



Year 7 Autumn Term 2 – Knowledge Organiser ‘Autobiography’

Context

In this writing unit, the study of autobiographical writing provides students with a stimulus in order to consolidate and build upon previous learning. This will enable students to develop their own appropriate authorial voice, culminating in a piece of creative writing.

SPAG

- Effective sentence variety
- Controlled and effective sentence construction
- Range of punctuation used accurately



Spellings to Learn

- lonely
- appropriate
- disappointed
- reminisce
- remember
- immediately
- especially
- unfortunately
- author
- relieved

Key Terms

- atmosphere
- autobiography
- topic sentence
- paragraphing
- noun phrase
- direct speech
- metaphor
- simile
- adjective
- past tense

ILJ Links

BBC Bitesize; create a memories box- what would you put in the box and why; read an autobiography of someone you admire.

Skills

- Writing in past tense
- Using first person narrative
- Write creatively using a range of techniques including imagery

Content	
Interview a partner and provide oral feedback to the class	using Standard English confidently in a range of formal and informal contexts, including classroom discussion
Roald Dahl <i>Boy Touching the Void</i>	making inferences and referring to evidence in the text
Additional Laurie Lee extracts for analysis. Other autobiographical extracts	drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
Vivid memory from childhood	considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Prepare a 3 minute presentation to the class about self: hobby, interest etc.	giving short speeches and presentations, expressing their own ideas and keeping to the point

Assessment Task

Extended writing: vivid memory from childhood