

# 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: *Horrible Histories*.  
**Hyperbole** – the use of exaggeration to impress, shock or entertain. Example: *It was a mammoth task to undo the lid of the jar*.  
**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: *‘He realised, in that moment, that a web of lies had drawn him here’*.  
**Onomatopoeia** – where the sound of a word is very similar to its meaning. Example: *‘She dropped the gun which thudded on to the floor.’*  
**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: *‘The drain giggled as the blood trickled into it.’*  
**Simile** – where one thing is compared to another using ‘like’ or ‘as’. Example: *‘The dagger sank into his flesh like a knife into soft butter.’*  
**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: *‘She held his hand and her breath.’*

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, my, me, we*.  
 Example: *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.*

**Second Person**  
 Not commonly used by writers. The personal pronouns *you* and *your* are used throughout.  
 Example: *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.*

**Third Person**  
 The story is being told by someone who is not a character in the story. The personal pronouns used are *she, he* and *they*.  
 Example: *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.*

**Third Person Omniscient**  
 The story is being told by a narrator who is all knowing.  
 Example: *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.*

**Minor sentence:** an incomplete sentence that still makes sense. Example: *‘Utter nonsense.’*  
**Simple sentence:** a sentence with a single clause and a single subject. Example: *‘She lifted the blind.’*  
**Compound sentence:** A sentence that connects two independent clauses with a co-ordinating conjunction. Example: *‘She lifted the blind and peered out of the window.’*  
**Complex sentence:** A sentence that consists of a main clause and a subordinate clause. Example: *‘Slowly and carefully, she lifted the blind.’*  
**Imperatives:** sentences that are commands. Example: *‘Don’t get your fingerprints on the murder weapon.’*  
**Declaratives:** sentences that are statements. Example: *‘He looks guilty to me.’*  
**Interrogatives:** sentences that are questions. Example: *‘What are you planning to do to me?’*  
**Exclamations:** sentences that use exclamation marks. Example: *‘Run!’*  
**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.

# Literacy – Identity and Autobiography

## Tier 2 Vocabulary

## Tier 3 Vocabulary

<b>accomplish</b> – to achieve something.	<b>navigate</b> – to find your way towards a destination.	<b>anecdote</b> – a short personal story used to illustrate a point.	<b>rhyme</b> – where the words share corresponding sounds.
<b>emphasis</b> – to stress something or make it stand out.	<b>recurring</b> – something that happens regularly.	<b>bathos</b> – where a text suddenly moves from being serious and profound to trivial and ridiculous.	<b>sensory language</b> – words connected to the five senses of touch, hearing, taste, smell and sight.
<b>habitually</b> – to do something regularly, out of habit.	<b>recognition</b> – identifying something you know or acknowledgement of an achievement.	<b>chronology</b> – the time sequence of events.	<b>tone</b> – the attitude or emotional feeling that the narrator of a text seems to have.
<b>identity</b> – the means of recognising who a person is or the group they belong to.	<b>undignified</b> – appearing foolish.	<b>refrain</b> – a repeated line or lines in a poem that acts like a chorus.	<b>topic sentence</b> – a sentence which expresses the main idea of the paragraph.

## Language for analysing a text

## Speak like a text analyst

<b>builds</b>	<b>implies</b>	The <b>anecdote</b> about the zoo visitor who fed him peanuts is particularly entertaining.	The use of <b>rhyme</b> gives the poem a light-hearted tone.
<b>connotes</b>	<b>infers</b>	The <b>bathos</b> in the final line of the poem creates some brilliant humour.	The <b>sensory language</b> really helps the reader to imagine what it was like to be in the sea.
<b>develops</b>	<b>positions</b>	The article follows a straightforward <b>chronology</b> .	The writer uses a sarcastic <b>tone</b> to amuse the reader.
<b>explains</b>	<b>reinforces</b>	The poem's <b>refrain</b> helps to emphasise its message.	The <b>topic sentence</b> makes clear what the rest of the paragraph will be about.