

## Year 6 Term 1

### Text type: Autobiography

#### Key writing targets

- Relate events logically so that writing is coherent and provides good coverage of the main topic.
- Use a range of different connectives to write coherently.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of the writing.
- Begin to make use of other punctuation marks such as the semi-colon.

#### Selected Framework objectives

Word	Sentence	Text
W6. To investigate meanings and spellings of connectives: <i>therefore, notwithstanding, furthermore</i> , etc.; link to sentence level work on connectives.	<p>S2. To investigate connecting words and phrases:</p> <ul style="list-style-type: none"> <li>■ collect examples from reading and thesauruses;</li> <li>■ study how points are typically connected in different kinds of text;</li> <li>■ classify useful examples for different kinds of text - for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly...</i>); logic (<i>therefore, so consequently</i>);</li> <li>■ identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>).</li> </ul> <p>S6. To secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets.</p>	T14. To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g., <ul style="list-style-type: none"> <li>■ preparing a CV;</li> <li>■ composing a biographical account based on research;</li> <li>■ describing a person from different perspectives, e.g. <i>police description, school report, newspaper obituary</i>.</li> </ul>

#### Selected text

Text	Author
<p><i>Coming to England</i> Extract: pp. 67-71 Published by Puffin Books <b>ISBN 0140380817</b> <b>Reason for text choice</b> <i>Coming To England</i> describes the author's initial excitement about, and anticipation of, a journey bringing her from the warmth of her life in Trinidad to England. Her memoir describes vividly her shock at both the cultural and racial differences she subsequently encounters.</p>	Floella Benjamin

## Teaching opportunities to address key targets within the structure of a literacy hour

### Shared whole class work

#### Reading

- Read text. Identify the features characteristic of autobiographical writing.
- Examine how the text is organised across its five paragraphs, using subject links of the weather and the narrator's feelings. Finally, the weather becomes a metaphor for the narrator's change in attitude.
- Identify the range of time connectives used to relate events to each other coherently.
- Examine the range of punctuation devices used to control the pace of the text and to construct a range of sentence structures.
- List the stylistic devices used by the writer, such as short sentences for impact, similes, comments in parenthesis, precise details of description, powerful verbs, variety of sentence openings.
- Collect adverbial words/phrases from the text to display and later use in independent writing.

#### Writing

- Write in biographical or autobiographical role to create a distinctive voice.
- Demonstrate re-writing of the fourth paragraph in the third person using relative clauses to describe characters and/or the weather
- Demonstrate text cohesion by planning paragraph content of an autobiographical account of a memorable class event, making clear subject links *between* them.
- Use supported composition and scribing to begin an autobiographical account of a memorable class event.
- Demonstrate revision of selected pupils' writing drawing on stylistic devices identified in Shared Reading, e.g. *parenthetical comment, short sentences for impact, descriptive detail using noun phrases and adjectival phrases*.
- Use supported composition to involve pupils in revision of selected pupils' writing drawing on stylistic devices identified in shared reading.

### Independent work

- Re-write the fourth paragraph in the third person using relative clauses to describe characters and/or the weather.
- Write an autobiographical account of a memorable event, school trip or visit. Ensure text cohesion is achieved by planning paragraph content carefully and making clear the subject links *between* them. Use time connectives to further support the sequence, taken from the class compilation where appropriate.
- Revise writing, drawing on the stylistic devices identified in shared reading, e.g. *parenthetical comment, short sentences for impact, descriptive detail using noun phrases and adjectival phrases*.
- Re-write a paragraph in the third person using relative clauses to describe characters.
- Complete an account of a memorable class event based on the plan from shared writing. Use time connectives, taken from the class compilation where appropriate, to further support the sequence. Incorporate adverbial words/phrases from text collected in shared reading.
- Revise own/writing partner's account drawing on process demonstrated in shared writing.

**Extension,  
consolidation,  
homework tasks**

- Take the sentence from paragraph two (*The cold, sooty air seeped into my lungs and made me cough; it tasted horrible.*) which features a semi-colon. Use it as a model to generate further sentences drawing on ideas from the text, e.g.; *The dazzling snow carpeted the landscape; it looked beautiful.*
- Write a critical commentary on the extract by Floella Benjamin. Summarise its content, remark upon her use of language and style and consider its impact on a personal level.
- Collect examples of connectives from reading. Classify (e.g. *time, sequence, addition*).