People's Democratic Republic of Algeria

Ministry of National Education

National Curriculum Council

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

المجلس الوطني للبرامج

برنامج اللغة الإنجليزية للسنة الثالثة
من مرحلة التعليم الابتدائي

SYLLABUS OF ENGLISH
FOR
PRIMARY SCHOOL YEAR 3

2022

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Preface

The inclusion of the English language in primary education aims primarily at enabling the Algerian child to open up more to the world and benefit from direct scientific knowledge, as English is the first global language of technological innovations, commercial exchanges, and of intellectual and cultural communication. This will undoubtedly help the Algerian children to integrate in an early and smooth manner in the global movement of development and knowledge transformation.

The advantage of integrating more than one foreign language in the Algerian primary education is clearly stated in article 2, section 6 of the National Law of 0rientation, which clarifies that:**"***Empowering learners to master at least two foreign languages in order to open up to the world, considering foreign languages as a means to learn about documentation and exchanges with foreign cultures and civilizations."*That is, learning to master two foreign languages at an early age will enable the Algerian children to cope with globalisation and the 21st century requirements and provide them with more opportunities to have access to modern science, advanced technology and world culture.

1. **Finalities of learning English in the Third Year of Primary Education.**

The ultimate goal of the inclusion of English as an other foreign language in the Algerian Primary Education, is to provide the Algerian child with opportunities to learn another language which will contribute better to broaden his knowledge, structure his thoughts and develop his linguistic and communication skills in English gradually. Therefore, at first level, the curriculum of English for third year Primary Education gives priority to the oral aspect of language acquisition and communication, without neglecting the written aspect which will be given priority in the upcoming levels.

2. **Types of resources to be mobilized.**

Installing the global competences successfully requires the mobilization of the following resources: Linguistic Resources and Cross-Curricular Resources.

- Linguistic Resources: They are set as a form of concepts and information to be acquired in order to nurture the behavior of the learner.

- Cross-Curricular Resources: They are set in an intellectual, methodological, communicative, personal and social order that contribute to the structure of the learner's personality and attitude.

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KEY STAGE 1 **YEAR3**

Exit Profile	**Global competence**	Interact orally, comprehend oral messages and identify the meaning of words, decode symbols, read simple messages and write letters, words and simple sentences.	
	Values	**National Identity**	➢ The learner is proud of being Algerian, Muslim, Arab and Amazigh.
		National Conscience	➢ S/he respects her/his nation's constant fundamental tenets.
		Citizenship	➢ S/he demonstrates respect towards others.
		Openness to the World	➢ S/he Exchanges and communicates with friends from English-speaking countries to widen her/ his friendship.
	Cross-curricular competences	**Intellectual Competence**	**The learner can** ▪ discover the relationship between the context, paralinguistic features and the meaning of words and expressions. ▪ discover the importance of words and chunks used in oral interaction. ▪ demonstrate understanding of the strategies of decoding symbols. ▪ demonstrate understanding of the features of writing. ▪
		Methodological Competence	**The learner can** ▪ make use of the context and paralinguistic features to identify the meaning of words and expressions. ▪ exploit the linguistic repertoire and paralinguistic features to interact orally. ▪ employ the strategies of decoding symbols as required. ▪ implement the features of writing letters appropriately.

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		▪ **Communicative Competence**	**The learner can:** ▪ react to verbal and non-verbal messages to show understanding ▪ select the appropriate words and chunks to interact orally. ▪ communicate the decoding strategies to peers. ▪ achieve readability through the appropriate use of the features of writing.
		▪ **Personal and Social Competence**	**The learner can:** ▪ respond to oral messages. ▪ consider speech acts when interacting. ▪ consider the strategies of decoding symbols to achieve others' understanding. ▪ value others' writings.

Domains	*Target Competence*	*Components of the Competence*	*Resources*	*Cross-Curricular Resources*	*Timing*
Oral comprehension	***Comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features.***	**The learner can:** 1. recognise the meaning of words and expressions. 2. use the context and paralinguistic features to deduce the meaning of words and expressions. 3. be an attentive listener	**Supports:** Videos, songs, cartoons, posters, pictures, short stories, etc. **Key Vocabulary** Words and chunks related to the learners' interests, immediate environment and needs. ▪ Salutations. ▪ Numbers (0-10) ▪ Days of the week ▪ Family members, friends, and mates. ▪ Languages. ▪ Colours. ▪ School things. ▪ School subjects. ▪ Home (flat/ house...). ▪ Toys. ▪ Pets.	***Intellectual*** -Discover the relationship between the context, paralinguistic features and the meaning of words and expressions. ***Methodological*** -Make use of the context and paralinguistic features to identify the meaning of words and expressions. ***Communicative*** -React to verbal and non verbal messages to show	**29h**

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			▪ Adjectives ▪ Lexis related to parties **<u>Grammar</u>** Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs. ▪ The imperative (classroom commands) ▪ Contracted forms of to be and to have: ('m=am, 's=is/has, 're=are, 've=have) ▪ Present simple (To be / to have / to live / to love...) ▪ Statements ▪ Questions: *__Wh-questions__ (how ,what, where, when) *__yes/no questions__ ▪ Prepositions: *time: in, on *location: in, next to / opposite ▪ Articles (a, an) Pronouns	understanding. ***Personal and Social*** -Respond to oral messages.	
Oral production	***Interact orally in communicative situations related to the learner's daily concern and interests using simple words and expressions.***	**The learner can:** 1. identify simple words and expressions to interact orally. 2. use simple words and expressions to interact orally. 3. respect the interlocutor.		***Intellectual*** -Discover the importance of words and chunks used in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative***	

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				-Select the appropriate words and chunks to interact orally. ***Personal and Social*** -Consider speech acts when interacting.	
Written comprehension	***Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.***	**The learner can:** 1. identify reading basics and decoding strategies. 2. use reading basics and decoding strategies. 3. show respect to his peers' readings.	**Supports:** Videos, songs, cartoons, posters, pictures, short stories, etc. **-Words, expressions and short texts.** **<u>Phonics (Sound and Spelling)</u>** - sounding letters of the alphabet - sounding numbers -vowel sound/i/ in 'live, in..' **-** consonant sound discrimination: -vowel sound **/æ/-/ɒ /-/e/-ʌ** **<u>Capitalization / Punctuation</u>** ❖ **Capital letters**: -Beginning of sentences, names of people, places and languages, days of the week personal pronoun subject 'I/ ❖ **Punctuation:** -Full stop , question mark, comma, apostrophe in contracted forms .	***Intellectual*** **-**Demonstrate understanding of the strategies of decoding symbols. ***Methodological*** -Employ the strategies of decoding symbols as required. ***Communicative*** -Communicate the decoding strategies to peers. ***Personal and Social*** -Consider the strategies of decoding symbols to achieve others' understanding.	**8 h**

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Written production ***(Most of the time, the domains are integrated)***	***Write letters, words and simple sentences using correct handwriting and punctuation.***	**The learner can:** 1. recognize the features of writing letters (sizing, spacing and alignment). 2. use features of writing letters correctly. 3. respect the features of writing letters.	**<u>Handwriting</u>** ▪ Fine motor skills through geometric lines and shapes. ▪ Numbers as numerals. ▪ Script/print style ▪ Script lower case/Script upper case ▪ Numbers ▪ script handwriting practice at letter and short word/sentence/text levels **<u>Punctuation</u>** • English question mark **(?)** • English comma **(,)**	***Intellectual*** **-**Demonstrate understanding of the features of writing. ***Methodological*** -Implement the features of writing letters appropriately. ***Communicative*** -Achieve readability through the appropriate use of the features of writing. ***Personal and Social*** -Value others' writings.	**5 h**
My Project : My Pictionary					

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