

Language

Reading

Year 3

IB Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

IB Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.

First Steps Early Phase

Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on reading exactly what is on the page, using sounding out as a primary word-identification strategy.

Conceptual Understandings IB2

The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words/ideas enable member of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our mind.

Conceptual Understandings IB3

Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organisation of written language influences and conveys meaning.

Learning outcomes

Use of Text

Read and demonstrate comprehension of texts by: recalling key information explicit in a text.

Read and demonstrate comprehension of texts by: identifying main ideas explicit in simple texts

Read and demonstrate comprehension of texts by: selecting events to retell a text, sometimes including unnecessary events or information

Read and demonstrate comprehension of texts by: linking explicit ideas in a text, e.g. comparing a character at different points in a story

Locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page

Recognise a range of different text types, e.g. letters, poetry, plays, stories, novels, reports, articles

Read texts at an age appropriate level with understanding

Contextual Understanding

Express and justify personal responses to texts, e.g. "I didn't like ... because..."

Recognise how characters, people and events are represented and offer suggestions for alternatives

Discuss the author's and illustrator's purpose in creating a text

Conventions

Explain how a small range of text forms vary by stating: purpose, e.g. to instruct

Explain how a small range of text forms vary by stating: some elements of organization, e.g. procedures have headings

Explain how a small range of text forms vary by stating: some elements of structure, e.g. procedures list materials and steps

Recognise a bank of frequently used words in different contexts, e.g. high frequency and high interest words

Processes and Strategies

Determine unknown words by using a range of word-identification strategies, e.g. chunking, re-reading

Draw upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text structure knowledge

Use a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate

Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses

Reflect regularly on reading and set future goals

Possible Report Comments

Use of Text

Locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page

Read texts at an age appropriate level with understanding

Contextual Understanding

Express and justify personal responses to texts, e.g. "I didn't like ... because..."

Discuss the author's and illustrator's purpose in creating a text

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Recognise a bank of frequently used words in different contexts, e.g. high frequency and high interest words

Processes and Strategies

Determine unknown words by using a range of word-identification strategies, e.g. chunking, re-reading

Use a range of knowledge and strategies to comprehend, e.g. sight vocabulary, text structure, self-questioning, adjusting reading rate

Writing

Year 3

IB Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

First Steps Early Phase

Early writers produce a range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.

Conceptual Understandings IB2

People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.

Conceptual Understandings IB3

We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

Learning outcomes

Use of Text

Write a small range of familiar texts, either teacher-directed or self-selected

Find information in texts and record it through drawing or writing key words

innovate on familiar sentences and text patterns

Organise ideas in a logical sequence, e.g. write simple narratives with a beginning, middle and end

Contextual Understanding

Explain the purpose of a small range of familiar text forms, e.g. advertisements are to persuade, jokes are to entertain

Imitate the use of simple devices used in texts, e.g. print size, colour

Discuss alternatives about how to represent characters or people, events and ideas in familiar texts

Conventions

Apply their expanding knowledge of graphemes to write words correctly

Spell and use a bank of known words correctly, e.g. spelling patterns, high-frequency words, high-interest words

Experiment with words drawn from a variety of sources, e.g. literature, media, oral language of peers

Form letters/characters conventionally and legibly

Use capital letters, full stops, question marks and exclamation marks correctly

Use simple and compound sentences, varying their beginnings and length

Processes and Strategies

Talk or draw as a means of planning before writing

Use a small range of strategies throughout the writing process, e.g. self-questioning

Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. text organisation, word order

Use a small range of strategies to spell unknown words

Use a dictionary and word banks to self-correct spelling errors and to extend their use of language

Begin to proofread and edit own writing when directed, e.g. deleting words, adding punctuation

Participate in writing conferences and note new learning goals

Publish written work in handwritten form or in digital format

Possible Report Comments

Use of Text

Write a small range of familiar texts, e.g. Narrative, Recount, Instructions

Record information by drawing or writing key words

Organise ideas in a logical sequence, e.g. write simple narratives with an orientation, problem and resolution

Contextual Understanding

Explain the purpose of a small range of familiar text forms, e.g. advertisements are to persuade

Conventions

Use spelling patterns to spell words

Use a bank of known words correctly, e.g. high frequency and high interest words

Form letters conventionally and legibly

Use capital letters, full stops, question marks and exclamation marks correctly

Use simple and compound sentences, varying their beginnings and length

Processes and Strategies

Use a small range of strategies throughout the writing process, e.g. self-questioning

Use a dictionary, and word banks to self-correct spelling errors and extend their vocabulary

Begin to proofread and edit own writing, e.g. deleting words, adding punctuation

Publish written work, handwritten or digital format

Additional documentation to support learning of Spelling

Year 3

Morphology

Recognise and understand the morphemes in compound words where the pronunciation of the base words changes, e.g. breakfast, forehead, cupboard

Recognise and understand the morphemes in common contracted words, e.g. didn't, doesn't

Recognise and know how to use inflectional morphemes that mark the comparative with 'er' and 'est' and which change the spelling of the base word, e.g. funny – funnier, funniest

Recognise and know how to use commonly used derivational prefixes with less obvious meanings e.g. micro – microscope, octo – octopus, dis – disagree

Recognise and know how to use derivational suffixes with less obvious meanings but which are commonly used, e.g. wood-en, child-ish

Recognise and understand homophones where the morphemes in the words explain the spelling differences, e.g. aloud – allowed(allow-ed), it's (it is)

Phonology graphology

Recognise and use onset and phonically irregular rime patterns to spell words with the same rime pattern, e.g. l-ight, m-ight

Recognise and use the consonant trigraphs, e.g. tch

Recognise and use the vowel/ consonant trigraph 'igh' understanding when it is preceded by a consonant it makes a long 'i' sound, e.g. might, light; when it is preceded by a vowel, it makes a long 'a' sound, e.g. eight, straight

Recognise and use the consonant digraph blends, e.g. thr, shr

Recognise and use less transparent graphemes with etymological explanation, e.g. sch-ool, ph-one

Recognise and use common silent letters at the beginning of words with an etymological explanation, e.g. know, knee

Orthography

Recognise and use capital letters to signal acronyms, e.g. UK

Understand when to drop the 'e' from the base word when adding a suffix that begins with a vowel, e.g. care – caring; care – careful

Understand how to add suffixes to words ending in 'y'

If the word ends with a 'consonant y' pattern – change the y to i before adding the suffix, e.g. fry – fried

If the suffix begins with 'i', don't change the base word, e.g. fry – frying

If the word ends with a 'vowel y' pattern – do not changing the y before adding a suffix, e.g. monkey – monkeys, monkeying

Etymology

Recognise and use words that come from other languages in words they read in books e.g. robot (Czech), and use in other curriculum areas, e.g. octa-gon (Greek)

Understand why words are not spelled the way they sound because of the history of English – focus on the Norman invasions and the growth of the English vocabulary. The difference between Old English words and French origin words, e.g. pig – pork

Understand that some letter pattern in English are explained by their etymology, e.g. ph – phone (Greek grapheme), cy – cyle (Greek grapheme)

Recognise words can come from people's names or places (eponyms), e.g. panic, biro

Recognise words can represent sounds (onomatopoeia), e.g. splash, shriek

Recognise words can be made by combining parts of other words (portmanteaus) e.g. motel

Recognise words can be made from abbreviations and acronyms, e.g. ANZAC, pants (pantaloons)

Visual

Use visual memory to check phonically irregular words

Listening and Speaking

Year 3

IB Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

First Step Exploratory Phase

In this phase, students use Standard English effectively within familiar contexts. They communicate appropriately in both structured and unstructured situations. They explore ways of using language for different speaking and listening purposes.

Conceptual Understandings IB3

Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication- it has its own set of rules.

Learning outcomes

Use of Text

Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing detail

Express thoughts, ideas and opinions and discuss them, respecting contributions from others

Use language to explain, inquire and compare

Follow multi-step directions

Contextual Understanding

Hear and appreciate differences between languages

Understand and use specific vocabulary to suit different purposes

Begin to understand that language use is influenced by its purpose and audience

Try different ways of adjusting speaking and listening, e.g. tone and pace

Conventions

Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatisation of familiar stories and poems

Recognise patterns in language and use increasingly accurate grammar

Experiment with different speaking and listening behaviours, e.g. proximity, eye contact, volume

Processes and Strategies

Pick out main events and relevant points in oral texts

Experiment with a small range of processes and strategies when listening e.g. draws pictures

Possible Report Comments

Use of Text

Listen to a variety of oral presentations and respond with confidence and detail

Contextual Understanding

Use specific vocabulary to suit different purposes

Conventions

Participate in a variety of dramatic activities, e.g. role play, puppet theatre and dramatization of familiar stories

Processes and Strategies

Identify main events and relevant points in oral texts

Viewing and Presenting

Year 3

IB Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognise that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

First Step Exploratory Phase

Students integrate a variety of strategies for interpreting visual texts. They typically recognise and understand links between the content and purpose and the form of visual texts. Students identify the ways in which the codes and conventions of visual text create meaning. They identify and interpret simple symbolic representation and stereotypes.

Conceptual Understandings IB2

People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.

Conceptual Understandings IB3

Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.

Learning outcomes

Use of Text

Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve

Realise that text and illustrations in reference materials work together to convey information and explain how this enhances understanding

Make meaning from a range of multi-modal texts by integrating knowledge of the semiotic systems, e.g. linguistic, gestural, audio

Use knowledge of the way images are constructed to discuss the interpretation of a text, e.g. camera shots, demands, offers, vectors and image framing

Discuss interpretations of visual texts with attention to main ideas and supporting details, e.g. in informational texts - the key events; in narratives - the main characters and setting

Contextual Understanding

Discuss personal experiences that connect with visual images

Discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently

Identify target audience for a range of visual texts e.g. children, teenagers, adults

Realise that visual information reflects and contributes to the understanding of context

View a range of visual language formats and discuss their effectiveness, e.g. film/video, posters, drama

Realise that effects have been selected and arranged to achieve a certain impact, e.g. the way in which colour, lighting, music, and movement work together in a performance

Observe and discuss familiar and unfamiliar visual messages and make judgments about effectiveness

Recognise the different ways in which events, main characters and setting are presented to enhance the impact on viewers

Conventions

Use actions and body language to reinforce and add meaning to oral presentations

View visual information and show understanding by asking relevant questions and discussing possible meaning

Use appropriate terminology to discuss visual texts, e.g. logos, font, foreground, background, impact

Recognise and name familiar visual texts, e.g. advertising, logos, labels, signs, ICT iconography

Processes and Strategies

View visual information and show understanding by asking relevant questions and discussing possible meaning

Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles

Begin to adjust viewing strategies for different purposes, e.g. scan information books for selected topics; look for keys or symbols when viewing a diagram; access relevant information, e.g. use a search engine

Begin to self-monitor own viewing to maintain continuity of understanding

Decide how own multimodal text will be planned

Draw inferences from directly stated information, images and supporting action

Draw upon a small knowledge base from the semiotic systems when producing multimodal texts, e.g. linguistic and visual

Possible Report Comments

Use of Text

Explain how text and illustrations in reference materials work together

Contextual Understanding

Identify the intended audience and purpose of a visual presentation

Conventions

Use appropriate terminology to discuss visual texts, e.g. logo, font, foreground

Processes and Strategies

Use a small range of visual techniques to present work, e.g. show understanding of the meaning of some colours, shapes and symbols