



GRADE 3 ENGLISH SCHEME OF WORK TERM THREE

NAME	
TSC NO.	
SCHOOL	

ENGLISH ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3

School	Grade	Learning Area	Term	Year
	3	English Activities	3	

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	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Pronounce words with the consonant blends /gh/ /rm/ correctly and accurately. b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to the theme correctly for effective communication.	1. How do you pronounce the word a) Lamp?	1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. 2. Learners pronounce words with the consonant blends /nth/ and /nd/	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. 116-117	Oral questions, portfolio, observation	
	2	Listening and Speaking The Festival	Language structure and functions Describing words- size, shape, colour	By the end of the sub strand, the learner should be able to: a) Use adjectives ‘how many’ and ‘what shape’ to describe people, things and actions in a festival.	1) What things can you see outside? 2) What colours are they?	1. Learners group objects in terms of size, colour, shape and numbers. 2. Learner describes objects in the classroom using size, colour and	Realia, computers, pictures, photos, flash cards New Progressive	Oral questions, portfolio, observation	

				b) Appreciate the use of colour, size, shape and number to describe nouns		numbers. 3. Learners colour different shapes of objects and describe them appropriately, first in pairs then individually.	Primary English Learners Book/Grade 3 pg. 117-118		
	3	Reading	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /rm/ /gh/ in preparation to reading. b) Read and retell the story 'The music festival' to enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words.	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'The music festival' and retell the story, conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 118-120	Oral questions, portfolio, observation	
2	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a prompt to demonstrate mastery	How do you use lights at home?	1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing	Charts, pictures and photographs New Progressive Primary	Oral questions, portfolio, observation	

				of vocabulary/complete sentences, b) recognise the correct form and meaning of the words to be used in filling in gaps, c) re-arrange words to make short phrases and sentences,		the final piece 2. Learners filling in gaps correctly and sensibly. 3. In groups, learners mime a situation and let others write about it. 4. Learners write phrases in response to a picture prompt appropriately. 5. Learners write meaningful sentences in pairs from simple substitution table	English Learners Book/Grade 3 pg. 120-121		
	2	Listening and Speaking Play time and Sports	Language structure and functions Comparatives and superlatives (-er and -est)	By the end of the sub strand, the learner should be able to: a) Identify comparatives and superlatives that are used to describe people and things during play time and sports day. b) form comparatives and superlatives appropriately based on the given examples for effective communication;	1. What is the size of a football?	1. Learners put objects into 3 groups of different sizes 2. Learners observe and describe objects according to size, using positive, comparative and superlative forms 3. Learners construct sentences using comparatives and superlatives to describe	Computing devices Balls of different sizes New Progressive Primary English Learners Book/Grade 3 pg. 123-124	Oral questions, portfolio, observation	

				c) enjoy using comparatives and superlatives bigger and biggest.					
	3	Reading	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /ts/ /ps/ in preparation to reading. b) Read and retell the story 'Playing time at school' to enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words.	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'The music festival' and retell the story, conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 124-125	Oral questions, portfolio, observation	
3	1	Listening and Speaking Play time and Sports	Language structure and functions Comparatives and superlatives (-er and -est)	By the end of the sub strand, the learner should be able to: a) Form comparatives and superlatives appropriately based on the given examples for effective communication;	Which is your best game?	1. Learners put objects into 3 groups of different sizes 2. Learners observe and describe objects according to size, and length, using positive, comparative and	Realia, computers, pictures, photos, flash cards New Progressive Primary English	Oral questions, portfolio, observation	

				b) Enjoy using comparatives taller and superlatives tallest to describe people, things and places.		superlative forms 3. Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs.	Learners Book/Grade 3 pg. 127 - 128		
2	Reading	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /lf/ /rf/ in preparation to reading. b) Read and retell the story 'An exciting sports day' to enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words.	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'An exciting sports day' and retell the story, conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 129-131	Oral questions, portfolio, observation		
3	Writing	Spelling	By the end of the sub strand, the learner should be able to: a) spell and write	How do you spell the word prize?	1. Learners write short sentences in exercise book or computer as the	Charts, posters, multimedia word lists,	Oral questions, portfolio,		

				words correctly for effective communication, b) appreciate the importance of writing words clearly, legibly and correctly for different purposes		teacher dictates. 2. Learners re-arrange jumbled letters to make four to five-letter words. 3. Learners play age appropriate spelling	flash cards New Progressive Primary English Learners Book/Grade 3 pg. 131	observation	
4	1	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Pronounce words with the consonant blends /spl/ correctly and accurately. b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to the theme correctly for effective communication.	1. How do you pronounce the word a) splash?	1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. 2. Learners pronounce words with the consonant blends /spl/	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. 132-133	Oral questions, portfolio, observation	
	2	Listening and Speaking Diseases and Foods we eat	Language structures and functions Conjunction 'and'	By the end of the sub strand, the learner should be able to: a) use conjunction 'and' to talk about nutrition and diseases.	Why is it important to have a healthy diet?	1. In groups, learners group items and talk about them using the conjunction 'and' as individuals. 2. Learners contrast	Realia (food) , pictures and photos of food, flash cards, video clips with	Oral questions, portfolio, observation	

				b) enjoy using the conjunction 'and' to convey different meanings.		objects or people in the class room using 'and' in pairs/small Groups.	food types. New Progressive Primary English Learners Book/Grade 3 pg.134		
	3	Reading	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /spl/ in preparation to reading. b) Read and retell the story 'A painful tooth' to enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words.	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'A painful tooth' and retell the story, conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 135-136	Oral questions, portfolio, observation	
5	1	Listening and Speaking Diseases and	Language structures and functions	By the end of the sub strand, the learner should be able to:	Name two vegetables that you know.	1. In groups, learners group items and talk about them using	Realia (food) , pictures and photos of food, flash	Oral questions, portfolio,	

		Foods we eat	Conjunction 'But'	<p>a) Use conjunction 'but' to talk about nutrition and diseases.</p> <p>b) enjoy using the conjunction 'but' to convey different meanings.</p> <p>c) distinguish the uses of conjunctions 'and' 'but' in sentences,</p>		<p>the conjunction 'but' as individuals.</p> <p>2. Learners contrast objects or people in the class room using 'but' in pairs/small Groups.</p> <p>3. Learners sing and recite poems about diseases and food we eat using conjunctions 'but' & 'and'</p>	<p>cards, video clips with food types.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 139-140</p>	observation	
2	Reading	Word Reading	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read more and longer words without letter- sound correspondence for effective communication.</p> <p>b) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text,</p> <p>c) enjoy reading grade level vocabulary for effective reading.</p>	How do you read the word Ambulance?	<p>1. Learners read words on print or digital format to get correct pronunciation as the teacher models.</p> <p>2. Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.</p> <p>3. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through</p>	<p>Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 141-</p>	Oral questions, portfolio, observation		

						look and say, exposure and other word- attack skills.	142		
	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a prompt to demonstrate mastery of vocabulary/complete sentences, b) Write sentences correctly and legibly. c) re-arrange words to make short phrases and sentences.	How do you use lights at home?	1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece 2. Learners filling in gaps correctly and sensibly. 3. In groups, learners mime a situation and let others write about it. 4. Learners write phrases in response to a picture prompt appropriately. 5. Learners write meaningful sentences in pairs from simple substitution table	Charts, pictures and photographs New Progressive Primary English Learners Book/Grade 3 pg. 137 & 143	Oral questions, portfolio, observation	
6	1	Listening and Speaking	Pronunciation and Vocabulary	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	Which of these words have a similar beginning sound? Straight, string, stop, strap, sat.	Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia,pictures,	Picture and word cards with the consonant blends, word wheels and computing devices that	Oral questions, portfolio, observation	

				<p>of vocabulary.</p> <p>b) Pronounce words with the consonant blends /str/ correctly.</p> <p>c) Pronounce the vocabulary related to the theme correctly for effective communication,</p>		<p>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. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</p>	<p>are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 144-145</p>		
	2	<p>Listening and Speaking</p> <p>Diseases and Foods we eat</p>	<p>Language structures and functions</p> <p>Conjunction 'Because'</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use conjunction 'because' to talk about nutrition and diseases.</p> <p>b) enjoy using the conjunction 'because' to convey different meanings.</p> <p>c) distinguish the uses of conjunctions in sentences,</p>	<p>Name two vegetables that you know.</p>	<p>1. In groups, learners group items and talk about them using the conjunction 'because' as individuals.</p> <p>2. Learners explain reasons using the conjunction because in question and answer dialogues</p> <p>3. Learners sing and recite poems about diseases and food we eat using conjunctions '</p>	<p>Realia (food) , pictures and photos of food, flash cards, video clips with food types.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg.145-146</p>	<p>Oral questions, portfolio, observation</p>	

						4. Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to.			
	3	Reading Diseases and Foods we eat	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /str/ in preparation to reading. b) Read more and longer words without letter- sound correspondence for effective communication, c) Read and retell the story 'Sick Chacha' to enhance oral communication.	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'Sick Chacha' and retell the story, conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 147-148	Oral questions, portfolio, observation	
7	1	Listening and Speaking Diseases and Foods we eat	Language structures and functions Conjunctions 'and' 'but'	By the end of the sub strand, the learner should be able to: a) use conjunctions to talk about nutrition	Which foods do you eat at home?	In groups, learners group items and talk about them using more than one conjunction as individuals,	Realia (food) , pictures and photos of food, flash cards, video clips with	Oral questions, portfolio, observation	

			'because'	and diseases, b) distinguish the uses of conjunctions 'and' 'but' in sentences, c) enjoy using the conjunctions to convey different meaning		2. Learners contrast objects or people in the class room using 'but' in pairs/small groups 3. Learners explain reasons using the conjunction because in question and answer dialogues 4. Learners sing and recite poems about diseases and food we eat using conjunctions 5. Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to.	food types. New Progressive Primary English Learners Book/Grade 3 pg. 151-152		
2	Reading Diseases and Foods we eat	Comprehension	By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /sct/ in preparation to reading. b) Read more and longer words without letter- sound correspondence for	1. What do you think will happen in this story?	Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'The salt and the cat' and retell the story,	Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive	Oral questions, portfolio, observation		

				<p>effective communication, c) Read and retell the story 'The salt and the cat' to enhance oral communication.</p>		<p>conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. 4. Learners talk about their own experiences in relation to the story.</p>	<p>Primary English Learners Book/Grade 3 pg. 152-154</p>		
	3	<p>Writing Diseases and Foods we eat</p>	<p>Guided Writing</p>	<p>By the end of the sub strand, the learner should be able to: a) Write words from a prompt to demonstrate mastery of vocabulary/complete sentences, b) Write sentences correctly and legibly. c) re-arrange words to make short phrases and sentences.</p>	<p>How do you use lights at home?</p>	<p>1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece 2. Learners filling in gaps correctly and sensibly. 3. In groups, learners mime a situation and let others write about it. 4. Learners write phrases in response to a picture prompt appropriately. 5. Learners write meaningful sentences in pairs from simple</p>	<p>Charts, pictures and photographs New Progressive Primary English Learners Book/Grade 3 pg.149 & 154 - 155</p>	<p>Oral questions, portfolio, observation</p>	

						substitution table			
8	ASSESSMENT								