

ENGLISH SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	3	ENGLISH ACTIVITIES	1	2021

Week	Lesson	Strand/Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening and Speaking	Attentive Listening	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Listen attentively during a conversation as they talk about the happenings in the picture.</p> <p>c) Pronounce the sounds /bl/ and /br/ correctly.</p> <p>d) Recognise new words used in the theme (s) to acquire a range of vocabulary.</p>	<p>1. Why do you look at someone's face as they speak?</p> <p>2. How do you pronounce the sounds /bl/ and /br/</p>	<p>1. Learners are helped to practice correct sitting posture in groups and pairs</p> <p>2. Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs.</p> <p>3. Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play.</p> <p>4. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</p>	<p>Pictures, photos, audio visual illustrations of attentive listening.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 2-3</p>	<p>Observe learners posture, facial expressions and gestures as they tell and listen to stories.</p> <p>Portfolio.</p>	
	2	Listening and Speaking	Language Structures and Functions. Subject-verb agreement	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Construct sentences about daily activities using</p>	<p>1. What is Sarah holding?</p>	<p>1. Learners observe pictures showing singular and plural subjects and construct correct oral sentences.</p> <p>2. Learners construct sentences on actions that have been demonstrated by</p>	<p>Realia, pictures and photos, audio visual clips with sentence constructions subject –verb agreement.</p>	<p>Oral questions, Portfolio, Observation</p>	

			Time	subject-verb agreement correctly. b) Recognise the correct use of subject-verb agreement to form appropriate sentences.		classmates in pairs/small groups.	New Progressive Primary English Learners Book/Grade 3 pg. 3		
	3	Reading	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read a text of about 200 words transitioning from phrasal to fluent reading, b) Read at 90 words per minute accurately and fluently with expression, c) Enjoy reading a variety of texts that are appropriate for the grade level.	1) What do you love reading? 2) Which books do you enjoy reading?	1. Learners are guided to read in small groups and pairs. 2. Learners read short passages, narratives or short poems aloud as modelled by the teacher.	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 4-5	Oral questions, Portfolio, Observation	
2	1	Writing	Pre-Writing	By the end of the sub strand, the learner should be able to: a) Demonstrate appropriate posture in preparation for	1) How do you sit when writing? 2) How do you place your books. 3) Which materials do you	1. Learners demonstrate appropriate sitting position in small groups and in pairs. 2. Learners are guided to sit appropriately, in preparation for writing.	Realia, charts, pictures/ photographs and models of good sitting postures in readiness for	Oral questions, Portfolio, Observation.	

				<p>writing with ease, b) Exhibit appropriate eye hand coordination in preparation for writing. c) Appreciate the importance of positioning writing materials appropriately while writing.</p>	use for writing?	3. Copy the words given correctly.	<p>writing. New Progressive Primary English Learners Book/Grade 3 pg. 5</p>		
	2	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to: a) Recognise new words used in the theme (s) to acquire a range of vocabulary. b) Pronounce the sounds /ch/ /cl/ related to the theme correctly for effective communication.</p>		<p>1. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. 2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. 3. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p>	<p>Picture and word cards with the consonant blends, word wheels and computing devices that are available New Progressive Primary English Learners Book/Grade 3 pg. 6-7</p>	Oral questions, Portfolio, Observation.	
	3	Listening and Speaking	Language Structures and Functions	<p>By the end of the sub strand, the learner should be able to:</p>	<p>1. What are the girls holding? 2. What have they</p>	<p>1. Learners construct sentences using singular and plural subjects for things at home and around</p>	<p>Realia, pictures and photos, audio visual clips with</p>	Oral questions, Portfolio, Observation	

			Subject-verb agreement Time.	<p>a) Construct sentences about daily activities using subject-verb agreement correctly.</p> <p>b) Recognise the correct use of subject-verb agreement to form appropriate sentences.</p> <p>d) Appreciate the importance of subject verb agreement in achieving effective communication.</p>	done?	<p>their environment like animals and utensils.</p> <p>2. Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on the theme ‘time’ or questions about time.</p>	<p>sentence constructions subject –verb agreement.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 7</p>		
3	1	Reading	Comprehension	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Make predictions based on the pictures and the title of the story ‘Who is there?’ and anticipate possible outcomes.</p> <p>b) Appreciate the importance of connecting personal experiences with what happens in the story.</p>	1. What do you think will happen in this story?	<p>1. Learners talk about the picture/title before they read Who is there? and make predictions.</p> <p>2. Learner answer questions after reading a text by getting clues from the story read.</p> <p>3. Read and retell a poem to enhance oral communication.</p>	<p>Newspaper cuttings of simple stories, audio-visual narrations, picture books.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 8-10</p>	Oral questions, Portfolio, Observation.	

	2	Writing	Handwriting	By the end of the sub strand, the learner should be able to: a) Form letters correctly in terms of shape and size for effective communication. b) Write from left to right to communicate effectively.		1. Learners copy sentences. 2. Learners practice correct letter formation from models in on the board, chart, pattern books. 3. Learners draw and label objects. 4. Learners practise writing letters and words from left to right.	Realia, charts, pictures/ photographs and illustrations of writing. New Progressive Primary English Learners Book/Grade 3 pg. 11	Oral questions, Portfolio, Observation	
	3	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: 1) Pronounce the Sounds /dr/ /fl/ related to the theme correctly for effective Communication.	How are these words pronounced? Dress, flag.	1. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. 2. Learners recite rhymes, sing songs, individually, in pairs or groups using the vocabulary related to the theme.	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 12-13	Oral questions, Portfolio, Observation	
4	1	Listening and Speaking	Language Structures and Functions. Subject-verb	By the end of the sub strand, the learner should be able to: a) Construct sentences about daily activities	1. What have they done?	1. Learners observe pictures showing singular and plural subjects and construct correct oral sentences. 2. Learners construct sentences on actions that	Realia, pictures and photos, audio visual clips with sentence constructions subject –verb	Oral questions, Portfolio, Observation	

			agreement Time Have, Has	using subject-verb agreement correctly. b) Appreciate the importance of subject verb agreement in achieving effective communication.		have been demonstrated by classmates in pairs/small groups. 3. Learners construct sentences using singular and plural subjects for things at home and around their environment like animals and utensils	agreement. New Progressive Primary English Learners Book/Grade 3 pg. 13		
	2	Reading	Connected text and fluency.	By the end of the sub strand, the learner should be able to: a) Read a text of about 200 words transitioning from phrasal to fluent reading, b) Read at 90 words per minute accurately and fluently with expression, c) Enjoy reading a variety of texts that are appropriate for the grade level.	1. Which books do you enjoy reading? 2. When should we lower or raise our voice when reading?	1. Learners are guided to read in small groups and pairs. 2. Learners read the story 'A funny story' and dialogues as they pay attention to punctuation marks and vary their voices in terms of pace, pitch and volume. 3. Learners play a reading game to see who completes reading a certain text first.	Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg.14-15	Oral questions, Portfolio, Observation	
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a picture prompt for	1. How do you get to your home from school?	1. Learners observe and respond to picture prompts appropriately. 2. Learners write a three word sentence using the prompts.	Realia, charts, pictures/ photographs that prompt learners to write. New	Oral questions, Portfolio, Observation	

				effective communication. b) Appreciate the importance of writing correct words to express meaning.			Progressive Primary English Learners Book/Grade 3 pg. 15		
5	1	Listening and Speaking.	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts. b) Pronounce the consonant blends /fr/ /gl/ correctly.	1. How do you use these words in sentences? Fruits, Gloves	1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. 2. In pairs and in groups, learners play language games, use tongue twisters, and songs to practice vocabulary. 3. Learners interact with audio material to listen to the correct pronunciation of the vocabulary.	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 16-17	Oral questions, Portfolio, Observation	
	2	Listening and Speaking	Language Structures and Functions. Subject-verb agreement Time	By the end of the sub strand, the learner should be able to: a) Recognise the correct use of subject-verb agreement to form appropriate sentences. d) Appreciate the importance of	1. What have they done?	1. Learners construct sentences on actions that have been demonstrated by classmates in pairs/small groups. 2. Learners construct sentences using singular and plural subjects for things at home and around their environment like animals and utensils.	Realia, pictures and photos, audio visual clips with sentence constructions subject –verb agreement. New Progressive Primary English	Oral questions, Portfolio, Observation	

				subject verb agreement in achieving effective communication			Learners Book/Grade 3 pg. 17-18		
	3	Reading	Word Reading	By the end of the sub strand, the learner should be able to: 1) Read more and longer words without letter-sound correspondence for effective communication. 2) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text, 3) Enjoy reading grade level vocabulary for effective reading.	1. How many words can you make from a longer word? 2. How do you read words you have not seen before?	1. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. 2. Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.	Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts New Progressive Primary English Learners Book/Grade 3 pg. 18-19	Oral questions, Portfolio, Observation	
6	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a picture prompt for effective communication.	1. What are the children doing?	1. Learners observe and respond to picture prompts appropriately. 2. Learners are guided in filling in the gaps correctly and meaningfully. 3. In groups and pairs, learners match pictures with words.	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary	Oral questions, Portfolio, Observation.	

				<p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p> <p>c) Appreciate the importance of writing correct words to express meaning.</p>			English Learners Book/Grade 3 pg. 20-21		
	2	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognize new words used in the theme (s) to acquire a range of vocabulary.</p> <p>b) Pronounce the sound consonants /pl/ and /cr/ correctly.</p> <p>c) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.</p>	1. How are these words spelt? crown	<p>1. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>2. Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</p>	Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 22-23	Oral questions, Portfolio, Observation.	
	3	Listening and Speaking	Language structures and	By the end of the sub strand, the learner	1. Who has picked my pen?	1. Learners engage in question and answer dialogues using	Flash cards with indefinite pronouns, word	Oral questions, Portfolio, Observation.	

			<p>functions Indefinite pronouns: Nobody</p>	<p>should be able to: a) Use indefinite pronouns to talk about daily activities at home and at school. b) Enjoy using indefinite pronouns in their day to day communication.</p>		<p>indefinite pronouns. 2. Learners participate in language games involving the use of the indefinite pronouns.</p>	<p>wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 23</p>		
7	1	Reading	Connected text and fluency.	<p>By the end of the sub strand, the learner should be able to: a) Read the story ‘cleaning day’ of about 200 words transitioning from phrasal to fluent reading. b) Read more and longer grade level vocabulary without letter sound correspondence in the text Cleaning day.</p>	<p>1. When should we lower or raise our voice when reading? 2) What should we remember to do when reading?</p>	<p>1. Learners play a reading game to see who completes reading ‘cleaning day’ text first. 2. Learners read ‘Cleaning day’ and dialogues as they pay attention to punctuation marks and vary their voices I terms of pace, pitch and volume.</p>	<p>Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 24-25</p>	<p>Oral questions, Portfolio, Observation.</p>	
	2	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to: write words from a picture prompt for</p>	<p>1. Who was at the river at night?</p>	<p>1. Learners observe and respond to picture prompts appropriately. 2. Learners write a three word sentence using the prompts.</p>	<p>Realia, charts, pictures/ photographs that prompt learners to write.</p>	<p>Oral questions, Portfolio, Observation</p>	

				<p>effective communication,</p> <p>b) Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>c) Appreciate the importance of writing correct words to express meaning.</p>		<p>3. Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>4. In groups and pairs, learners match pictures with words.</p>	<p>New Progressive Primary English Learners Book/Grade 3 pg. 25</p>		
	3	Listening and Speaking.	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Pronounce the sounds /st/ and /sn/ correctly.</p> <p>b) Pronounce words with the sounds /st/ and /sn/ correctly.</p> <p>c) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.</p>	<p>1. What other words have the same meaning as these words?</p>	<p>1. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p>3. In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary.</p>	8	<p>Oral questions, Portfolio, Observation</p>	
8	1	Listening and Speaking	Language Structures	<p>By the end of the sub strand, the</p>	<p>1. Who can drink water?</p>	<p>1. Learners are guided to practise oral sentences</p>	<p>Flash cards with indefinite</p>	<p>Oral questions, Portfolio,</p>	

			and Functions Indefinite pronouns: Anybody Somebody.	learner should be able to: a) Identify indefinite pronouns in communication about home and school. b) Enjoy using indefinite pronouns in their day to day communication.		using indefinite pronouns in pairs and in groups. 2. Learners listen to a story, poem or conversation read by the teacher or from computing devices and responds to questions based on indefinite pronouns.	pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns. New Progressive Primary English Learners Book/Grade 3 pg. 27-28	Observation.	
	2	Reading	Word Reading	By the end of the sub strand, the learner should be able to: a) Read more and longer words without letter-sound correspondence for effective communication. b) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text.	1) What are some of the new words that you know? 2) Why do you enjoy reading some words?	1. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. 2. Learners play word puzzle game by finding as they pronounce them.	Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts. New Progressive Primary English Learners Book/Grade 3 pg. 29-30	Oral questions, Portfolio, Observation.	
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to:	1. What items are found at home?	1. Learners observe and respond to picture prompts appropriately. 2. Learners write a three	Realia, charts, pictures/ photographs that prompt	Oral questions, Portfolio, Observation.	

				<p>a) Write words from a picture prompt for Effective communication,</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p> <p>c) Appreciate the importance of writing correct words to express meaning.</p>		<p>word sentence using the prompts.</p> <p>3. Learners are guided in filling in the gaps correctly and meaningfully.</p> <p>4. In groups and pairs, learners</p>	<p>learners to write.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 31</p>		
9	1	Listening and Speaking.	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise new words used in the theme to acquire a range of vocabulary.</p> <p>b) Pronounce the vocabulary with the consonant sounds /wr/ /pr/ related to the theme correctly for effective communication.</p>	<p>1. How are these words pronounced? Pray, wrist.</p>	<p>1. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</p> <p>3. In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary.</p>	<p>Picture and word cards with the consonant blends, word wheels and computing devices that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 32-33</p>	<p>Oral questions, Portfolio, Observation.</p>	
	2	Listening and Speaking	Language structures	<p>By the end of the sub strand, the</p>	<p>a) What are the plural forms of</p>	<p>1. In small groups learners form plurals of specific</p>	<p>Pictures, photos, realia,</p>	<p>Oral questions, Portfolio,</p>	

		Environment	and functions Singular and plurals of irregular nouns e.g. Tooth – Teeth	learner should be able to: a) Use plural forms of irregular nouns to talk about things and people at home and in school for effective communication. b) Identify singular and plural forms of irregular nouns for effective oral communication.	these nouns?	words taking the singular and plural forms of irregular nouns. 2. Learners recite poems containing the singular and plural forms of irregular nouns.	computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 33-34	Observation.	
	3	Reading	Comprehension	By the end of the sub strand, the learner should be able to: a) Make predictions based on the pictures and titles and anticipate possible outcomes. b) Read and retell a story, poem or conversation to enhance oral communication. c) Answer simple direct and indirect questions based on the text ‘Komu and his axe.’	1) What do you think will happen in this story?	1. Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practice reading a short text and retell a story, poem or conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg.34-35	Oral questions, Portfolio, Observation.	
10	1	Writing	Spelling	By the end of the	1. How do we	1. Learners confirm the	Charts, posters,	Oral questions,	

				<p>sub strand, the learner should be able to:</p> <p>a) Spell and write words correctly that they can see in the environment for effective communication.</p> <p>b) Appreciate the importance of writing words clearly, legibly and correctly for different purposes.</p>	<p>spell the name of this picture/object?</p>	<p>spelling from the dictionary.</p> <p>2. Learners discuss things in the environment.</p>	<p>multimedia word lists, flash cards</p> <p>New Progressive Primary English Learners Book/Grade 3 pg.35</p>	<p>Portfolio, Observation.</p>	
	2	Listening and Speaking	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Pronounce the consonant sounds /sm/ and /st/ correctly.</p> <p>b) Pronounce words with the consonant sounds /sm/ and /st/ correctly.</p> <p>c) Pronounce the vocabulary related to the theme correctly for effective communication.</p>		<p>1. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</p> <p>2. Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>3. Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups.</p>	<p>Picture and word cards with the consonant blends, word wheels and computing devices that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 36-37</p>	<p>Oral questions, Portfolio, Observation.</p>	

	3	Listening and Speaking Environment	Language structures and functions Singular and plurals of irregular nouns e.g. One man – Many men	By the end of the sub strand, the learner should be able to: a) Distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school. b) Enjoy games involving the singular and plural forms of irregular nouns.	1. What is the plural forms of man?	1. Learners are guided to construct sentences based on pictures the singular and plural forms of irregular nouns. 2. Learners listen to a story, poem or conversation read by the teacher or from computing devices and respond to questions based on singular and plural forms of irregular nouns.	Pictures, photos, realia, computers, flash cards New Progressive Primary English Learners Book/Grade 3 pg. 37-38	Oral questions, Portfolio, Observation.	
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