

### Knowledge Organiser

Year Group	Subject	Topic
3	English	Look Up

The Big Picture
<p>At the beginning of this half term, children will be writing a story based on Look Up and the adventures that Rocket goes on. Children will embed their knowledge of story structure to create engaging texts for the reader. We will be focusing on our understand and use of expanded noun phrases, and dialogue, as well as emotive language.</p> <p>In the second part of our unit, we will be working on the non-fiction style of a non-chronological report. We will be writing in the present tense, using third person, using technical vocabulary. Additionally, we will be exploring organisational devices for non-fiction writing and ways that adjective and verb choice can be used to specify and clarify. This will all culminate at the end of the unit when students will be asked to write their own non-chronological report about meteors using all of the skills we have learnt.</p> <p>Our stimulus for this unit is a new book called 'Look Up' about a young girl called Rocket who wants to be an astronaut. This will link to our science topic of 'Light' that we will be learning about later in the year.</p> <p>Alongside writing tasks linked to the theme of the book, we will continue developing reading and comprehension skills through shared reading of the story. This will involve building knowledge of common prefixes and suffixes and further work on core comprehension skills such as answering retrieval and inference questions.</p> <p>Dictionary skills will be used alongside spelling and phonic knowledge (continuing from the last unit) to support both reading and writing.</p>
Enquiry Questions
<ul style="list-style-type: none"> <li>• What is present tense?</li> <li>• What makes good instructional writing?</li> <li>• What technical vocabulary could you use?</li> <li>• How does information retrieval differ from making inferences?</li> <li>• What prefixes do you know?</li> </ul>

Key Vocabulary	
<b>Statement</b>	A sentence type that simply tells or explains a fact or opinion, ending in a full stop (.). This is the most common sentence type.
<b>Exclamation</b>	A sentence type that shows intense feelings, normally starting with 'what' or 'how' and ending in an exclamation mark (!).
<b>Question</b>	A sentence type that we ask or write to gain further information from a person or people responding, ending in a question mark (?).
<b>Command</b>	A sentence type in which someone is being ordered or instructed to do something, containing an imperative verb and ending in a full stop (.) or exclamation mark (!).

<b>Imperative verb</b>	A verb form used without a visible subject to give a command or instruction (the 'hidden' or 'implied' subject is always 'you'). Imperative verbs are sometimes known as 'bossy' verbs.
<b>Non - chronological order/ sequence</b>	Information about a topic, but not in time order.
<b>Inference</b>	Inferences are what we figure out or deduce about something based on clues or evidence.
<b>Retrieval</b>	Retrieval is a reading skill involving picking out information from a text.
<b>Prefix</b>	A string of letters that are added to the beginning of a root word, changing its meaning.
<b>Root word</b>	A basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning.
<b>Suffix</b>	A string of letters that are added to the end of a root word, changing its meaning.

**Spellings:**

Released weekly on Spelling Shed.

**Our text:**



