

Knowledge Organiser

| Year Group | Subject | Topic |
|------------|---------|------------------------------|
| 3 | English | Myths, Legends and Folktales |

| The Big Picture |
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| <p>During the topic pupils will discuss myths, legends and folktales from different cultures in order to build on their knowledge of genre, style and purpose in writing. They will focus on analysing characters and events in the stories in order to enhance their own technique in writing descriptions of characters and events in narrative. Throughout the unit the teacher will model examples of specific skills such as descriptive and ambitious vocabulary choices, structures of descriptive writing, and using direct speech to add detail to storytelling. The class will practise each skill through independent work. At the end of the unit the class will retell one of their favourite myths, legends and folktales, applying the skills they have learnt.</p> <p>Reading continues to be an important part of English. It is vital that the children are able to read for understanding. Reading at home regularly would ensure that they become confident and competent readers.</p> |
| Enquiry Questions |
| <ul style="list-style-type: none"> • How do you describe a character effectively? • How do you describe an event effectively? • Why might you use direct speech in your writing? • How can you make your descriptions interesting to read? |

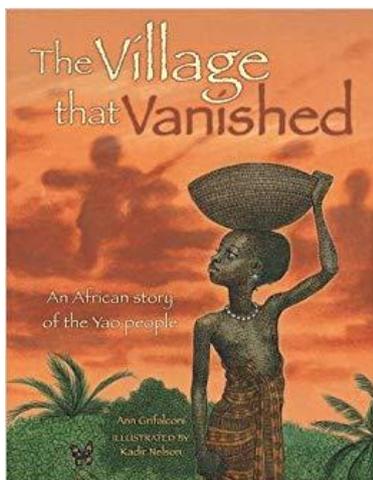
| Key Vocabulary | |
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| Attribute Trait | A characteristic or quality of something or someone. |
| Dialogue | A conversation between two or more people in a story. |
| Direct speech | A report of the exact words said by someone. |
| Speech clause | The clause in direct speech that tells us <i>what</i> is said by someone. |
| Reporting clause | The clause in direct speech that tells us <i>who</i> said the words in the speech clause, and <i>how</i> they said it. |
| Inverted commas Speech marks | The punctuation marks (") used in a speech clause (in direct speech) that show us the exact words said. |
| Person (grammar) | The perspective of the person writing e.g. first person (I), second person (you), third person (we) |
| Tense (grammar) | How verbs show the time when the action takes place (e.g. past, present, future verbs). |
| Synonym | A word or phrase that has the same or nearly the same meaning as another word or phrase. |
| Thesaurus | A book that lists words in groups of synonyms. |
| Culture | A way of life for a group of people. |
| Myth | A well-known story which was made up in the past to explain natural events or a part of a culture's history. |

| Key People/ Places |
|---|
| Ann Grifalconi |
| India |
| The Yao People (East Africa) |
| The Hopi People (Native American Tribe) |
| The Ancient Greeks |

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|-----------------|---|
| Legend | A historical story told about a particular person or place, that cannot be proven to be true. |
| Folktale | A popular story that was passed on in spoken form, often from a particular culture. |

| Year 3 Myths, Legends and Folk Tales Success Criteria | |
|--|--|
| I can use adjectives and adverbs for description. | |
| I can use more varied, interesting and ambitious vocabulary i.e. not technical vocabulary supplied by a teacher. | |
| I can make an expanded noun phrase by using one or two precise adjectives to describe a noun e.g. a loud wailing sound, or using a prepositional phrase e.g. the girl with red hair. | |
| I can write in the simple present, past and future tenses. | |
| I can use inverted commas for direct speech. | |
| I am beginning to punctuate speech correctly e.g. using inverted commas, new line for a new speaker, etc. | |
| I can use most punctuation accurately: full stops and capital letters, question marks, exclamation marks, commas and apostrophes. | |

Main Text Being Studied This Unit



Other Stories Being Discussed This Unit

- Rama and Sita (Story of Diwali)
- Theseus and the Minotaur
- Durga and Mahishasura
- Persephone and Hades
- How Grandmother Spider Brought Fire

| Guided Reading | |
|-----------------------|--|
| Comprehension | Understanding what has been read |
| Retrieval | Finding information from a text |
| Prediction | Saying what will happen next, based on information in the text |
| Inference | Using the clues provided, to grasp the meaning of the text without being given all the information |
| Deduction | Using evidence in a text to support an idea. |

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