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FOR PUNJAB CLASS 3 PREPARATION

PSEB 3rd Class Syllabus 2027 English

EXAM	YEAR	TYPE	SUBJECT
Punjab Class 3	2027	Syllabus	English

Contents

Theme 1	My Family and I	Chapter 1 My Family and I
		Chapter 2 Words using Vowel ‘a’
		Chapter 3 Words using Vowel ‘e’
Theme 2	My Neighbourhood	Chapter 4 Words using Vowel ‘i’
		Chapter 5 Words using Vowel ‘o’
		Chapter 6 Words using Vowel ‘u’
		Chapter 7 Use of a/an
Theme 3	Things We Do	Chapter 8 Blends
		Chapter 9 This/That/These/Those
		Chapter 10 Let’s Read and Understand
		Chapter 11 In/On/Under/Behind/Between
		Chapter 12 Things We Use
Theme 4	Nature	Chapter 13 Going to a Zoo
		Chapter 14 A Pet Hen
Theme 5	Festivals	Chapter 15 Holi

Book prescribed by Punjab School Education Board
RAINBOW (English Class – II)

2026-27
English
Class-3
Syllabus

Learning Outcomes

PREPARATORY STAGE
CG-1 Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas
C-1.1 Listens to poems, stories, and convrsations and locates important ideas in them
1. Enjoys reciting poems with appropriate intonation and pronunciation individually/ in groups.
2. Enjoys listening to short stories and conversations.
3. Shares learnings from the story based on personal experiences.
4. Expresses likes/dislikes about the poems and stories and explains the reason.
C-1.3 Converses meaningfully and coherently
5. Uses everyday greetings and polite forms of expression as part of longer conversations e.g., How do you feel today? Can you please give me your eraser?
6. Narrates daily life experiences using short phrases/sentences and asks why questions.
7. Responds appropriately to oral messages/ telephonic communication (e.g., in a role play) through elaborate conversations.
8. Maintains the thread/sequence of a conversation using short phrases/sentences.
9. Waits for their turn to speak and allows others to speak.

C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects
10. Listens to and responds to comprehension and opinion-based questions about the characters, events, and setting – orally/ in writing.
11. Listens to and retells the story in own words and extends it – orally/ by drawing/ in writing.
12. Listens to and retells from the point of view of different characters or the speaker/author.
13. Listens to and makes predictions about the events or characters in the story.
C-1.4 Makes oral presentations and participates in group discussions
14. Narrates stories with complex plots and multiple characters with peer support.
15. Plays characters in role plays/skits using English/bilingual dialogues with appropriate action, expression, and intonation.
16. Talks about short texts, posters, advertisements, etc. from the children's section of newspapers/magazines.
17. Shares ideas and opinions in group discussions on topics related to daily life e.g., bullying, planting trees, school routine, games, cleanliness and hygiene, etc.
CG-4 Develops a wide range of vocabulary in various contexts and through different sources
C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas
18. Uses vocabulary acquired from listening to conversations, stories, rhymes/poems, etc., orally/ in writing.
19. Uses vocabulary acquired from reading a variety of print material e.g., textbooks of other subjects, story books, word walls, etc., orally/ in writing.
20. Uses a wide range of nouns, verbs, adjectives, adverbs, pronouns, and prepositions for oral and written expression.
21. Infers the meanings of unfamiliar words using contextual cues.
22. Solves word games, puzzles, riddles etc.
CG-2 Develops fluency in reading and the ability to read with comprehension
C-2.1 Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables
23. Produces two syllabic rhyming words e.g. funny, sunny, bunny, etc.
24. Creates simple alliterations in English.
25. Blends and segments 3-4 syllables to form words.
26. Identifies and produces words with the same beginning/middle/ending sounds.
27. Produces words with double consonant sounds (tt, dd, bb), silent letters (h, r, and l), and th-, wh-, ch-, sh-, -tch, -ful, -ear, -ain, -ick, -ack
C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks
28. Identifies the different components of text e.g., title, name of the author, page number, paragraph and line number, table of contents, etc.
29. Explains the use/purpose of basic punctuation marks like full stop, question mark, comma, and capital letters in a text.
C-2.3 Reads stories and passages fluently and accurately with appropriate pauses
30. Participates in **guided** reading of more complex texts with teacher's support with reasonable fluency.
31. Reads short texts supported by pictures **independently** e.g., stories, poems, passages, comic strips, instructions, picture descriptions, etc. with reasonable fluency.

32. Decodes and pronounces unfamiliar words encountered while reading grade-appropriate texts with reasonable accuracy.
33. Reads with appropriate pauses using punctuation cues e.g., spaces between words, comma, full stop.
C-2.4 Comprehends the meaning of stories, poems, and story posters
34. Reads and responds to comprehension questions related to stories, poems, and other grade-appropriate texts – orally/ in writing.
35. Reads and expresses feelings/opinions about stories, poems, and other grade-appropriate texts – orally/ in writing.
36. Reads and retells a story in own words – orally/ in writing.
C-2.5 Demonstrates interest in picking up and reading a variety of children's books
37. Shows eagerness in picking up books of different genres (stories, poems, plays, essays, diaries, comics, cartoons, letters, and travelogues) from reading corner/ library.
38. Spends time reading chosen books to self/ peers/ teacher from reading corner/ library.
CG-3 Develops the ability to express understanding, experiences, feelings, and ideas in writing
C-3.1 Writes a paragraph to express understanding and experiences
39. Rearranges a set of given sentences to form a coherent short paragraph.
40. Completes/extends an incomplete paragraph using words/phrases/sentences.
41. Writes a short paragraph (5-6 short sentences) on topics related to daily life using verbal/visual cues.
42. Uses basic punctuation marks in writing e.g., full stop, comma, question mark, and capital letters.
C-3.2 Creates simple posters, invites, and instructions with appropriate information and purpose
43. Locates specific information in authentic material e.g., greeting cards, invitations, posters, etc.
44. Designs simple greeting cards, invitations, posters, etc., for a specific event/person by writing and drawing.
45. Writes short instructions for various purposes/situations e.g., art & craft activities, designing a recipe book, playing a game, dos & don'ts, directions to a place, treasure hunt activity, etc.
C-3.3 Writes stories, poems, and conversations based on imagination and experiences
46. Reads/ listens to short stories/ poems/ conversations and extends them in writing.
47. Composes short, rhyming poems using verbal/visual cues.
48. Writes short dialogues between characters in a story, comic strip, etc.
49. Writes short stories in the form of comic strips or narratives with pictures using verbal/visual cues.

Contents

Theme 1	My Family and I	Chapter 1 My Family and I
Theme 2	My Neighbourhood	Chapter 2 A Visit to the Park
		Chapter 3 Going to the Market
Theme 3	Nature	Chapter 4 Trees
		Chapter 5 A Bear and a Rabbit
Theme 4	Festivals	Chapter 6 The Swing
Theme 5	Things We do	Chapter 7 Lazy Param
		Chapter 8 The Clock – My Friend

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RAINBOW (English Class – III)