

Broadmayne First School Knowledge Organiser

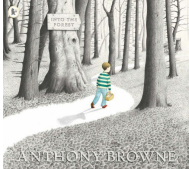
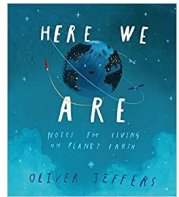
Literacy Focus

Reading and Writing

Year 3

Autumn Term 1

The Power of Reading



Genre
Stories with familiar settings

Writing
Poetry, story, writing in role (letter, diary, recount)

Drama
Freeze frame, conscience alley

Planned Experiences

- * EXPLORATION: What makes good writing? Poetry? Narrative? Recount?
- * COMPOSITION: Writing poems, writing instructions, writing letters, creating story maps and recounts
- * VISUALISATION: Creating images with words.
- * COMPARISON: Cultural similarities and differences through text. Link with other folk tales, quest stories
- * VISUALISATION: Drama, writing in role, hot seating.
- * PERFORMANCE: Drama and Role play
- * SKILLS: Using appropriate features. Writing in paragraphs. Editing and improving (in all compositions)

The Big Write

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.

Guided Reading

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.
Inference - making assumptions about something based on what has been read.

Spelling, Punctuation, Grammar

Suffix Meaning
Adding *ed*, *er* or *est* - words ending in consonant y - change y to i, add vowel suffix
Adding *ing* - words ending with y or i, keep the y or i and add *ing*
Double the consonant
Spelling patterns - revise long vowel digraphs - ai, ea, igh, oa, u-e

Handwriting

Ascender: letters that have a stick that goes up above the line you are writing on (i,l,t).
Descender: letters that have a tail that go below the line you are writing on (f,g,j,p,q,y).

Key Knowledge and Vocabulary

Key word	A word which can't be phonetically decoded - See the Year 3 and 4 Spelling List
Root Word	A word to which we can add prefixes and/or suffixes, eg play -played, player
Prefix	A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word e.g. -ly quick + -ly = quickly
Spelling pattern	A group of letters that make a phoneme common to lots of words eg, -ture /ch/; picture, future,
Word groups or Word class	Identifying words as Nouns - naming word, Adjectives - describes the noun Verbs - an action word and Adverbs - describes the action (with how, when, where or how often)
Expanded Noun phrase	A phrase where an adjective is used before a noun to describe it e.g. bright blue table, cunning fox
Imperatives	A bossy verb used at the beginning of a sentence when writing instructions.