

Hampton Court House - Lower Years Curriculum - CNED: Year 3

	Autumn Term	Spring Term	Summer Term
Skills	<p>In Year 3/CP children will work on their reading through decoding and identifying words and through the progressive acquisition of knowledge and skills necessary to text comprehension. We systematically work on the alphabetic code. The learning of reading and writing, whether it be words, sentences or texts is reinforced mutually throughout the year. This process is based on the oral practice of the language and on the acquisition of vocabulary. They go hand in hand with a first initiation to grammar and spelling. We will also work on the movements to master the cursive writing. The use of playful activities and games will be constant to help the learning process.</p>		
Speaking	<ul style="list-style-type: none"> - To express oneself in the correct way: to pronounce sounds and words with accuracy, to respect the structure of the sentence, to correctly phrase questions. - To tell an event or a simple piece of information clearly: to express causes, time and space circumstances, to use appropriately verbal past, present and future tenses (présent, futur, imparfait, passé composé). 	<ul style="list-style-type: none"> - To understand a story read by a third person by answering questions: to rephrase the content of a paragraph or a text, to identify the main characters of a story. - Telling a story which has been already heard with the help of illustrations. 	<ul style="list-style-type: none"> - To describe images (illustrations, pictures). - To rephrase instructions. - To take part to oral exchanges while listening to the other participants, to ask questions. - To recite short poems and to pay attention to breath, tone and without making mistakes. - To express oneself in accurately to be understood during class activities.

Hampton Court House - Lower Years Curriculum - CNED: Year 3

<p>Reading</p>	<ul style="list-style-type: none">- To know the name of letters and the alphabetic order.- To know the connections between letters and sounds in simple (ex. <i>f</i>; <i>o</i>) and complex written forms(ex. <i>ph</i> ; <i>au</i>, <i>eau</i>).- To know that a syllable is compound by one or several written forms; to be able to distinguish these elements in a word.- To identify and distinguish print characters and cursive characters (lower and upper cases).	<ul style="list-style-type: none">- To read with ease the words studied.- To decipher regular unknown words.- To read with ease the most frequently used words (called tool-words).- To read aloud a short text which words have been studied, enunciating properly and respecting the punctuation.- To know and use the specific vocabulary of text reading: the book, the cover, the page, the line, the author, the title, the text, and so on.- To describe the characters or the theme of the text; to find in the text or its illustration the answer to all the questions regarding the text; to rephrase its meaning.- To listen to the reading of a complete work, especially from youth literature.	<ul style="list-style-type: none">- To read in silence a short text deciphering unknown words and to show it has been understood through a summary, a rephrase or by answering questions.- To read instructions in silence and understand what is expected.- To listen and read extracts or short complete works.- To understand the characters, the events and the time and space circumstances of a story.- To read a short complete work and give a report of it.
----------------	---	---	--

Hampton Court House - Lower Years Curriculum - CNED: Year 3

<p>Writing:</p> <p>1. Structure</p>	<ul style="list-style-type: none"> - To copy a really short text in cursive writing, word by word, respecting liaisons between letters, accents, spaces between words, punctuation signs, capital letters. - To write without mistakes with dictation, syllables, words and short sentences which written form has been studied. - To produce a thorough writing work, to master one's gestures to write with ease. 	<ul style="list-style-type: none"> - To choose and write autonomously simple words respecting connections between letters and sounds. - To conceive and write collectively with the teacher's help a single coherent sentence. - To compare one's writing to a model and to correct mistakes. 	<ul style="list-style-type: none"> - To copy a short text (by words or groups of words) respecting spelling, punctuation, capital letters and presentation. - In particular, to copy with care a poem learned in recitation, to illustrate it with drawing, collage, etc. - To write a short text without mistakes under dictation (5 lines) using one's spelling and grammar knowledge. - To write several coherent sentences with the teacher's help.
<p>Writing:</p> <p>2. Spelling</p>	<ul style="list-style-type: none"> - To write words studied without mistakes. - To write simple words autonomously, respecting the sound and letter connections. - To copy a short text (2 to 5 lines). - To start using capital letters appropriately. 	<p>In productions and dictations:</p> <ul style="list-style-type: none"> - to respect the sound and letter connections - in particular, to respect the rules for the value of the letters depending on the vowels following (<i>c/ç, c/qu, g/gu/ge, s/ss</i>). - to start using the marks of gender and number (plural of the noun, feminine of the adjective). 	<ul style="list-style-type: none"> - To spell the most frequently used invariable words without mistakes. - To spell the conjugated forms studied without mistakes. - To start using the marks of gender and number with the verbs.

Hampton Court House - Lower Years Curriculum - CNED: Year 3

<p>Vocabulary</p>	<ul style="list-style-type: none"> - To use precise words to express oneself. - To start classifying words by semantic categories (names of people, animals, things) or more narrow categories referring to the world (ex: names of fruits). -To find one or several nouns belonging to a category. 	<ul style="list-style-type: none"> - To find a word with opposite meaning for an adjective or an action verb. - To sort words alphabetically. 	<ul style="list-style-type: none"> - To give synonyms (for example to rephrase the meaning of a text or to improve an oral or written production). - To gather words by families; to find one or several words from a family.
<p>Grammar</p>	<ul style="list-style-type: none"> - To identify sentences in a text thanks to punctuation. - To separate the word from its article; identifying the article. - To use subject pronouns appropriately while speaking. 	<ul style="list-style-type: none"> - To recognize nouns and verbs among other words. - To recognize and justify marks of gender and number (s for plural and e for feminine) 	<ul style="list-style-type: none"> - To recognize and justify marks of gender and number (the <i>-nt</i> ending from the 1st group verbs in 'présent de l'indicatif'.