

Autobiography : English : Year 6

AUTOBIOGRAPHIES				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the features of an autobiography.	In this lesson the children will discuss the differences between biographies and autobiographies. They will then think about what the purpose of writing an autobiography might be and who the intended audience is. After discussing the features, the children have the opportunity to try their hand at writing an autobiography for a fictional character or studying some examples of the genre.	<ul style="list-style-type: none"> Can children describe the difference between autobiographies and biographies? Can children identify the purpose of an autobiography? Can children name some of the writing features that would appear in an autobiography? 	<ul style="list-style-type: none"> Slides Extract Cards 1A Writing Prompts 1A Worksheet 1A Challenge Cards 1A (FSD? activity only) Worksheet 1B (FSD? activity only) Homework Sheet 1A
Lesson 2	To research and organise information about our lives.	This second lesson requires the children to organise information about themselves into different sections in preparation for writing their autobiography. This lesson is made easier by setting the children a homework task of researching this information.	<ul style="list-style-type: none"> Can children generate relevant information for their autobiography? Are children able to organise information logically? Can children comment on a teacher's modelled writing and suggest improvements? 	<ul style="list-style-type: none"> Slides Homework Sheet 2A Worksheet 2A/2B Timeline Sheet 2A (FSD? activity only)
Lesson 3	To explore formality in our writing.	This lesson explores the level of formality within an autobiography in comparison to other genres of writing. They will discuss and sort extracts of writing based on their formality, justifying their ideas and opinions.	<ul style="list-style-type: none"> Can children identify if a piece of writing is formal or informal? Are children able to discuss and choose a level of formality suitable for different genres of writing? Can children identify features of writing that make it more formal or informal? 	<ul style="list-style-type: none"> Slides Genre Cards 3A Example Cards 3A Worksheet 3A/3B/3C Formality Card 3A (FSD? activity only) Model Text 3A (FSD? activity only)
Lesson 4	To write our own autobiographies.	Children use the time in this lessons, and possibly extended time in a following lesson to write the first draft of their autobiography. They will use their plan to write their autobiography in sections.	<ul style="list-style-type: none"> Are children able to recall suitable features of an autobiography? Can children identify effective sections of writing in an autobiography? Can children draft an autobiography? 	<ul style="list-style-type: none"> Slides Model Text 4A Writing Prompts 4A Checklist 4A
Lesson 5	To edit and improve our writing.	This lesson provides the children with the scaffolding to support children in their editing. They will take the opportunity to revise and proofread their writing. The lesson also provides ideas for the presentation of the final draft of their writing as a scrapbook, keepsake or digital book.	<ul style="list-style-type: none"> Can children suggest edits to be made to a piece of writing? Are children able to spot errors in their writing and correct them? Can children make careful choices about the way they edit their writing to improve the intended effect? 	<ul style="list-style-type: none"> Slides Peer Editing Card 5A Editing Card 5A (FSD? activity only) Editing Strip 5A Writing Frame 5A

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Reading - word reading	
<ul style="list-style-type: none">apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
Reading - comprehension	
<ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesincreasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditionsrecommending books that they have read to their peers, giving reasons for their choicesidentifying and discussing themes and conventions in and across a wide range of writingmaking comparisons within and across bookslearning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audiencechecking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextasking questions to improve their understandingdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none">predicting what might happen from details stated and impliedsummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaningdiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerdistinguish between statements of fact and opinionretrieve, record and present information from non-fictionparticipate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteouslyexplain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessaryprovide reasoned justifications for their views.
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none">write legibly, fluently and with increasing speed by:choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task.	<ul style="list-style-type: none">recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing passive verbs to affect the presentation of information in a sentenceusing the perfect form of verbs to mark relationships of time and causeusing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibilityusing relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounlearning the grammar for years 5 and 6 in English Appendix 2indicate grammatical and other features by:using commas to clarify meaning or avoid ambiguity in writingusing hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesisusing semi-colons, colons or dashes to mark boundaries between independent clausesusing a colon to introduce a listpunctuating bullet points consistentlyuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Writing - transcription SPELLING	
<ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themspell some words with ‘silent’ letters [for example, knight, psalm, solemn]continue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1use dictionaries to check the spelling and meaning of wordsuse the first three or four letters of a word to check spelling, meaning or both of these in a dictionaryuse a thesaurus	
Writing - composition	
<ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnoting and developing initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedselecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]assessing the effectiveness of their own and others’ writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errors	English Appendix 2
	<p>WORD</p> <ul style="list-style-type: none">The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>SENTENCE</p> <ul style="list-style-type: none">Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>PUNCTUATION</p> <ul style="list-style-type: none">Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]Use of the colon to introduce a list and use of semi-colons within listsPunctuation of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover