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| **Broadmayne First School Knowledge Organiser** |

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| **Literacy Focus** | **Reading and Writing** | **Year 3** | **Spring Term 1** |

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| The Power of Reading | |  | Guided Reading | **Key Knowledge and Vocabulary** | |
| Tales from different cultures - Stories with a lesson  *Writing*  Poetry, playscript  *Drama*  Freeze frame, interview | Myths - Stories with a lesson  *Writing*  Diary (writing in role), Story  *Drama*  Freeze frame, conscience alley | **Decoding**- *breaking down a word into phonemes (sounds) to be able to read it.*  **Retrieval** - *finding information in the text to answer a question.*  **Prediction** - *saying what you think will happen next or as a result of something.*  Deducing *- using logical reasoning by applying known information*  **Inference** - *making assumptions about something based on what has been read.* | Key word  Root Word  Prefix  Suffix  Spelling pattern  Fronted adverbial  Conjunctions  Clause  Beginning  Build-up  Problem(climax)  Resolution  Ending | A word which can’t be phonetically decoded - See the Year 3 and 4 Spelling List  A word to which we can add prefixes and/or suffixes, eg play -played, player  A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear  A suffix is an ‘ending’, used at the end of one word to turn it into another word e.g. ing, ed  A group of letters that make a phoneme common to lots of words eg, -ture /ch/; picture, future,  Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, Angrily, As quick as a flash. Followed by a comma.  A word which can go in the middle or the beginning of a sentence and connects 2 sentences together eg ‘but, or, yet, so, and’ in the middle, ‘when, although, despite’ at the beginning.  Part of a compound or complex sentence, containing a verb and a subject (adding extra detail to a sentence)  Features of a story used to plan and write a narrative. Supports the development of character and plot. |
| Planned Experiences | | Spelling, Punctuation, Grammar |
| \* EXPLORATION: What makes good writing? Poetry? Narrative? instructions?  \* COMPOSITION: Writing poems, writing diary, playscript, story planning - beginning, build up, problem, resolution, ending  \* VISUALISATION: Creating images with words.  \* COMPARISON: Cultural similarities and differences through text. Link with other stories (with a lesson)  \* PERFORMANCE: Drama and Role play  \* SKILLS: Using appropriate features. Writing in paragraphs. Editing and improving (in all compositions) | | **Prefix Meaning - negative meaning - un, dis, mis**  **Suffix** **Meaning - adding ing/ed to polysyllabic words with stressed and unstressed endings**   * **Double the consonant** * **Just add ing/ed** |
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| The Big Write | |  | Handwriting |
| Digital literacy clips (films), music and still images are used to inspire a longer piece of independent writing. The Big Write shows how you use the literacy skills that have been taught in class. The session includes some **shared writing** (the whole class creating some example sentences) The Big Write can be a story, a non fiction text, an explanation, a report or a poem around a specific theme. | |  | **Ascender:** letters that have a stick that goes up above the line you are writing on (b,d,h,l,t,k).  **Descender**: letters with a tail below the line you are writing on (f,g,j,p,q,y).  Curly letters: c, e, s, x  Top joining letters: r, o, w |