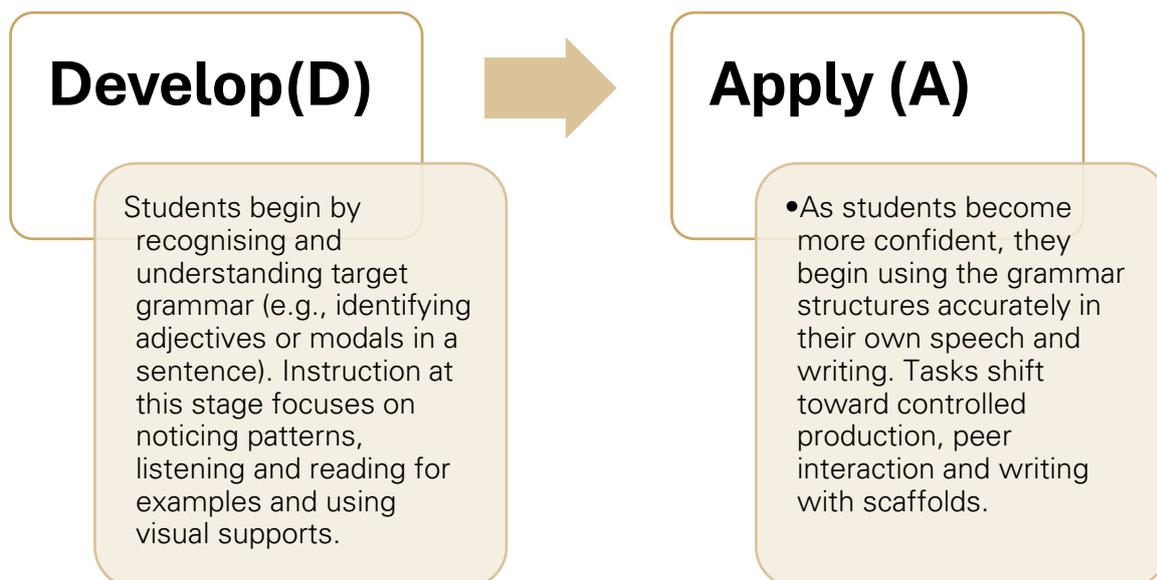| Week 7	Week 8
pasta	sugar
sushi	milk
noodles	eggs
tacos	nuts

curry	chocolate
burgers	oats
harees	fish
shwarma	oil
	bread

Language Structure and Grammar

Grammar instruction builds on the foundations established in earlier years, supporting learners as they move toward confident, independent use of grammar in both spoken and written communication. Grammar is taught not as an isolated set of rules but as a tool for expressing meaning within real-life and academic contexts.

Developmental Approach

Grammar is introduced through a two-stage progression:

Develop(D)

Students begin by recognising and understanding target grammar (e.g., identifying adjectives or modals in a sentence). Instruction at this stage focuses on noticing patterns, listening and reading for examples and using visual supports.

Apply (A)

- As students become more confident, they begin using the grammar structures accurately in their own speech and writing. Tasks shift toward controlled production, peer interaction and writing with scaffolds.

Each grammar point is revisited throughout the year with increasing complexity, following a spiral curriculum model. For example, students may first use modals in short imperative
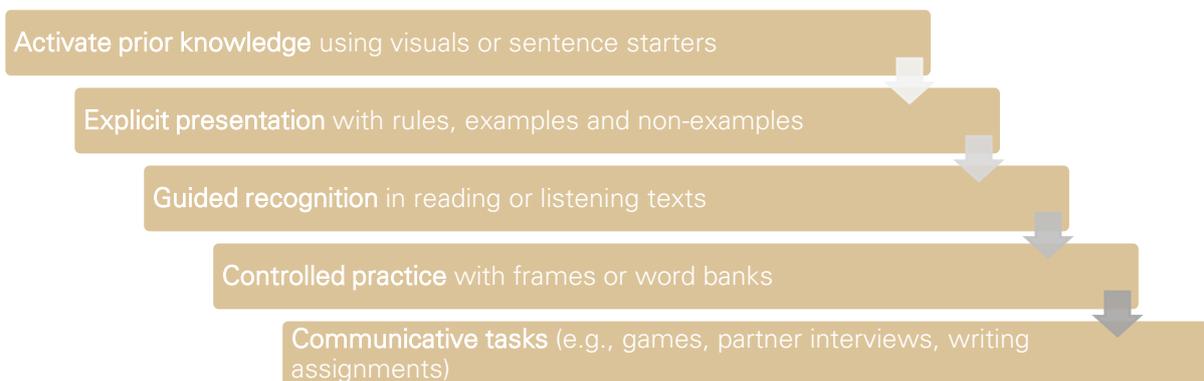
sentences ("You should be quiet") and later apply them in extended procedural writing or persuasive texts.

Authentic application is encouraged through:

- Role-plays using wh-questions and past simple
- Sentence starters and models for comparative writing
- Describing familiar places using expanded noun phrases
- Expressing feelings and preferences using subordinating conjunctions (e.g., *because*, *when*)

Instructional Practices

Effective grammar teaching in Grade 3 follows a consistent routine:

Activate prior knowledge using visuals or sentence starters

Explicit presentation with rules, examples and non-examples

Guided recognition in reading or listening texts

Controlled practice with frames or word banks

Communicative tasks (e.g., games, partner interviews, writing assignments)

Daily warm-ups and sentence editing tasks provide valuable review. Weekly writing and oral tasks serve as informal assessments of grammar in use. Teachers are encouraged to revisit previously taught grammar when introducing new content, ensuring continuity and consolidation.

The following table provides a comprehensive overview of all grammar points covered across Grades 3 and 4, indicating the developmental level expected for each grade. This reference enables teachers to understand progression expectations and plan instruction accordingly.

	Grade 1	Grade 2	Grade 3	Grade 4
Adjectives				
1. position	D	D	A	A

2.	comparatives			D	D
3.	superlatives			D	D
4.	participle adjectives			D	D
5.	adjectives followed by prepositions/ infinitives			D	D

Adverbs

1.	manner	D	D	A	A
2.	sequencing			D	D
3.	frequency	D	D	A	A
4.	time and place	D	D	A	A
5.	adverbial linkers			D	D
6.	degree			D	D

Clauses and Phrases

1.	imperatives	D	D	A	A

Conditionals

1.	zero conditional			D	D
2.	first conditional				D

Conjunctions

1.	coordinating	D	D	A	A
2.	subordinating	D	D	D	A

Determiners

1.	indefinite article (a/an)	D	D	A	A
2.	definite article (the)	D	D	A	A
3.	zero article	D	D	A	A
4.	demonstratives (this, that, these, those)	D	D	A	A
5.	quantifiers	D	D	A	A

Modals

1.	present modals	D	D	A	A
2.	semi-modals			D	D

Nouns

1.	plurals – regular	D	D	A	A
2.	plurals - irregular			D	D
3.	countable/ uncountable	D	D	A	A
4.	possessive 's'			D	D
5.	group (collective) nouns			D	D
6.	proper nouns	D	D	A	A
7.	compound nouns	D	D	A	A
8.	noun phrases	D	D	A	A

		Col1	Col2	Col3	Col4
Phrasal Verbs					
1.	non-separable	D	D	A	A
2.	separable			D	D
Prepositions					
1.	place	D	D	A	A
2.	time	D	D	A	A
3.	movement	D	D	A	A
4.	dependent prepositions	D	D	A	A
Present Time					
1.	present simple (including verb 'to be')	D	D	A	A
2.	present continuous	D	D	A	A
Past Time					
1.	past simple (including verb 'to be')	D	D	A	A
Future Time					
1.	simple future (will and shall)		D	D	A
2.	future time (going to)			D	D
3.	future time (present continuous)			D	D
4.	future continuous			D	D
Pronouns					
1.	personal/ subject pronouns	D	D	A	A
2.	object pronouns	D	D	D	A
3.	dummy subject	D	D	A	A
4.	possessive pronouns	D	D	A	A
5.	possessive adjectives	D	D	A	A
6.	one, ones, none			D	D
7.	indefinite pronouns	D	D	A	A
8.	reflexive pronouns			D	D
Questions					
1.	yes/ no questions	D	D	A	A
2.	wh-questions	D	D	A	A
Reported Speech					
1.	reporting statements			D	D
Verb Forms					
1.	gerunds			D	D
2.	verb + to + infinitive/ verb + infinitive/ verb + ing			D	A

Key: A = Applying (Independent Production), D = Developing (Recognition & Understanding)

Using This Reference Table

This table serves multiple purposes for instructional planning:

- Lesson Planning: Identify which level to target for each grammar point
- Assessment Design: Align assessment expectations with developmental levels
- Progress Monitoring: Track student movement from D to A levels
- Differentiation: Adjust instruction based on individual student needs
- Curriculum Mapping: Understand progression across grade levels

Grammar Development Guides

The following tables outline the key grammatical forms and sentence patterns learners will use to communicate meaning within each theme.

ek	Subtheme	Grammar Focus	Examples
1	Wild Animals	Modals (can, can't) Subordinating Conjunctions (because)	Can a penguin fly? Yes, it can/No, it can't. A dolphin can swim because it has fins
2	Animal Habitats	Present Simple (facts) **Adjectives (hot, rocky, sandy, dry, icy, cold)**	Eagles live in the mountains. The jungle is hot.
3	Protecting Habitats	Present Modals (should/must) Imperatives	We should protect animals. We shouldn't leave litter. We must keep animal habitats clean. We mustn't hurt wildlife.
4	Weather in the UAE	Dummy Subject Adverbs of Time (in summer, in winter)	What's the weather like in summer/winter in the UAE? It's hot It feels cold.

Week	Subtheme	Grammar Focus	Examples
5	Weather Around the World	Comparatives Definite Article (with countries) Zero Article (with countries)	It's cold in Iceland. India is hotter than the UK.
6	Plant Life Cycles	Adverbs of Sequence (first, then, finally)	First plant the seed, then water it. Finally, beautiful flowers grow.
7	Food Around the World	Present Simple Proper Nouns (countries)	What do people eat in the USA? In Italy, people eat pasta.
8	Healthy Eating	Countable/Uncountable Nouns (how much? / How many?) Quantifiers (some, a few, a lot of)	Walk straight and turn left. Go across the street. The mall is next to the metro station.

Specific Student Learning Outcomes (SSLOs)

In Term 2, teachers will work with Specific Student Learning Outcomes (SSLOs), which define what students should know and be able to do in English by the end of each stage. These outcomes are aligned with the CEFR A1 level and support progression across key domains: literacy, oral communication, reading, writing, and language awareness. Unlike previous textbook-driven approaches, SSLOs shift the focus toward intentional learning ensuring that each lesson supports students in building specific skills that contribute to achieving broader Achievement Objectives (AOs) across the curriculum. This approach empowers teachers to be more responsive to learner needs and ensures students build foundational competencies in a structured and measurable way.

Using SSLOs to Guide Instruction

Teachers should use the SSLOs as planning anchors when designing lessons, selecting tasks and assessing student progress. Instead of teaching page by page, instruction begins with identifying the SSLO(s) for the week and then using content (see scope and sequence), stories, speaking tasks or writing activities to help students reach that outcome. Regular formative assessment (e.g., observation, questioning, student work samples) will assist teachers in monitoring progress and adjusting instruction to meet learning needs.

Example: **4.SLOC.OLD.2:** *Use complex sentences to clearly show how ideas are connected when speaking*

Activity

Objective:

Students will use topic-specific vocabulary related to weather and seasons to describe the weather in different parts of the world and present their findings in a group discussion.

Materials:

- Flashcards or images representing different weather conditions (sunny, rainy, cloudy, snowy, windy).
- Sentence frames (e.g., "Today, the weather is _____," "In the summer, it is _____," "It's usually _____ in [season].").
- A world map to highlight different regions.

Procedure:

Step 1:

Introduce the weather-related vocabulary by showing flashcards with pictures of different weather conditions. Model using vocabulary in full sentences:

- "Today, the weather is sunny."
- "In winter, it is cold."
- "It's usually rainy in spring."

Step 2:

Students will repeat the sentences after you. Show images of different seasons (summer, winter, etc.) and ask students to describe the weather in those seasons. For example:

- "In summer, it is hot and sunny."
- "In winter, it is cold and snowy."

Step 3:

Pair students up and give them a set of flashcards with different weather conditions and seasons. They will take turns asking and answering questions about the weather using the sentence frames:

- Student 1: "What's the weather like in summer?"
- Student 2: "It's hot and sunny."

Step 4:

Ask students to work in small groups and choose a city or country to research (using a simple online map or weather app) to describe the weather in that location. They will then present their findings to the class, using the target vocabulary and sentence frames.

Assessment:

- Observe how students use the vocabulary during pair discussions and group presentations. Are they incorporating weather-related and seasonal vocabulary accurately in context?
- Listen for students using the sentence frames correctly, such as "In the summer, it is sunny" or "Today, the weather is cloudy."
- Assess whether students confidently incorporate the topic-specific vocabulary in their presentations and discussions. Encourage them to elaborate by asking questions like, "What is the weather like in your city today?" or "What is the temperature in your country during winter?"

Note: The example provided illustrates how Specific Student Learning Outcomes (SSLOs)

can be utilised to guide instruction and assess learner progress in the absence of traditional textbooks. Please be advised that this example does not adhere to the formal lesson plan format. Teachers are expected to use and adhere to the lesson plan format prescribed by their respective schools or the Ministry of Education for all instructional planning.

Furthermore, while the example is generic, it is important to recognise that each classroom will include learners with varying academic needs. To support differentiated instruction, refer to the *Mastery Explanatory Notes* (MENs), which provide a detailed breakdown of each SLO. These notes describe what the SLO looks like at three levels: **below level** (learners requiring additional support), **at level**, and **mastery at greater depth** (learners working beyond the expected level).

Competency Skills

Competency skills are the knowledge, behaviours, and attitudes students need to thrive in school, life, and the wider world. These include the ability to think critically, understand and respect different cultures, care for the environment, manage emotions, and use technology safely and effectively. In today's interconnected world, such skills are essential not only for academic achievement but for developing responsible, compassionate, and adaptable learners. Embedding these competencies in the English classroom helps students apply language meaningfully while preparing them to navigate real-world challenges as confident and capable global citizens.

Integrating Competency Skills in English Lessons

In Grade 3, the English curriculum plays a key role in developing essential global competencies that go beyond academic literacy. Teachers are expected to embed cultural awareness (with a UAE context), wellbeing, environmental sustainability, and digital literacy into their language lessons. These skills are vital for nurturing students who are empathetic, informed, and capable of contributing positively to their communities.

Embedding these competencies is not an add-on, it is part of the teaching approach. Lesson planning should begin by identifying natural connections between the unit content and relevant competency skills. For example, when exploring daily routines or transportation, teachers can integrate discussions about sustainable habits or cultural differences in how people live and move around the world.

The inclusion of these competencies in the English lessons supports UNESCO's SDG 4.7, the OECD Learning Compass 2030, and the UAE Centennial 2071 goals, which all emphasise preparing students for the challenges of the future through inclusive, responsible, and sustainability-minded education.

How to Teach Competency Skills in English Lessons:

- *Cultural Awareness:* Use descriptive texts, speaking tasks, and visual prompts to explore traditions, clothing, or homes in the UAE and beyond. Encourage respectful comparisons and personal reflections.

- *Wellbeing*: Incorporate role-play, stories, and classroom discussions to explore emotions, friendship, kindness, and decision-making.

- *Sustainability*: Use reading and writing activities to discuss topics like waste reduction, healthy habits, and caring for the environment. Students can create posters, pledges, or simple action plans.

- *Digital Literacy:* Integrate digital tools during writing or research tasks. Teach students how to log in, type, save documents, and practice responsible digital behaviour.

COMPETENCY SKILLS DEVELOPMENT GUIDE

Week		Sub-Theme	UAE Context	Wellbeing	Sustainability	Digital Literacy
Week 1	NATURE ALL AROUND	**Wild Animals**	Compare wild animals found in the UAE (e.g., Arabian oryx, sand cat) with animals from other regions.	Show curiosity and confidence when describing favorite animals.	Discuss how humans should care for wild animals and their homes.	Use an interactive animal encyclopedia or picture database to identify animal facts.
Week 2		**Animal Habitats**	Identify UAE habitats (e.g., desert, mangrove forests) and animals that live there.	Work collaboratively to label and describe different habitats.	Explain why it's important to keep animal habitats clean and safe.	Create a digital "Habitat Match" poster by adding photos and short captions.
Week 3		**Protecting Habitats**	Talk about the UAE's nature reserves (e.g., Al Wathba Wetland, Ras Al Khor).	Discuss how helping nature makes us feel proud and responsible.	Suggest actions to protect nature — "We should recycle, not litter."	Create an e-poster with slogans and drawings promoting habitat protection.
Week 4		**Weather in the UAE**	Identify the UAE's different weather patterns and link them to local traditions (e.g., date harvest season).	Share how weather affects their mood or daily activities (Self-Awareness).	Explain why saving water and staying safe in extreme heat is important.	Use a weather app or class chart to record UAE weather for a week.
Week 5		**Weather Around the World**	Compare UAE weather with other countries using real-world examples (e.g., cold Canada vs. hot UAE).	Appreciate the variety of climates and how people adapt.	Discuss how extreme weather can affect the planet and people.	Use a world weather map or digital globe to explore global weather differences.
Week 6		**Plant Life Cycles**	Explore native UAE plants (e.g., ghaf tree, date palm) and their importance.	Reflect on how taking care of plants helps us feel calm and happy.	Describe how plants clean the air and support the environment.	Create a digital timeline showing how a plant grows using simple graphics.
Week 7		**Food Around the World**	Identify traditional UAE foods and compare them with global dishes.	Discuss favourite meals with peers and show respect for different food traditions.	Explain how choosing local food supports the environment.	Make a "Global Food Map" using images of food and country flags in a slideshow.
Week 8		**Healthy Eating**	Identify healthy Emirati foods (e.g., dates, fish, laban).	Talk about balanced eating habits and how food helps us grow strong.	Promote reducing food waste and eating natural foods.	Create a digital food chart or record a short audio of "My Healthy Plate."

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Mastery Explanatory Notes

Mastery Explanatory Notes (MENs) outline the expected progression of each Specific Student Learning Outcome (SSLO), breaking down performance into working toward mastery, mastery and mastery with greater depth. They highlight observable behaviours and practical indicators of learning, rather than abstract criteria. MENs provide teachers with strategies and examples to scaffold instruction, differentiate support and extend learning for students at varying levels. Each note directly links to the week's vocabulary, grammar and language functions, enabling teachers to monitor progress, provide targeted feedback and guide learners toward confident and accurate use of English in authentic contexts.

GRADE 3: MASTERY EXPLANATORY NOTES									
Domain	**Strand**	**Achievement Objectives**	**Code**	**Specific Student Learning Outcomes**	**Working Toward Mastery**	**Working at Mastery**	**Mastery with Greater Depth**	**Assessment Criteria**	**Explanatory Notes**
Literacy Readiness	Phonics	Apply learned phonics rules and spelling patterns to read and write increasingly complex multisyllabic words.	3.LR.P.1	Decode and spell multisyllabic words using basic syllable types.	Attempts to decode and spell familiar multisyllabic words using partial syllable knowledge with teacher scaffolding.	Accurately decodes and spells a range of multisyllabic words using knowledge of basic syllable types (e.g., closed, open, silent-e) with minimal support.	Independently applies knowledge of syllable types to decode and spell unfamiliar multisyllabic words in reading and writing tasks across subjects.	The student can independently decode and spell unfamiliar multisyllabic words using learned syllable types in age-appropriate texts and writing.	Teach six common syllable types through sorting, clapping and colour coding Use foldable graphic organisers to break down multisyllabic words Reinforce syllable division rules and apply them in decoding and spelling drills Start with compound words and familiar multisyllabic words Provide scaffolded activities to analyse and chunk syllables visually Model word attack strategies using think-alouds

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			3.LR.P.2	Apply consistent spelling patterns and rules in writing.	Inconsistently applies basic spelling rules and patterns, often needing prompting or corrections.	Applies common spelling patterns and rules correctly in independent writing with occasional support.	Consistently and accurately applies a wide range of spelling rules and patterns across genres and unfamiliar vocabulary.	The student can apply common and newly taught spelling rules and patterns accurately in independent writing tasks.	Mini-lessons on common patterns and exceptions (e.g., doubling consonants, silent-e) Use interactive spelling journals for rule collection Practice rules through dictation and peer editing Spelling scavenger hunts in shared texts
			3.LR.P.3	Read and spell words with more complex consonant patterns.	Attempts to read or spell words with consonant blends and digraphs but with limited accuracy.	Accurately reads and spells words containing more complex consonant patterns (e.g., str-, -tch, -dge) in supported tasks.	Reads and spells complex consonant patterns fluently and applies them in extended reading and writing without prompting.	The student can accurately read and spell words containing complex consonant patterns in familiar and unfamiliar contexts.	Build word lists and anchor charts of common consonant clusters Use magnetic letters and manipulatives to form target patterns Sound-sort and word-sort activities focused on blends and digraphs Engage in guided reading with pattern-rich texts

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	Phonics	Apply learned phonics rules and spelling patterns to read and write increasingly complex multisyllabic words.	3.LR.P.4	Apply syllable division strategies to read longer words.	Attempts to break longer words into parts with teacher support but inconsistently applies correct division.	Accurately divides and reads longer words using basic syllable division strategies with growing independence.	Independently applies syllable division strategies to decode unfamiliar multisyllabic words in complex reading tasks.	The student can independently divide and decode longer words using taught syllable division rules.	Teach syllable division patterns (e.g., VC/CV, V/CV, CV/CV) with visual aids Model chunking and decoding strategies in guided reading Have students annotate and colour-code syllables Use timed reading drills with syllabified word lists
			3.LR.P.5	Begin using spelling generalisations for plural and past tense forms in familiar contexts.	Demonstrates limited understanding of common plural or past tense rules, requiring frequent correction.	Applies common plural (-s, -es) and past tense (-ed) rules correctly in familiar contexts with occasional reminders.	Consistently applies spelling generalisations (e.g., drop final -e, change -y to -i) across unfamiliar contexts.	The student can apply spelling generalisations for plurals and past tense accurately in written work.	Teach and display plural and past tense rules with examples Use comparison tables (e.g., verb → verb+ed) Games and matching tasks involving regular and irregular changes Write short texts highlighting plural or past tense usage

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
	High Frequency Words	Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.	3.LR.HF W.1	Read and spell grade level high frequency words, including simple homophones.	Reads and spells some common high frequency words and simple homophones with teacher support.	Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks.	Independently reads and spells a broad range of high frequency words, including irregular spellings and homophones, in diverse reading and writing contexts.	The student can independently read and spell grade-level high frequency words, including simple homophones, across reading and writing activities.	Word study notebooks including definitions, sentence examples and visual cues. Homophone matching games, spelling puzzles and word sorts. Dictation tasks and personal word banks for commonly used words. Explicitly teach the meaning and use of homophones with real-life examples. Use "look-say-cover-write-check" and multisensory spelling strategies. Reinforce through sentence writing and frequent exposure in shared texts.

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	High Frequency Words	Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.	3.LR.HFW.2	Use high frequency words appropriately in sentence construction and guided writing.	Attempts to use common high frequency words in writing but may misuse or omit them frequently.	Accurately uses high frequency words in sentence-level writing with some teacher feedback.	Consistently integrates a wide range of high frequency words into independent writing across different text types.	The student can use grade-level high frequency words appropriately and consistently in sentence construction.	Sentence construction games and cloze passages. Modelled and shared writing using target words. Peer editing focused on word use and spelling. Word walls and personalised word banks for writing reference. Incorporate words into real-world writing prompts.
			3.LR.HFW.3	Apply context clues to determine the meaning of high frequency words in different texts.	Struggles to infer the meaning of high frequency words without direct instruction; relies heavily on support.	Uses sentence-level context to determine the meaning of familiar high frequency words in guided reading tasks.	Independently and accurately uses multiple context clues (e.g., syntactic, semantic) to infer meanings of high frequency and irregular words in varied texts.	The student can independently apply context clues to determine the meaning of high frequency and irregular words while reading.	Guided reading strategies focused on meaning-making. Think-alouds and text annotation to model context use. Highlighting unknown words and inferring meaning from context. Sentence matching and sorting activities based on meaning. Use of graphic organisers to capture inferred meanings.

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
	Spelling Patterns	Apply knowledge of common spelling patterns, rules, and word families to spell words accurately in everyday writing, including words with less common patterns.	3.LR.SP.1	Identify and use common spelling patterns in everyday writing.	Identifies familiar spelling patterns (e.g., *-ight*, *-ould*) and attempts to apply them in writing with support.	Accurately uses common and some less frequent spelling patterns in everyday writing with growing independence.	Consistently and independently applies a wide range of spelling patterns, including those with irregularities, in various writing genres.	The student can independently identify and apply common spelling patterns accurately in everyday writing tasks, including narrative and informational texts.	Spelling pattern notebooks or word study journals Dictation tasks incorporating target patterns Word sorts (open and closed) to compare patterns Explicit teaching of rule-breakers or "tricky words" Practice using patterns in context through sentence creation and cloze tasks Reinforce spelling patterns with multi-sensory tools (e.g., writing in sand, air tracing) Provide writing prompts that include high-use pattern-based words

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	Spelling Patterns	Apply knowledge of common spelling patterns, rules, and word families to spell words accurately in everyday writing, including words with less common patterns.	3.LR.SP.2	Recognise and apply basic spelling rules.	Recognises some basic spelling rules but applies them inconsistently.	Applies basic spelling rules (e.g., doubling consonants, dropping silent e) with increasing consistency in structured writing.	Independently applies a wide range of spelling rules accurately in unfamiliar contexts and across various genres.	The student can recognise and apply a range of grade-appropriate spelling rules in writing activities.	Direct instruction on high-utility spelling rules Anchor charts for spelling rules and exceptions Editing checklists to monitor rule application Mini-lessons and guided practice on spelling generalisations Interactive games and digital practice tools focused on spelling rules
			3.LR.SP.3	Use word families to spell related words.	Identifies some word families and uses them to spell related words with support.	Accurately uses common word families to spell related words in context.	Extends knowledge of word families to generate and spell less common or complex derivatives across content areas.	The student can use knowledge of word families to spell related words in writing tasks.	Use of word family charts and tree maps Word generation tasks and games using common roots and affixes Sentence writing incorporating words from the same family Teach links between base words, prefixes and suffixes Focus on morphological awareness in spelling instruction

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			3.LR.SP.4	Apply syllable patterns to spell multisyllabic words.	Attempts to break words into syllables but often spells them inconsistently or incorrectly.	Applies common syllable patterns (e.g., VC/CV, V/CV) to accurately spell familiar multisyllabic words in guided writing.	Independently applies syllable patterns to spell unfamiliar multisyllabic words in a variety of contexts.	The student can accurately apply syllable patterns to spell multisyllabic words during reading and writing tasks.	Teach syllable types and division rules using graphic organisers Scaffolded spelling practice with clapping, chunking, and color-coding syllables Practice breaking words into syllables through dictation and word analysis Apply patterns in context through sentence and paragraph writing tasks Encourage students to use syllable strategies independently in self-editing

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	Handwriting & Presentation	Write legibly with consistent letter formation, proper spacing, and appropriate presentation including headings and formatting for different writing purposes.	3.LR.HP.1	Demonstrate fluid handwriting movements that balance speed and legibility.	Writes slowly with inconsistent fluidity and some breaks in letter connections; legibility varies.	Writes fluently with balanced speed and legibility in most writing tasks, showing smooth letter connections.	Maintains fluent, legible handwriting with speed and control, adapting writing style for different purposes and audiences.	The student demonstrates handwriting that is both legible and fluid across extended writing tasks and different contexts.	Use of handwriting warm-up activities to develop fine motor control Model fluent handwriting movements through teacher demonstrations and videos Encourage timed writing activities focusing on maintaining legibility Teach self-assessment strategies for handwriting speed and clarity Differentiate instruction to support students with fine motor challenges
			3.LR.HP.2	Produce legible handwriting with consistent letter size, shape, and slant.	Produces handwriting that is partially legible with varying letter sizes or inconsistent slant.	Produces consistently legible handwriting with correct letter size, shape and slant during structured writing tasks.	Maintains a personal and consistent handwriting style across extended writing, adapting slant and spacing for presentation needs.	The student can produce legible handwriting with consistent letter size, shape and slant during writing activities.	Regular, meaningful writing practice (e.g., journals, letters) Model exemplar handwriting and display success criteria Use handwriting warm-up routines to prepare fingers and posture Use self-monitoring strategies (e.g., underlining illegible words)

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Provide choice of writing tools or paper to enhance control Encourage slower writing for accuracy over speed
Speaking, Listening & Oral Presentation	Listening Comprehension & Active Listening	Interpret spoken language by identifying main ideas, supporting details, and implied meanings in a variety of contexts, including multi step instructions.	3.SLOC.LC.1	Follow multi-step oral instructions for tasks.	Follows 4-step instructions with occasional clarification or repetition needed.	Consistently follows 5-6 step oral instructions independently across different contexts.	Follows 5-6 step instructions consistently and can repeat the instructions back to confirm understanding before beginning.	The student can independently follow 5-6 step oral instructions for unfamiliar tasks without repetition or clarification across various subject areas.	Increase complexity from G2's 3-step to 5-6 steps Include instructions requiring different cognitive processes (sequence, comparison, evaluation) Practice with both familiar and unfamiliar tasks Include instructions requiring resource management and planning Introduce abstract as well as concrete instruction types

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Presentation	Listening Comprehenion & Active Listening	Interpret spoken language by identifying main ideas, supporting details, and implied meanings in a variety of contexts, including multi step instructions.	3.SLOC.LC.2	Identify the main idea and supporting details in spoken texts.	Identifies main idea and 2-3 supporting details with guidance.	Independently identifies main idea and multiple supporting details in spoken texts of 4-6 minutes.	Identifies main idea and supporting details and can state which details are most important to remember.	The student can independently identify the main idea and at least four supporting details from spoken texts across various topics and text types.	Progress from G2 main idea identification to include supporting details

Use longer, more complex texts with multiple supporting points

Teach relationship between main ideas and supporting details

Practice with both narrative and informational texts

Model note-taking strategies to track main ideas and details |
| | | | 3.SLOC.LC.3 | Ask and answer questions to demonstrate understanding. | Asks and answers literal questions; responses may need prompting for completeness. | Independently asks and answers both literal and inferential questions with complete, accurate responses. | Asks relevant questions and gives complete answers that include examples or details from what they heard. | The student can independently ask relevant questions and provide complete, accurate answers that demonstrate clear understanding of oral information. | Build from G2 clarifying questions to comprehensive question-answer exchanges

Teach different types of questions (literal, inferential, analytical)

Model complete answer construction with evidence

Practice both generating and responding to questions |

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Encourage building on others' questions and responses
			3.SLOC.LC.4	Use transition words to recall the sequence of spoken information.	Uses basic sequence words (first, next, then, last) when retelling with some prompting.	Independently uses a variety of transition words to organise and sequence information clearly.	Uses transition words consistently and can organise information in the correct order even when events are told out of sequence.	The student independently uses appropriate transition words to clearly sequence information when retelling or summarising spoken texts.	Expand from G2 basic retelling to organized, sequenced retelling Teach variety of transition words for different purposes Practice with different organisational patterns (chronological, cause-effect, compare-contrast) Use graphic organisers that incorporate transition words Model how transitions help listeners follow complex information

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Presentation	Listening Comprehension & Active Listening	Interpret spoken language by identifying main ideas, supporting details, and implied meanings in a variety of contexts, including multi step instructions.	3.SLOC.LC.5	Determine the purpose of a speaker's message.	Identifies basic purposes (to inform, to entertain) with some guidance.	Independently determines speaker's purpose from various types of oral presentations.	Identifies the speaker's purpose and can give simple reasons why they think that was the purpose.	The student can independently identify and explain the purpose of various speakers' messages across different contexts and presentation types.	Introduce analysis of speaker's intent and goals Teach common purposes for speaking (inform, persuade, entertain, instruct, inspire) Use examples from different contexts and media Help students identify clues that reveal purpose (language choice, tone, organisation) Connect to students' own speaking experiences and purposes
	Oral Language Development	Communicate effectively using expanded vocabulary, varied sentence structures, and descriptive language to convey ideas with clarity in both familiar and some unfamiliar contexts.	3.SLOC.OLD.1	Incorporate topic specific vocabulary in discussions and presentations.	Uses some topic-specific vocabulary with prompting; may revert to general vocabulary.	Independently incorporates appropriate topic-specific vocabulary in discussions and presentations.	Uses topic-specific vocabulary consistently and can use new topic words correctly after learning them.	The student independently uses appropriate topic-specific vocabulary when participating in discussions and giving presentations across different subject areas.	Pre-teach key vocabulary before discussions and presentations Create word walls and vocabulary charts for different topics Practice using new vocabulary in multiple contexts before formal use Connect academic vocabulary to students' prior knowledge

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Encourage use of precise vocabulary rather than general terms
			3.SLOC.OLD. 2	Add detail and clarity by using adjectives, adverbs, and prepositional phrases.	Uses basic adjectives and adverbs with prompting; prepositional phrases may be limited or incorrect.	Independently uses adjectives, adverbs, and prepositional phrases to add detail and clarity to speech.	Uses adjectives, adverbs, and prepositional phrases consistently and can make simple sentences more interesting.	The student independently uses adjectives, adverbs, and prepositional phrases to create detailed and clear oral communication.	Build from G2 basic descriptive words to more sophisticated language Teach categories and functions of different word types Use sentence expansion activities and games Model rich language during shared reading and experiences Practice adding details to simple sentences systematically

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Presentation	Oral Language Development	Communicate effectively using expanded vocabulary, varied sentence structures, and descriptive language to convey ideas with clarity in both familiar and some unfamiliar contexts.	3.SLOC.OLD.3	Connect ideas using appropriate transition words and conjunctions.	Uses basic transition words (and, then) with prompting; may struggle to connect ideas clearly.	Independently uses appropriate transition words and conjunctions to connect ideas in speech.	Uses transition words naturally and can choose the right word to show different connections (but, so, because).	The student independently uses appropriate transition words and conjunctions to clearly connect ideas when speaking.	Teach different types of transitions (e.g. sequence, contrast, cause-effect) Provide reference charts with transition words for different purposes Practice through storytelling and explanation activities Model how transitions help listeners follow complex information Start with simple conjunctions before introducing complex transitions
			3.SLOC.OLD.4	Speak in compound sentences to express related ideas.	Attempts compound sentences with support; may have errors in conjunction use or sentence structure.	Independently speaks in compound sentences to clearly express related ideas.	Uses compound sentences comfortably and can join two ideas that make sense together.	The student independently uses compound sentences with appropriate conjunctions to express related ideas clearly.	Progress from G2 complete sentences to compound sentence structures Teach common conjunctions (and, but, or, so) and their purposes Use sentence combining activities and practice Model compound sentences during discussions and shared experiences

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Practice connecting two simple ideas before attempting more complex combinations
	Discussion & Collaborative Communication	Actively participate in group discussions by contributing relevant ideas, asking thoughtful questions, and responding constructively to others' perspectives.	3.SLOC.DCC.1	Participate in discussions by responding to previous speakers' points with relevant extensions or questions.	Participates in discussions; responses may loosely connect to previous speakers or need prompting.	Consistently responds to previous speakers' points with relevant extensions or questions.	Responds thoughtfully to others' points and helps move the discussion forward with good extensions or questions.	The student consistently participates in discussions by making relevant responses that clearly build on or question previous speakers' contributions.	Teach specific ways to extend ideas Model how to ask follow-up questions about others' points Practice active listening skills to identify connection points Use discussion protocols that require responding to previous speakers Celebrate thoughtful extensions and questions

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Communication	Discussion & Collaborative Communication	Actively participate in group discussions by contributing relevant ideas, asking thoughtful questions, and responding constructively to others' perspectives.	3.SLOC.DCC.2	Ask and answer open ended questions to explore topics.	Asks and answers questions; may prefer closed-ended questions or give brief answers to open-ended ones.	Consistently asks and answers open-ended questions to explore topics effectively.	Asks thoughtful open-ended questions and gives detailed answers that help explore topics deeply.	The student independently asks and answers open-ended questions that help the group explore topics in greater depth.	Teach the difference between open-ended and closed-ended questions Provide question stems for open-ended questions ("Why do you think...?" "What if...?") Model how open-ended questions lead to richer discussions Practice generating multiple open-ended questions about topics Encourage elaborated responses to open-ended questions
			3.SLOC.DCC.3	Express opinions using simple sentences.	Expresses opinions with prompting; may state preferences rather than true opinions.	Independently expresses opinions using simple sentences during discussions.	Expresses clear opinions using simple sentences and sometimes gives a basic reason for their opinion.	The student independently expresses personal opinions using clear, simple sentences during group discussions.	Teach the difference between facts, opinions, and preferences Provide sentence frames like "I think..." or "In my opinion..." Use topics that naturally generate different opinions Model expressing opinions respectfully Create safe spaces for sharing differing opinions

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Communication	Presentation & Performance		3.SLOC.DCC.4	Listen attentively to others' contributions.	Shows listening behaviors most of the time; may occasionally get distracted or interrupt.	Consistently listens attentively to others' contributions without prompting.	Listens attentively and shows they understood by referring back to what others said.	The student consistently demonstrates attentive listening through appropriate body language and responses that show understanding of others' contributions.	Teach active listening behaviors (eye contact, nodding, facing speaker) Practice summarising or repeating what others have said Use listening games and activities to build skills Model attentive listening during all group interactions Provide feedback on listening behaviors regularly
		Deliver well structured presentations using clear pronunciation, appropriate expression, nonverbal cues, and organised content with supporting details.	3.SLOC.PP.1	Present information on familiar topics using complete sentences and clear speech.	Presents information on familiar topics; may have some incomplete sentences or unclear speech.	Consistently presents information on familiar topics using complete sentences and clear speech.	Presents information using complete sentences and clear speech, and organises ideas in a logical order.	The student independently presents information on familiar topics using complete sentences and clear, understandable speech.	Practice complete sentence construction before presentation activities Use topic outlines to organise information logically Record presentations to help students hear their own clarity Provide feedback focused on sentence completeness and clarity Model clear speech and complete sentences during all instruction

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			3.SLOC.PP.2	Retell stories with a clear beginning, middle and end structure.	Retells stories with prompting; may mix up sequence or omit parts of story structure.	Independently retells stories with clear beginning, middle, and end structure.	Retells stories with clear structure and includes important details from each part.	The student can independently retell stories with clear beginning, middle, and end structure in logical sequence.	Use graphic organisers to map story structure before retelling Teach signal words for each story part ("First," "Then," "Finally") Practice with familiar stories before attempting new ones Model story structure through think-alouds Use visual story maps to support retelling structure
			3.SLOC.PP.3	Use voice changes and gestures to enhance storytelling.	Uses some voice changes and gestures with prompting; may be hesitant or inconsistent.	Independently uses voice changes and gestures to enhance storytelling.	Uses voice changes and gestures effectively and can match them to different characters or story parts.	The student independently uses appropriate voice changes and gestures to make storytelling more engaging and clear.	Model different voices for different characters and emotions Practice simple gestures that match story actions Use familiar stories to practice voice and gesture techniques Encourage experimentation with voice and movement Connect voice changes to character emotions and story mood

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Speaking, Listening & Oral Communication	Presentation & Performance	Deliver well structured presentations using clear pronunciation, appropriate expression, nonverbal cues, and organised content with supporting details.	3.SLOC.PP.4	Maintain appropriate volume and pace when speaking to a group.	Generally maintains appropriate volume and pace; may need occasional reminders.	Consistently maintains appropriate volume and pace when speaking to groups.	Maintains appropriate volume and pace and can adjust for different room sizes or audience needs.	The student consistently maintains appropriate volume and pace that allows all audience members to hear and follow their presentation.	Practice with different room sizes and seating arrangements Teach students to scan audience to check understanding Use visual cues for pacing and volume adjustments Provide immediate feedback during practice sessions Help students understand how volume and pace affect audience engagement
Reading	Reading Fluency	Read a range of familiar and unfamiliar texts fluently, using expression, phrasing, and self-monitoring strategies to support comprehension.	3.R.RF.1	Read texts at an appropriate pace, adjusting speed for text difficulty and purpose.	Reads at generally appropriate pace but may not adjust for different text types or difficulty.	Consistently reads texts at appropriate pace and adjusts speed based on text difficulty and purpose.	Adjusts reading pace effectively and can explain why different texts need different reading speeds.	The student independently adjusts reading pace appropriately for different text types, difficulty levels, and reading purposes.	Teach students to slow down for difficult or important parts Model different reading speeds for different purposes (enjoyment vs. information) Practice with various text types (stories, poems, information books)

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Help students recognise when to adjust pace for comprehension Connect reading speed to understanding and purpose
			3.R.RF.2	Use phrasing, pausing, and expression to reflect meaning and tone in the text.	Uses some appropriate phrasing and expression; may need support with complex sentences or tone.	Consistently uses phrasing, pausing, and expression to reflect meaning and tone appropriately.	Uses phrasing and expression skillfully and can adjust for different text moods and styles.	The student consistently uses appropriate phrasing, pausing, and expression that accurately reflects the meaning and tone of the text.	Model how to group words into meaningful phrases Practice with texts containing varied tones (happy, sad, mysterious, exciting) Use poetry and dialogue-rich texts for expression practice Connect phrasing and expression to text comprehension Provide feedback focused on matching expression to text meaning

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Reading Fluency	Read a range of familiar and unfamiliar texts fluently, using expression, phrasing, and self-monitoring strategies to support comprehension.	3.R.RF.3	Self-correct when reading miscues that affect meaning.	Makes self-corrections with prompting; may not always recognise when meaning is affected.	Independently self-corrects when reading miscues that affect meaning.	Self-corrects effectively and can explain why certain mistakes need to be fixed.	The student independently recognises and corrects reading errors that change or confuse the meaning of the text.	Teach students to ask "Does that make sense?" while reading Model self-correction strategies during shared reading Focus on meaning-changing errors rather than all miscues Celebrate self-corrections as good reading behavior Help students develop internal monitoring for meaning
			3.R.RF.4	Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading.	Recognises punctuation and makes some adjustments; may miss subtle punctuation cues.	Consistently applies punctuation cues to guide expressive reading.	Uses punctuation cues effectively and understands how they enhance meaning and expression.	The student consistently uses various punctuation marks to guide appropriate expression, phrasing, and intonation when reading aloud.	Extend from Grade 2 basic punctuation to include commas, quotation marks, ellipses Model how different punctuation creates different reading effects Practice with dialogue-heavy texts to emphasise quotation marks Use texts with lists and series to practice comma reading

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect punctuation use to author's intended meaning and effect
	Vocabulary Development	Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.	3.R.VD.1	Identify the meaning of new words using sentence clues and word parts (prefixes, suffixes).	Identifies meaning of new words using sentence clues or word parts with support.	Independently identifies meaning of new words using sentence clues and basic word parts.	Uses sentence clues and word parts effectively and can explain how these strategies helped them understand new words.	The student independently uses context clues and simple word parts (common prefixes and suffixes) to determine the meaning of unfamiliar vocabulary.	Teach common prefixes (un-, re-) and suffixes (-ed, -ing, -er, -est) Model using both context and word parts together Practice with words containing familiar word parts Use graphic organisers to break down word parts Connect word part knowledge to meaning prediction

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Vocabulary Development	Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.	3.R.VD.2	Use a glossary or dictionary to confirm or find word meanings.	Uses glossary or simple dictionary with support to find word meanings.	Independently uses glossary or dictionary to confirm or find word meanings.	Uses reference tools effectively and can choose the most appropriate meaning for the context.	The student independently locates and uses information from glossaries or dictionaries to understand unfamiliar vocabulary.	Teach how to use alphabetical order and guide words Start with picture dictionaries and simple glossaries Model how to read dictionary definitions and choose appropriate meanings Practice finding words efficiently using alphabetical order Connect dictionary/glossary use to reading comprehension
			3.R.VD.3	Discuss shades of meaning between related words (e.g., big/huge, happy/joyful).	Recognises that related words have different meanings with guidance.	Independently discusses basic differences between related words.	Discusses shades of meaning clearly and can use related words appropriately in different contexts.	The student can independently identify and discuss how related words have similar but different meanings.	Use word scales to show intensity differences (e.g. big, large, huge) Practice with emotion words (e.g. happy, glad, joyful) Use visual supports to show word relationship and differences Model choosing more precise words in speaking and writing

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect word choice to more effective communication
			3.R.VD.4	Use new vocabulary words in speaking and writing tasks.	Uses new vocabulary words in speaking and writing with some support.	Independently uses new vocabulary words appropriately in speaking and writing tasks.	Uses new vocabulary words effectively and can choose appropriate words for different purposes.	The student independently incorporates newly learned vocabulary words correctly and meaningfully in both oral and written communication.	Provide multiple authentic opportunities to use new vocabulary Connect vocabulary use to content area learning and personal experiences Model precise word choice in various contexts Encourage risk-taking with new vocabulary use Celebrate appropriate vocabulary use in natural communication

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Vocabulary Development	Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.	3.R.VD.5	Sort and classify words into more complex categories (e.g., habitats, emotions, materials).	Sorts words into complex categories with guidance and support.	Independently sorts and classifies words into more complex categories.	Sorts words into complex categories accurately and can explain the classification system used.	The student independently organises words into complex categories based on abstract features like function, origin, or conceptual relationships.	Progress from concrete categories to more abstract classifications Use content area vocabulary for meaningful categorisation practice Model thinking about different ways to classify the same words Connect categorisation to understanding relationships between concepts Use graphic organisers to support complex classification tasks
	Understanding Text Structures & Features	Analyse how text features and organisational structures (e.g., beginning–middle–end, cause and effect, problem and solution) help readers understand and make sense of different texts.	3.R.UTSF.1	Classify texts based on structure and features.	Classifies texts with support; may focus on single features rather than overall structure.	Independently classifies texts based on their structure and key features.	Classifies texts accurately and can explain multiple features that support their classification.	The student can independently classify various texts based on their organisational structure and distinguishing features.	Extend from G2 three text types to include more varieties (biography, poetry types, different story genres) Teach students to look for multiple features when classifying Use graphic organisers to compare features across text types Practice with authentic examples from various sources

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect text classification to reading purpose and strategy selection
									Use informational texts with clear paragraph organisation
			3.R.UTSF.2	Explain the function of paragraphs in organising related ideas.	Recognises paragraphs as text sections; may need support understanding their organising function.	Independently explains how paragraphs organise related ideas in texts.	Explains paragraph function clearly and can identify when new paragraphs should begin.	The student can independently explain that paragraphs group related ideas together and help organise information in texts.	Model how each paragraph focuses on one main idea

Practice identifying what holds paragraphs together thematically

Show examples of well-organised vs. poorly organised text

Connect paragraph structure to clearer communication |

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Understanding Text Structures & Features	Analyse how text features and organisational structures (e.g., beginning–middle–end, cause and effect, problem and solution) help readers understand and make sense of different texts.	3.R.UTSF.3	Demonstrate understanding of organisational patterns for relating ideas.	Recognises some organisational patterns with guidance.	Independently demonstrates understanding of basic organisational patterns for relating ideas.	Understands organisational patterns and can explain how they help readers follow ideas.	The student can independently identify and explain basic organisational patterns such as sequence, description, and compare/contrast.	Teach common patterns: sequence (time order), description (listing details), compare/contrast Use graphic organisers that match different organisational patterns Practice with texts that have clear signal words for each pattern Model how organisational patterns help readers understand relationships between ideas Connect patterns to purpose (sequence for procedures, compare/contrast for decision-making)
			3.R.UTSF.4	Recognise simple text patterns in familiar texts.	Recognises some text patterns with support and prompting.	Independently recognises simple text patterns in familiar texts.	Recognises text patterns and can predict what comes next based on the pattern.	The student can independently identify repetitive or predictable patterns within familiar texts.	Use texts with clear, repetitive patterns (cumulative tales, patterned books) Look for repeated phrases, sentence structures, or story elements Practice predicting based on established patterns Connect pattern recognition to improved reading fluency and comprehension

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Use both fiction and nonfiction texts with clear patterns
	Reading Comprehension	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	3.R.RC.1	Answer literal and inferential questions using details from the text.	Answers literal and inferential questions; may need support finding specific text details.	Independently answers questions using appropriate details from the text as support.	Answers questions accurately with strong text evidence and can explain why their evidence supports their answer.	The student can independently answer both literal and inferential questions by citing specific details and evidence from the text.	Teach students to go back to text to find supporting evidence

Model how to locate specific details that support answers

Practice with questions that require synthesising information from multiple text parts

Use grade-level question stems that require text evidence

Connect evidence-based answering to strong reading comprehension |

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Reading Comprehension	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	3.R.RC.2	Summarise the main idea and key points of a text in a few sentences.	Summarises with support; may include too many details or miss key points.	Independently summarises main ideas and key points in a few clear sentences.	Creates clear, concise summaries and can distinguish between main ideas and supporting details.	The student can independently create brief summaries that capture the main idea and most important points without including unnecessary details.	Teach difference between retelling (all details) and summarising (main points) Model how to identify most important information Use graphic organisers to plan summaries before writing Practice with both fiction and nonfiction texts Connect summarising to note-taking and study skills
			3.R.RC.3	Identify cause and effect relationships in texts.	Identifies some cause and effect relationships with support.	Independently identifies cause and effect relationships in various texts.	Identifies cause and effect relationships accurately and can explain the connections clearly.	The student can independently identify what happened (effect) and why it happened (cause) in various types of texts.	Teach signal words for cause and effect (because, so, since, therefore, as a result) Use graphic organisers to show cause-effect relationships Practice with both obvious and subtle cause-effect relationships Model asking "What happened?" and "Why did it happen?"

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									Connect cause-effect understanding to prediction and inference skills
			3.R.RC.4	Make predictions and confirm them using evidence from the text.	Makes predictions and attempts to confirm them; may need support finding appropriate evidence.	Independently makes predictions and confirms or revises them using text evidence.	Makes logical predictions, confirms them with strong evidence, and explains their reasoning clearly.	The student can independently make logical predictions about texts and use specific text evidence to confirm or revise those predictions.	Model the complete prediction cycle: predict, read, confirm/revise Teach students that good readers adjust predictions based on new information Use texts where predictions can be clearly confirmed or refuted Practice finding specific evidence that supports or contradicts predictions Connect prediction skills to active, engaged reading

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Reading Comprehension	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	3.R.RC.5	Support answers with examples or details from the text.	Provides some text support for answers; examples may be vague or inappropriate.	Independently supports answers with appropriate examples or details from the text.	Supports answers with strong, specific examples and can explain how their evidence supports their thinking.	The student consistently supports their answers and ideas with specific, relevant examples and details from the text.	Teach students to ask "How do I know?" after making statements about text Model how to find specific examples that support general statements Practice quoting directly from text vs. paraphrasing Use question formats that require text evidence Connect evidence use to persuasive communication and critical thinking
	Evaluating & Responding to Texts	Support opinions about texts with examples, make predictions based on clues, and relate texts to personal knowledge.	3.R.ERT.1	Share and respond to opinions about a text.	Shares opinions about texts; responses to others' opinions may be basic or need support.	Independently shares opinions and responds thoughtfully to others' opinions about texts.	Shares clear opinions, listens to others' viewpoints, and can build on or respectfully disagree with others' ideas.	The student can independently express their own opinions about texts and respond appropriately to classmates' opinions during discussions.	Teach respectful ways to agree and disagree with others' opinions Model how to listen to others' viewpoints and respond thoughtfully Use discussion protocols that encourage opinion sharing and response Practice with texts that can generate different valid opinions

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect opinion sharing to collaborative learning and critical thinking
			3.R.ERT.2	Make predictions based on titles, pictures, and key phrases and explain why.	Makes predictions using titles, pictures, and key phrases; explanations may be basic.	Independently makes logical predictions and explains their reasoning clearly.	Makes sophisticated predictions using multiple text clues and provides detailed explanations for their thinking.	The student can independently make logical predictions using various text features and clearly explain the reasoning behind their predictions.	Teach students to use multiple sources of information for predictions Model how titles, pictures, and key phrases provide different types of clues Practice explaining prediction reasoning using sentence starters Use pre-reading activities to build prediction skills Connect prediction skills to activating prior knowledge and setting reading purpose

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Reading	Evaluating & Responding to Texts	Support opinions about texts with examples, make predictions based on clues, and relate texts to personal knowledge.	3.R.ERT.3	Connect story events to personal experiences.	Makes connections between story events and personal experiences; connections may be basic.	Independently makes clear connections between story events and personal experiences.	Makes meaningful connections and can explain how personal experiences help them understand story events better.	The student can independently identify and explain connections between story events and their own life experiences.	Model making text-to-self connections during read-alouds Use stories with universal themes and experiences Encourage students to share personal connections during discussions Help students see how personal experiences enhance story understanding Connect personal experiences to character empathy and comprehension
			3.R.ERT.4	Describe characters' motives and actions using details from the text.	Describes characters' motives and actions; may need support finding specific text details.	Independently describes characters' motives and actions using appropriate text details.	Describes characters' motives and actions clearly and can explain how text details support their understanding.	The student can independently explain why characters act as they do and describe their actions using specific evidence from the text.	Teach students to ask "Why did the character do that?" when reading Model finding text clues that reveal character motivations Use characters with clear, understandable motives Practice distinguishing between what characters do and why they do it

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect character analysis to deeper story comprehension
			3.R.ERT.5	Identify the lesson or moral in a story and explain it in a short sentence.	Identifies story lessons or morals with some teacher support.	Independently identifies lessons or morals and explains them clearly in simple sentences.	Identifies lessons accurately and can explain how story events and characters teach the lesson.	The student can independently identify the main lesson or moral in stories and explain it using clear, simple language.	Use stories with clear, age-appropriate lessons and morals Teach students to think about what characters learn or what the story teaches readers Model identifying lessons through character experiences and story outcomes Practice stating lessons in simple, complete sentences Connect story lessons to real-life applications and decision-making

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Reading	Text Types & Purposes	Recognise how key features of different text types relate to their purpose.	3.R.TTP.1	Identify elements of narratives, poems, instructions, and informational texts.	Identifies elements of different text types with some support.	Independently identifies key elements that characterise narratives, poems, instructions, and informational texts.	Identifies text elements accurately and can explain how elements work together within each text type.	The student can independently identify and name the key elements that distinguish narratives, poems, instructions, and informational texts.	Extend from Grade 2 to include instructional texts as a distinct category Teach specific elements for each text type (plot/character for narratives, steps/sequence for instructions, etc.) Use graphic organisers to compare elements across text types Practice with authentic examples of each text type Connect element identification to understanding how different texts are constructed
			3.R.TTP.2	Identify how different texts are organised to match their purpose.	Identifies some organisational patterns; may need support connecting organisation to purpose.	Independently identifies how texts are organised to achieve their purposes.	Identifies text organisation clearly and can explain why certain organisational patterns work best for specific purposes.	The student can independently explain how the organisation of different text types helps them achieve their specific purposes.	Teach how stories use beginning-middle-end, instructions use step-by-step, information texts use topics/subtopics Model analysing text organisation during reading Use texts with clear organisational patterns that match their purposes Practice identifying organisational patterns before reading content

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect text organisation to reading comprehension strategies
			3.R.TTP.3	Demonstate an understanding of procedural text features.	Identifies some procedural text features with support.	Independently demonstrates understanding of procedural text features and their functions.	Understands procedural text features and can explain how they help readers follow instructions successfully.	The student can independently identify and explain the purpose of procedural text features such as numbered steps, materials lists, and diagrams.	Use clear examples of procedural texts (recipes, craft instructions, game rules) Teach specific features: materials lists, numbered steps, sequence words, diagrams Practice following procedures to understand how features support success Model how procedural features differ from other text type features Connect procedural text understanding to real-world instruction following

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Conventions	Apply punctuation and capitalisation rules accurately in writing, including quotation marks, apostrophes for contractions, and commas in complex lists.	3.W.WC.1	Use quotation marks to indicate direct speech.	Uses quotation marks for direct speech with some support; placement may be inconsistent.	Consistently uses quotation marks correctly to indicate direct speech.	Uses quotation marks correctly and can distinguish between direct speech and reporting what someone said.	The student consistently uses quotation marks correctly around the exact words characters or people say in independent writing.	Introduce quotation marks through dialogue in familiar stories Model placing quotation marks around exact spoken words Practice distinguishing between direct quotes and reported speech Use mentor texts with clear dialogue examples Connect quotation mark use to showing exactly what characters say
			3.W.WC.2	Apply apostrophes in common contractions.	Uses apostrophes in some common contractions; may need support with placement or less common contractions.	Consistently applies apostrophes correctly in common contractions.	Uses apostrophes in contractions correctly and can explain what letters the apostrophe replaces.	The student consistently uses apostrophes correctly in common contractions (can't, don't, I'm, it's, we're) in independent writing.	Start with most common contractions before introducing less familiar ones Teach that apostrophes replace missing letters Use word-building activities showing full forms and contractions Practice through editing activities with contraction errors Connect contraction use to informal writing and speech patterns

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			3.W.WC.3	Place commas in complex lists and after introductory words.	Places commas in some complex lists and after obvious introductory words; may need support with subtle cases.	Consistently places commas correctly in complex lists and after introductory words.	Uses commas correctly in various contexts and can explain how commas help organise information.	The student consistently uses commas correctly in complex lists and after introductory words and phrases in independent writing.	Build from Grade 2 simple series to more complex lists with varied items Teach common introductory words (e.g. first, next) Model comma placement through shared writing Practice reading sentences with and without commas to hear differences Connect comma use to organising ideas clearly

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Conventions	Apply punctuation and capitalisation rules accurately in writing, including quotation marks, apostrophes for contractions, and commas in complex lists.	3.W.WC.4	Capitalise proper nouns including titles, geographic names, and holidays.	Capitalises most proper nouns; may need support with titles or less familiar geographic names.	Consistently capitalises proper nouns including titles, geographic names, and holidays.	Capitalises proper nouns correctly and can identify different categories of proper nouns.	The student consistently capitalises titles (Mr., Mrs., Dr.), geographic names (countries, states, cities), and holidays in independent writing.	Extend from Grade 2 basic proper nouns to include titles and geographic terms Create categories of proper nouns for systematic teaching Use familiar examples before introducing less common proper nouns Practice through editing activities and proper noun sorts Connect proper noun capitalisation to showing respect and specificity
			3.W.WC.5	Maintain consistent use of punctuation throughout a paragraph.	Uses punctuation consistently in most sentences; may have occasional inconsistencies within paragraphs.	Consistently maintains appropriate punctuation use throughout paragraphs.	Maintains consistent punctuation and can edit paragraphs to improve punctuation consistency.	The student consistently uses appropriate punctuation throughout paragraphs without mixing punctuation styles or making inconsistent choices.	Teach students to review whole paragraphs for punctuation consistency Model checking punctuation patterns within connected writing Use editing checklists focusing on punctuation consistency Practice with paragraph-length writing before longer pieces

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Connect consistent punctuation to professional, polished writing
	Spelling & Word Use	Use phonics knowledge, spelling patterns, and reference tools to spell grade level words correctly in writing across contexts and content areas.	3.W.SWU.1	Spell grade-level sight words correctly.	Spells most grade-level sight words correctly; may need support with challenging or less frequent words.	Consistently spells grade-level sight words correctly in independent writing.	Spells sight words correctly and can help others learn challenging sight words.	The student consistently spells grade-level sight words correctly across various writing contexts and subjects.	Extend sight word knowledge to include more complex and academic vocabulary

Use systematic study and practice of grade-level word lists

Connect sight word knowledge to reading fluency and writing quality

Provide multiple practice opportunities through games and activities

Track progress through writing samples and periodic assessments |

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Spelling & Word Use	Use phonics knowledge, spelling patterns, and reference tools to spell grade level words correctly in writing across contexts and content areas.	3.W.SWU.2	Apply phonics patterns to spell words.	Applies phonics patterns to spell words with some support.	Independently applies phonics patterns to spell both familiar and unfamiliar words.	Uses phonics patterns effectively and can identify the best pattern to use for different words.	The student independently uses phonics patterns (long vowel patterns, consonant blends, digraphs) to spell words accurately.	Build from Grade 2 basic patterns to more complex phonics patterns Teach systematic phonics patterns with clear examples and practice Use word study activities that emphasise pattern recognition Connect phonics patterns to both reading and spelling success Model how to choose between alternative spelling patterns
			3.W.SWU.3	Apply reference tools (e.g., word wall) to improve spelling accuracy.	Uses reference tools with some guidance to improve spelling accuracy.	Independently uses various reference tools to improve spelling accuracy.	Uses reference tools effectively and can choose the best tool for different spelling needs.	The student independently uses available reference tools (word walls, dictionaries, spelling resources) to check and improve spelling accuracy.	Teach students to use multiple types of reference tools effectively Model choosing appropriate references for different spelling challenges Practice using references during writing and editing activities Connect reference use to independent problem-solving and self-correction

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Encourage students to develop personal spelling strategies using references
			3.W.SWU.4	Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.	Uses some specific words with support; may rely on general vocabulary.	Independently chooses and uses more specific nouns, verbs, and adjectives in writing.	Uses specific vocabulary effectively and can explain how word choice makes writing better.	The student independently selects and uses specific, precise vocabulary to enhance clarity and interest in their writing.	Teach students to replace general words (said, went, good) with more specific alternatives Model word choice during shared writing activities Use word choice activities and vocabulary games Connect precise vocabulary to clearer communication and reader engagement Provide word banks and resources to support vocabulary expansion

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Production	Construct paragraphs with grammatically correct sentences and connected ideas to convey information or personal experiences.	3.W.WPD.1	Write grammatically correct simple and compound sentences using varied subjects and verb forms.	Writes mostly correct simple and compound sentences; may have occasional grammatical errors.	Consistently writes grammatically correct simple and compound sentences using varied subjects and verb forms.	Writes correct sentences with variety and can identify and fix grammatical errors in their writing.	The student consistently writes grammatically correct simple and compound sentences with varied subjects and appropriate verb forms in independent writing.	Build from Grade 2 basic sentence construction to include more complex grammar Teach compound sentence construction with coordinating conjunctions Model using varied subjects (pronouns, proper nouns, compound subjects) Practice different verb forms appropriate for grade level Connect grammatical accuracy to clear, professional writing
			3.W.WPD.2	Join ideas using coordinating conjunctions (e.g., "and," "but," "so") and begin using subordinating conjunctions (e.g., "because," "when").	Joins ideas using coordinating conjunctions; may need support with subordinating conjunctions.	Independently joins ideas using both coordinating and basic subordinating conjunctions.	Uses conjunctions effectively and can choose appropriate conjunctions to show different relationships between ideas.	The student independently uses coordinating and basic subordinating conjunctions to connect ideas and show relationships between thoughts.	Master coordinating conjunctions before introducing subordinating conjunctions Teach how different conjunctions show different relationships (addition, contrast, cause) Model complex sentence construction during shared writing

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
									Practice through sentence combining and expansion activities Connect conjunction use to more sophisticated, connected writing
			3.W.WPD.3	Organise sentences into coherent short paragraphs with a main idea and supporting details.	Organises sentences into paragraphs with some support; main ideas and supporting details may need guidance.	Independently organises sentences into coherent short paragraphs with clear main ideas and supporting details.	Creates well-organised paragraphs and can explain how supporting details relate to the main idea.	The student independently writes short paragraphs with clear main ideas supported by relevant details in logical order.	Teach paragraph structure with clear main idea and supporting details Use graphic organisers to plan paragraph organisation Model paragraph construction through shared writing Practice identifying main ideas and supporting details in mentor texts Connect paragraph organisation to clear communication of ideas

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Production	Construct paragraphs with grammatically correct sentences and connected ideas to convey information or personal experiences.	3.W.WPD.4	Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.	Writes short texts in different forms with guidance; may need support with form-specific features.	Writes short texts in different forms with guidance, showing understanding of basic form requirements.	Writes in different forms effectively and can identify key features that make each form different.	The student can write short texts in various forms (narrative, descriptive, procedural) with appropriate guidance, showing understanding of basic form characteristics.	Introduce one text form at a time with clear examples and models Teach specific features of different text forms Use mentor texts to identify characteristics of different writing forms Practice with familiar topics and experiences Connect different forms to different writing purposes and audiences
	Writing Processes	Use all stages of the writing process to develop well-structured texts for different purposes and audiences.	3.W.WP.1	Choose and use planning tools appropriate to the writing task.	Chooses and uses planning tools with some support; may need help matching tools to tasks.	Independently chooses and uses planning tools appropriate to different writing tasks.	Selects planning tools effectively and can explain why certain tools work better for different types of writing.	The student independently selects and uses appropriate planning tools (graphic organisers, outlines, lists) based on their writing purpose and text type.	Teach various planning tools and their best uses Model choosing appropriate planning tools for different writing tasks Allow students to experiment with different planning methods Connect planning tool choice to writing success and organisation Practice using planning tools before expecting independent selection

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
			3.W.WP.2	Draft and revise paragraphs that include topic sentences and relevant supporting details.	Drafts paragraphs with topic sentences and supporting details; revision may need support.	Independently drafts and revises paragraphs that include clear topic sentences and relevant supporting details.	Creates well-organised paragraphs and can revise to improve organisation and detail relevance.	The student independently writes and revises paragraphs with clear topic sentences and supporting details that relate to the main idea.	Teach paragraph structure with clear topic sentences and supporting details Model drafting and revising paragraphs during shared writing Use graphic organisers to support paragraph organisation Practice identifying and improving weak topic sentences and irrelevant details Connect paragraph structure to clear communication of ideas

GRADE 3: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Processes	Use all stages of the writing process to develop well-structured texts for different purposes and audiences.	3.W.WP.3	Edit writing to improve grammar, punctuation, and spelling with support.	Edits writing for grammar, punctuation, and spelling with support and guidance.	Edits writing to improve grammar, punctuation, and spelling with appropriate support.	Edits effectively with support and can identify and fix some common errors independently.	The student can edit their writing to correct grammar, punctuation, and spelling errors when provided with appropriate support and editing strategies.	Teach systematic editing strategies focusing on specific error types Use editing checklists and reference materials Model editing process through shared writing activities Practice editing skills with both student writing and provided examples Connect editing to producing polished, professional writing

Resources

Resources have been thoughtfully designed to support both teaching and learning. They provide practical tools and strategies that help new and experienced teachers deliver effective lessons, enhance learner engagement, and create fun, interactive classroom environments. Beyond simplifying lesson planning, these resources:

- **Save time** by offering ready-to-use materials aligned with curriculum goals.

- **Build teacher confidence** through clear guidance and structured support.

- **Promote consistency** in teaching approaches across classrooms.

- **Encourage creativity** by offering adaptable materials for differentiated instruction.

Weekly PowerPoint Resource Packs provide teachers with interactive, ready-to-use instructional slides that align directly with each week's theme, learning outcomes and language focus. Each pack serves as the core visual and teaching material for daily lessons, supporting consistent, high-quality delivery across classrooms. The slides include clear weekly overviews, vocabulary and phonics presentations, and structured listening, speaking, reading and writing activities that build sequentially toward language fluency. Embedded progress-check opportunities help teachers monitor understanding and participation in real time. Fully editable and flexible, the PowerPoints allow teachers to differentiate instruction, adapt pacing and personalise activities to meet diverse learner needs while maintaining alignment with the Scope and Sequence. (Further information can be found below).

Progress Checks complement the *Weekly PowerPoint Resource Packs*, providing structured opportunities for teachers to evaluate learners' understanding and skill development. While the PowerPoints facilitate interactive teaching and guided practice, the Progress Checks focus on measuring how effectively students can apply newly learned vocabulary, phonics, grammar, language structures and reading and writing strategies. Each week, teachers are provided with short, purposeful tasks that assess Listening, Speaking, Reading and Writing

skills directly aligned with the Specific Student Learning Outcomes (SSLOs). The Speaking and Writing components include detailed rubrics that support consistent evaluation of accuracy, fluency and expression. The Progress Checks provide teachers with the opportunity to monitor progress, reinforce key concepts and adapt instruction to address individual learner needs, ensuring continuous and meaningful language development.

The **Phonics Guide** provides teachers with a clear and systematic framework for delivering phonics instruction consistently across the academic year. It outlines the weekly teaching focus, instructional strategies, progress checkpoints and intervention guidance aligned with the grade level *Phonics Progression Map*. The guide supports teachers in integrating phonics instruction covering sound-letter correspondence, blending, segmenting, high-frequency words and handwriting.

The Grammar Guide and Posters provide comprehensive support for effective grammar instruction. The *Grammar Guide* offers teachers explicit guidance on what grammar points to teach and how to teach them, supported by a detailed table that outlines the grammar focus for each grade. Within this table, grammar points are labelled as **(A) Applying**, indicating they will be formally assessed or **(D) Developing**, showing areas to be introduced and reinforced. This structure helps teachers prioritise instruction and monitor grammatical progression across grades. Complementing this, the *Grammar Posters* visually reinforce key structures, serving as quick-reference tools that promote recall, independent use and consistent exposure within a print-rich classroom environment. Together, they ensure coherence, clarity, and engagement in grammar learning.


The Literacy and Communication Toolkit provide teachers with comprehensive support for teaching grammar and functional language effectively. It includes videos that demonstrate clear instructional strategies, explaining what each grammar point means, how it is used in

speech and writing, and how it can be taught in class. While the student practice activities are designed for older learners, they offer valuable guidance and inspiration for teachers to adapt or design age-appropriate activities for Cycle 1 classrooms. The toolkit thus serves as both a professional learning resource and a practical guide for confident, effective grammar instruction. (Further information can be found below).

The Competency Guide supports teachers in embedding global competencies including *cultural awareness (with a UAE focus), wellbeing, sustainability* and *digital literacy*, into daily classroom practice. Rather than treating competencies as separate areas of instruction, the guide provides practical strategies and examples for integrating them seamlessly and meaningfully within weekly lessons. It also offers clear guidance on how to observe, monitor and document learners' development of these skills through authentic classroom interactions and tasks.

Flashcards for vocabulary and high-frequency words (HFWs) support visual recognition, oral practice, and spelling reinforcement in whole-class, group, or individual activities.
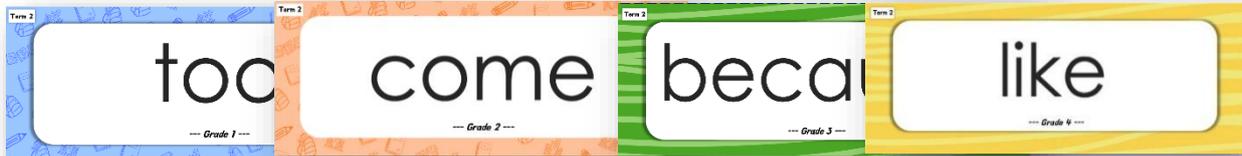
Vocabulary and HFW Word Lists (pull-outs) provide weekly reference materials for learners and teachers. They are differentiated to ensure accessibility: some learners focus on a core subset, while others extend to the full list, making weekly targets challenging but achievable.

Weekly PowerPoint Resource Packs

Cycle 1 Resource Packs support consistent, high-quality delivery of each weekly subtheme. One Resource Pack is provided for every week of the Scope and Sequence in the form of a PowerPoint (PPT).

Each PPT Resource Pack is teacher-friendly, fully editable, and directly aligned to the week's learning intentions, vocabulary, language structures, and developing grammar focus. The Resource Packs serve as the core visual and instructional materials for daily teaching in Cycle 1 classrooms.

Each Weekly PPT Resource Pack includes:

Weekly Overview Slide	A clear summary of the week's learning focus, vocabulary, functional language, high-frequency words, and language structures.
Teacher Guidance Notes	Brief instructional cues and prompts to support lesson delivery, scaffolding, differentiation, and classroom routines.
Vocabulary Presentation	Age-appropriate visuals to introduce new words clearly and systematically, following a structured literacy approach (e.g., look–listen–say–use).
Speaking and Listening Activities	Guided repetition, partner talk, total physical response (TPR), chants, songs, role-play dialogues, and real-world communication prompts.
Reading Activities	Short, level-appropriate reading texts connected to the week's vocabulary and themes, with comprehension discussion questions and meaning-check prompts.
Writing Activities	Supported practice leading toward simple sentence formation, word labelling, sentence frames, and oral-to-written language scaffolding.

Design Principles

- **Age Appropriate & Engaging:** All slides include bright, child-friendly visuals and simple, uncluttered layouts suitable for emerging readers.
- **Structured and Sequential:** Each activity builds toward increasing independence and fluency.

- **Differentiation Through Flexibility:** The PPTs are fully editable, allowing teachers to adapt pacing, examples, challenge level, and classroom language to meet learner needs.
- **Consistent Teacher Experience:** All packs follow the same structure, making planning efficient and predictable for educators across schools.

Purpose and Use in Classroom Instruction

The Weekly PPT Resource Packs are intended to:

- Support explicit instruction and guided practice in each language domain.
- Ensure alignment between planning and daily teaching.
- Provide shared instructional consistency across classrooms and regions.
- Reduce teacher preparation time while maintaining high-quality, learner-centred delivery.

How to Use the Weekly PPT Resource Packs

The Weekly PPT Resource Packs are designed to support you in teaching each week's vocabulary, language structures, and key skills. They provide a visual teaching sequence and a range of classroom activities that you can use directly or adapt to meet the needs of your learners.

1. Start by Reviewing the Weekly Overview

- o Begin each week by reading the first slide, which summarises:
- o Target vocabulary
- o Language structures
- o Skills focus (Listening / Speaking / Reading / Writing)
- o This helps you see how the learning builds across the week.

2. Follow the Suggested Learning Flow

- o Vocabulary Presentation
- o Guided Speaking & Listening Activities
- o Reading and Comprehension Tasks
- o Supported Writing Activities
- o This order reflects a structured literacy approach:
- o Teach → Model → Practise → Use → Extend.
- o You may move through slides at your own pace depending on your learners.

Adapt the PPT to Suit Your Class

- o Adjust the pace. Spend longer on slides where learners need more practice.
- o Simplify reading texts or add picture cues for emerging readers.
- o Extend reading texts or add extra sentences for confident learners.
- o Replace images with visuals that reflect your class or local context.
- o Add sentence stems, word banks, tracing lines, or model examples.
- o Adapt slide content to create supported or extended writing activities.

- o Duplicate slides to provide extra practice or small-group work.
- o Remove or skip slides if your learners are already confident.
- o Turn vocabulary or picture slides into simple games (e.g., Point and Say, Guess the Word).
- o Use the same slide differently for different groups (e.g., repeat / act / make a sentence).
- o Print images or slides to create flashcards, labels, mini-worksheets, or station tasks.
- o Add home language support where appropriate.

Teachers are encouraged to adapt, reorder, and personalise the PPTs to meet the needs of their learners.

Key Message: *The Resource Packs are not scripts - they are flexible teaching tools. Use, adjust, reorder, or expand the activities to meet the needs of your learners, in your classroom, with your teaching style.*

Teacher Guidance Overview

This curriculum includes a Teacher Guidance section for every weekly lesson. The purpose of this section is to support teachers with practical, classroom-ready strategies that strengthen oral language development, vocabulary acquisition, and confidence in speaking and listening.

The Teacher Guidance is not prescriptive. Teachers are encouraged to use their professional judgement, adapt to their learners' needs, and apply their own classroom routines and instructional strengths.

The guidance provides models and examples that can be used directly or adapted, depending on learner readiness and classroom context.

Purpose of Teacher Guidance Components

Each week includes four parts:

1. **Teaching Tips -** *Provides practical advice for how to introduce, model, and practice the vocabulary and language structures for the week.*

- o How to model first, then repeat (explicit oral input before production)
- o How to use gesture, visuals, and real classroom context to make meaning clear
- o How to ensure choral practice before individual speaking, to support confidence
- o How to keep language input consistent so learners internalise sentence patterns
- o Teaching Tips guide how to teach, not what to teach.

2. **Stretch -** *Offers extension ideas for learners who are ready for a higher level of challenge. These tasks are optional, short, and oral-based, and may include:*

- o Adding one descriptive word

- o Extending a sentence using previously learned language
- o Asking and answering simple questions in pairs
- o Combining two known structures in one spoken sentence
- o Stretch activities do not introduce new grammar.
- o They simply allow confident learners to expand within familiar structures.

3. **Support-** *The Support section provides strategies for learners who may need extra scaffolding, including:*

- o Word recognition and matching before sentence production
- o Picture or gesture cues to reduce memory demand
- o Repeating full sentences chorally before speaking individually
- o Using sentence starters or speaking frames on the board
- o These supports ensure that all learners can participate successfully and feel confident speaking English, regardless of starting level.

4. **Additional Notes-** *Additional Notes offer clarifications, reminders, and considerations that help teachers make instructional decisions. They may include:*

- o Notes on sensitive topics (e.g., family structures, cultural differences)
- o Clarification of when and how to introduce contractions (spoken vs written)
- o Guidance on avoiding grammar explanation, and instead modelling accurate language repeatedly
- o Tone and phrasing suggestions to maintain a warm and encouraging classroom environment

Important: *Additional Notes are not teaching instructions. They support teacher decision-making and classroom tone.*

Progress Checks

Overview

Progress Checks complement the Weekly PowerPoint Resource Packs, providing structured opportunities for teachers to evaluate learners' understanding and application of skills across Listening, Speaking, Reading and Writing. Aligned directly with the Specific Student Learning Outcomes (SSLOs), they ensure consistency between teaching, practice and assessment. These checks are designed as ongoing checkpoints, enabling teachers to identify strengths, areas requiring additional support and opportunities for differentiation.

Purpose and Use in Classroom Instruction

Progress Checks allow teachers to observe how students apply new vocabulary, language

structures, phonics and grammar in interactive, authentic contexts. They link directly to the weekly lessons, helping teachers:

- ✓ Monitor skill development across Listening, Speaking, Reading and Writing.
- ✓ Identify learners who need additional scaffolding or targeted support.
- ✓ Adjust instruction, pacing and grouping strategies to ensure effective progression for all learners.
- ✓ Reinforce and consolidate the week's teaching through guided practice and structured observation.

Components of the Progress Checks

1. *Listening Tasks*

- Learners listen to the teacher, peers or read-aloud prompts.
- Tasks are interactive, encouraging comprehension through questions, repetition and partner discussion.
- Teachers can create scripts or prompts tailored to their class, guided by the suggested activities.

2. *Speaking Tasks*

- Oral tasks encourage interactive participation such as role-plays, dialogues or question-answer activities.
- Rubrics provide guidance on assessing clarity, volume, expression, fluency and use of grammar and vocabulary.
- Teachers can model and scaffold responses, adapting tasks for individual or group practice.

3. *Reading Tasks*

- Short, level-appropriate texts feature the week's vocabulary and language structures.
- Comprehension questions and meaning-check prompts assess understanding and application.

- Supports recognition of high-frequency words, sentence patterns and phonics in context.

4. *Writing Tasks*

- Structured activities include sentence completion, word labelling and guided sentence or paragraph writing.
- Rubrics provide clear criteria for grammar, vocabulary, spelling, punctuation and sentence structure.
- Encourages independent writing while reinforcing weekly language targets.

Design Principles

Aligned and Systematic: Every task is linked to the SSLOs, ensuring assessment is directly connected to instruction.

Interactive and Adaptive: Listening and speaking tasks promote engagement and participation, while rubrics guide teachers in creating prompts and scripts.

Differentiation: Tasks can be adapted to meet varying learner levels, with scaffolds for emerging learners and extension opportunities for advanced learners.

Practical and Efficient: Designed for easy integration into lessons or small-group activities, minimising preparation time while maximising insight into learner progress.

How to Use Progress Checks

1. *Integrate with Weekly Lessons*

- Use after completing the corresponding PowerPoint lesson to reinforce and evaluate learning.
- Begin by reviewing the SSLOs to clarify expectations.

2. *Observe and Record*

- Use rubrics to monitor responses and behaviours, noting levels of mastery.
- Take notes to inform differentiation and planning for individual learners.

3. *Provide Feedback and Support*

- Give constructive, immediate feedback to reinforce accurate use of vocabulary, phonics and grammar.
- Use suggested tasks to scaffold or extend learning based on observed performance.

4. *Inform Instruction*

- Analyse outcomes to identify concepts needing reteaching, reinforcement or enrichment.
- Adjust pacing and grouping strategies to ensure all learners continue to progress.