

Year 7 – Identity and Autobiography

Recount Writing & Autobiography		Figurative Language Techniques	QR Codes
Recount writing is writing which retells an important or significant event or experience. Examples might be recounting your first day at school or a particularly memorable holiday. Often recount writing focuses on something that has helped shaped the writer’s or narrator’s sense of identity. Recount writing can be fiction (made up) or non-fiction (real life). As it involves retelling something that has happened to the narrator, it usually uses a first-person narrative voice (see below). Description is important in recount writing because your reader needs to be able to picture the events that you are retelling. Using figurative language techniques (like those in the box opposite) can help you create imaginative and entertaining images for your reader. Connectives are helpful in recount writing because they enable you to link together the sequence of events that you are retelling. Autobiographical writing always includes recount writing because the person writing the autobiography focuses on the events and experiences which were most significant in their life. A person’s autobiography is their full life story but there are other forms of autobiographical writing such as articles like ‘A Life in the Day’ which give snapshots of a person’s life or memoires which focus on a particularly influential period in a person’s life.		Alliteration – where two or more words with the same opening sound are placed next to one another. Example: <i>Horrible Histories</i>. Hyperbole – the use of exaggeration to impress, shock or entertain. Example: <i>It was a mammoth task to undo the lid of the jar.</i> Kenning – a compound noun phrase. Example: blood-shadow (blood stain), winter’s blanket (snow). Metaphor – where an object is said to be something that isn’t literally true but captures its essence. Example: <i>‘He realised, in that moment, that a web of lies had drawn him here’.</i> Onomatopoeia – where the sound of a word is very similar to its meaning. Example: <i>‘She dropped the gun which thudded on to the floor.’</i> Oxymoron – where two words with opposing connotations are combined. Examples: old news, deafening silence, open secret, living dead. Personification – where something that isn’t human is given human attributes. Example: <i>‘The drain giggled as the blood trickled into it.’</i> Simile – where one thing is compared to another using ‘like’ or ‘as’. Example: <i>‘The dagger sank into his flesh like a knife into soft butter.’</i> Symbolism – the use of objects to represent ideas Example: Dr Roylott’s hunting crop symbolises his violent personality. Zeugma – where a word is used to apply to two others in different senses. Example: <i>‘She held his hand and her breath.’</i>	Punctuation Guide  Rhyming Dictionary  Poetry by Heart 
Types of Narrator		Crafting Sentences & Paragraphs	
First Person A character within the story is telling the story. Some of the main personal pronouns used are <i>I, my, me, we</i>. Example: <i>I watched as the boat sank. I felt a mixture of relief and guilt. I turned to take the rudder, pushing away the thoughts that crawled like ants into my mind.</i>	Second Person Not commonly used by writers. The personal pronouns <i>you</i> and <i>your</i> are used throughout. Example: <i>You watch as the boat slowly sinks. You feel relief mixed with guilt. You turn and take the rudder, pushing away the thoughts that crawl like ants into your mind.</i>	Minor sentence: an incomplete sentence that still makes sense. Example: <i>‘Utter nonsense.’</i> Simple sentence: a sentence with a single clause and a single subject. Example: <i>‘She lifted the blind.’</i> Compound sentence: A sentence that connects two independent clauses with a co-ordinating conjunction. Example: <i>‘She lifted the blind and peered out of the window.’</i> Complex sentence: A sentence that consists of a main clause and a subordinate clause. Example: <i>‘Slowly and carefully, she lifted the blind.’</i> Imperatives: sentences that are commands. Example: <i>‘Don’t get your fingerprints on the murder weapon.’</i> Declaratives: sentences that are statements. Example: <i>‘He looks guilty to me.’</i> Interrogatives: sentences that are questions. Example: <i>‘What are you planning to do to me?’</i> Exclamations: sentences that use exclamation marks. Example: <i>‘Run!’</i> ISPACED sentence starters: ing words; similes; prepositions; adverbs; conjunctions; ed words, dialogue. TIPTOP paragraphs: Start a new paragraph when you you change Time, Person, Topic or Place.	
Third Person The story is being told by someone who is not a character in the story. The personal pronouns used are <i>she, he</i> and <i>they</i>. Example: <i>George watched as the boat slowly sank. He felt relief mixed with guilt. He turned to take the rudder, pushing away the thoughts that crawled like ants into his mind.</i>	Third Person Omniscient The story is being told by a narrator who is all knowing. Example: <i>George watched as the boat sank. He felt relief mixed with guilt. Six miles away a group of fishermen watched the horizon, looking for signs of the storm they could feel in the air.</i>		

Literacy – Identity and Autobiography			
Tier 2 Vocabulary		Tier 3 Vocabulary	
accomplish – to achieve something.	navigate – to find your way towards a destination.	anecdote – a short personal story used to illustrate a point.	rhyme – where the words share corresponding sounds.
emphasis – to stress something or make it stand out.	recurring – something that happens regularly.	bathos – where a text suddenly moves from being serious and profound to trivial and ridiculous.	sensory language – words connected to the five senses of touch, hearing, taste, smell and sight.
habitually – to do something regularly, out of habit.	recognition – identifying something you know or acknowledgement of an achievement.	chronology – the time sequence of events.	tone – the attitude or emotional feeling that the narrator of a text seems to have.
identity – the means of recognising who a person is or the group they belong to.	undignified – appearing foolish.	refrain – a repeated line or lines in a poem that acts like a chorus.	topic sentence – a sentence which expresses the main idea of the paragraph.
Language for analysing a text		Speak like a text analyst	
builds	implies	The anecdote about the zoo visitor who fed him peanuts is particularly entertaining.	The use of rhyme gives the poem a light-hearted tone.
connotes	infers	The bathos in the final line of the poem creates some brilliant humour.	The sensory language really helps the reader to imagine what it was like to be in the sea.
develops	positions	The article follows a straightforward chronology .	The writer uses a sarcastic tone to amuse the reader.
explains	reinforces	The poem’s refrain helps to emphasise its message.	The topic sentence makes clear what the rest of the paragraph will be about.