

Learning Programme – Year 1 English

Autobiography

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
<p><u>Recount Texts</u></p> <p>Students will read and explore a range of recount texts in preparation for writing their own.</p> <p><u>Outcome:</u> In their own autobiographical writing, students will need to carefully consider the organisation and structure of material as well as content itself.</p>	To be able to select relevant and interesting information when writing to inform	Timeline - Students need to create a timeline of their life, using a combination of images and key words.	Who am I? Short informative response. Peer assessed	<p><u>Excellence:</u></p> <ul style="list-style-type: none"> • Uses a wide range of punctuation confidently and for <u>effect</u> • Experiments with a range of sentence structures – simple, compound, complex • Maintains the same quality of vocabulary and accuracy throughout writing • Knows that ‘less is more’ sometimes – can omit unnecessary words, phrases and content • Consistently applies the conventions of the particular text-type • Writing is thought-provoking, original and cleverly structured • Vocabulary is ambitious and well-chosen 	<p>Read other autobiographies from the KS3 reading list e.g.</p> <ul style="list-style-type: none"> • ‘The Diary of a Young Girl’ by Anne Frank • ‘I Am Malala: How One Girl Stood Up for Education and Changed the World’ adapted by Patricia McCormick for younger readers • ‘Mud, Sweat and Tears’ by Bear Grylls, which has been adapted for a younger audience • ‘Boy’ by Roald Dahl <p>Carry out further research about your family history, interviewing family members, reading old</p>
	To be able to recognise a range of effective techniques used to ‘hook’ an audience.		Students will write their own opening, aiming to employ carefully selected narrative hooks		
	To explore different ways of structuring and organising a narrative piece of writing				
	To accurately and succinctly describe feelings, managing tense changes carefully	Research your past. Students are to interview parents/ guardians and complete the research worksheet	After planning, students will draft one section of their autobiography		
	To explore the style and content of autobiographical writing		In pairs, re-write and improve a section taken from a fictitious autobiography		
	To explore how a writer uses language effectively to create vivid scenes				
	To be able to identify features of autobiographical writing	Complete A3 planning sheet in	End of unit assessment: A		

	To have a clear understanding of the success criteria for this assessment	readiness for assessment	<p>piece of autobiographical writing, focusing on 3-4 main episodes of the student's life, as well as a short reflection on future hopes and ambitions.</p> <p>The homework highlighted will also be used when forming judgements/grades.</p> <p>The data/grades will NOT necessarily be based on the one off end of unit assessment, but a combination of all assessed tasks.</p> <p>Tasks highlighted in green will be teacher assessed with diagnostic feedback given.</p>	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Uses a wide range of punctuation, but not always accurately • Can make writing more concise by replacing parts of sentences with abstract nouns • Can use subordination to link sentences • Attempts to make opening and closing memorable • Topic sentences are relevant • Uses varied sentence lengths and structures • Uses some ambitious vocabulary • Manages tenses changes effectively • Content is mostly interesting - can engage an audience's attention • Spells most words correctly <p><u>Developing:</u></p> <ul style="list-style-type: none"> • Can use some punctuation accurately • Some variation of sentence type • Sometimes uses paragraphs to organise ideas 	<p>diaries and letters, looking at old photographs etc. Use the local library and internet also to help you to create a family tree. Try to get your whole family involved – how far back in time can you go? What interesting things can you find out about your family history?</p> <p>Use a range of sources, such as learning resources (such as BBC Bitesize) http://www.bbc.co.uk/bitesize/standard/english/close_reading_texts/autobiographies_travel_writing/revision/1/ to consolidate understanding of the conventions of recount texts</p> <p>Creative writing – Continue to write your autobiography or write a short biography of a</p>
	To write in an engaging and lively way, employing a range of techniques to help sustain a reader's attention				

			Tasks highlighted in red will be self or peer assessed with marks recorded.	<ul style="list-style-type: none">• Evidence of some topic sentences to introduce new ideas• Uses some connectives• Writes in some detail and focuses on some interesting detail• Chooses some range of vocabulary• Mostly uses the correct degree of formality	family member/ inspirational figure, using research skills to help you
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