

Grade 3

Language development is essential to human communication and supports personal, cognitive, and cultural growth. In the Primary Years Programme (PYP), language learning includes home, school, and additional languages, helping students connect with their local and global communities. It is key to building relationships, fostering international-mindedness, and bridging cultural differences. Language learning is a social process that enriches both personal and group identity. IB schools emphasise multilingualism, recognising that students develop language skills at different levels based on their experiences, which affirms cultural identity and promotes global understanding.

Language is divided into four interrelated strands which are taught progressively.

- ☐ **Listening and Speaking**
- ☐ **Viewing and Presenting**
- ☐ **Reading**
- ☐ **Writing**

Listening and Speaking

Grade 3

Students 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.

Focus	Classroom Language
Listen attentively	I maintain attention and participate actively in collaborative discussions, staying on topic and initiating and responding to comments I consistently show interest and respect when others contribute to discussions
Listen to a variety of oral presentations	I can maintain my focus when listening to a variety of oral presentations for extended periods of time asking relevant questions and making pertinent contributions I can demonstrate my understanding of a variety of oral presentations e.g. stories and reports by asking and answering questions about key information presented I can exchange ideas and perspectives confidently to build on the contribution of others
Pick out main events	I can explore oral storytelling processes, including creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text
Follow multi-step directions	I can follow multi-step instructions to allow me to work with increasing independence
Retell familiar stories in sequence	I can recount personal stories and experiences in class independently recalling key details in sequence I am able to summarise familiar stories highlighting the central themes sequentially
Anticipate and predict when listening to texts	I anticipate possible outcomes when listening to stories/oral presentations by making connections with my own experiences I am beginning to articulate and justify my predictions using arguments and opinions

Use language for a variety of personal purposes	I use spoken language in a variety of ways e.g. to build friendships, for collaborative learning and for presentations
Express thoughts, ideas and opinions	I can express my thoughts, ideas and opinions using spoken language clearly I respect and consider the different viewpoints of others by listening to, and building on, their contributions
Participate in a variety of dramatic activities	I can create a variety of dramatic activities e.g. role play, puppet shows and familiar stories/poems to present in class with confidence
Use language to explain, inquire and compare	I can use spoken language to express my thoughts, to give well-structured descriptions, and explanations, to ask questions and compare ideas
Recognise patterns in language(s)	I can communicate using full sentences and use some grammatical conventions in my spoken language e.g. using the correct tenses
Start to recognise that language use is shaped by its purpose and audience	I can adapt my spoken language to match my audience or purpose I am able to maintain and monitor the interest of the listener(s) by matching the content and vocabulary of my presentations to the audience
Use specific vocabulary to suit different purposes	I use a vocabulary to help me to make connections socially and in my learning
Hear and appreciate differences between languages	I show interest and respect of the home languages of my peers I use words/phrases in more than one language to communicate my ideas I can share a story/experience in my home language I sometimes use my home language to translate for my peers using images, props I participate in class activities that may be in another language e.g. songs, stories I am able to listen to stories in other languages using a range of strategies e.g. context

Viewing and Presenting

Grade 3

Students 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.

Focus	Classroom Language
Interpret visual information	I can demonstrate an understanding of visual information such as picture books and presentations, by asking relevant questions to extend my understanding and knowledge I am able to consider and evaluate the visual information presented in class and engage in discussions taking in account the views of others
Discuss feelings	I can talk about my emotions in response to stories/information presented in class and form well-structured arguments and opinions about how I feel I am able to consider and evaluate the different viewpoints of others and use these to further my understanding

Realise that visual information contributes to understanding	I use visual information such as pictures, charts, diagrams and graphs to help me to recall spoken language and put it in a meaningful context
Recognise and name familiar visual texts	I can recognise and name familiar visual texts e.g. logos, adverts, posters, photographs and infographics
Observe and discuss familiar and unfamiliar visual messages	I understand and can discuss visual messages e.g. brochures/posters/adverts formulating justified opinions/arguments about their efficacy
Discuss personal experiences that connect with visual images	I can express my ideas about visual images such as photographs, videos and pictures connecting them to my personal experiences
Use actions and body language to add meaning to oral presentations	I use body language to convey messages to my peers and to communicate more effectively to connect with an audience
Select and use suitable shapes, colours, symbols and layout for presentations	I understand that formatting and layout help me to organise my work visually and share my ideas more effectively
Text and illustrations convey meaning	I realise the link between text and illustrations/photos in reference materials to enhance my understanding e.g. a bar graph to depict data from a survey
Use the Internet to access relevant information	I can use online and offline technology safely, responsibly, and cooperatively to further my learning
Use appropriate terminology to discuss visual texts	I use appropriate terminology related to visual texts confidently e.g. logos, font, background
View a range of visual language formats	I can view a range of visual language formats and discuss their effectiveness e.g. film, video, posters, drama
Effects are chosen and arranged to create a specific impact	I can explain how effects such as lighting, music and colour can add meaning to a performance/presentation I appreciate that images convey ideas, values, and beliefs as powerfully as words can
Observe and discuss visual presentations	I realise what makes a good visual presentation, offering constructive feedback to my peers about the successes of their presentations and reflect on ways to improve

Reading

Grade 3

Students 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.

Focus	Classroom Language
Develop personal preferences in reading	I can choose a book of interest to read for pleasure I can select books to help me with research projects
Read text at an appropriate level	I can read a text at appropriate age/grade level with confidence and good understanding

Recognise a range of different text types	I can sort text types into different genres by identifying key features e.g. plays, poetry, letters, etc
Identify and explain the basic structure of a story	I can identify and explain the main points of the beginning, middle and end of a story I can draw and use sentences to explain each part e.g. using a comic strip
Make predictions about a story	I can make a prediction about a story that I am reading or a story being read to me I can confirm whether my prediction was correct or revise it accordingly
Realise that there is a difference between fiction and non-fiction	I can identify the key features of a non-fiction text/book e.g. table of contents, glossary, index, captions, photos, etc
Recognise and use the different parts of a book	I can explain and use the different parts of a book, such as the title page, contents, glossary
Understand sound-symbol relationships	I can use phonetic strategies and my understanding of sound-symbol relationships to decode print
Use a range of strategies to self-monitor and self-correct	I can use a range of strategies e.g. re-reading, context, images to help self-monitor and self-correct as I read
Discuss personality and behaviour of story book characters	I can identify and describe a character's personality and identify reasons why he/she may be reacting or behaving a certain way
Discuss their own experiences in relation to texts	I can make links to both fiction and non-fiction texts in relation to personal experiences
Participate in collaborative learning experiences	I can participate in collaborative experiences, sharing reading and opinions/views with others I am open to and respect the opinions of others when they differ from my own
Wonder about texts and ask questions	I am curious about what I am reading and ask questions to clarify or further my understanding

Writing

Grade 3

Students 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.

Focus	Classroom Language
Organise ideas in a logical sequence	I can draft and write by using a range of devices to build cohesion within, and across, paragraphs I can write simple narratives organising my ideas in a sequential manner e.g. beginning, middle and end I use story mapping strategies to help me to organise my ideas sequentially
Use appropriate writing conventions	I understand that writing conventions require a specific word order and these may be different from my home language.
Use familiar aspects of written language	I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use increasingly accurate grammatical constructs	I am beginning to use a range of grammatical constructs correctly including compound words, adverbs and prepositions
Write legibly, and in a consistent style	I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Proofread their own writing	I can evaluate and edit my writing by proofreading it and making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use feedback from teachers/students	I am able to register feedback from teachers and my peers and use this constructively to help enhance and improve my writing
Use a dictionary, a thesaurus and word banks	I can use a dictionary and thesaurus to help me with spelling and to extend my vocabulary in writing tasks
Categorising writing genres	I know that there are many different types of writing and can categorise them into different genres I sometimes create my own compositions
Self-monitor and take responsibility for improvement	I actively participate in conferences with my teachers reflecting on my progress and can generate my own ideas for 'next steps' I am aware of my areas of strengths and how to set learning goals for myself I am self-motivated to write and am beginning to write outside of tasks set in class
Publish written work, in handwritten form or in digital format	I can write for a variety of purposes with some fluency and accuracy e.g. journals, stories, experiments, recipes

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