



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

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| 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</i> <i>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