



Dear Year 6,

We are delighted that you are coming to join us soon at Burscough Priory Academy and we can't wait to welcome you to our lessons!

We are disappointed that we cannot invite you to our school at the moment, to help you find out more about us and us about you! However, we have put together some activities in this booklet so we can learn about you on your arrival to Burscough in Year 7.

Work through the 'All about me' tasks and then use this to help you complete your autobiographical writing of a childhood memory.

Complete each task to the best of your ability to show off your English skills to us!

ALL ABOUT ME

My primary school is called...and my favourite thing about it is...

I like to spend my spare time...

The thing I'm most looking forward to about secondary school is...

My greatest achievement is...

My favourite subject in school is...because...

AUTOBIOGRAPHY

So that we can learn *all about you* when you arrive in Year 7, we'd like you to write a short autobiography about your life.

What is an autobiography?

- A. An account of a person's life written by someone else.
- B. An account of a person's life written by that person.
- C. A fictional account of a character's life.

Match up the autobiography titles with their famous authors:

| |
|--|
| 1. <i>Faster than Lightning</i> |
| 2. <i>The Diary of a Young Girl</i> |
| 3. <i>Boy</i> |
| 4. <i>Unbelievable</i> |
| 5. <i>Nothing is Impossible</i> |
| 6. <i>I don't mean to be rude, but</i> |
| 7. <i>How to be a Footballer</i> |
| 8. <i>Becoming</i> |

| |
|-------------------|
| A. Peter Crouch |
| B. Simon Cowell |
| C. Anne Frank |
| D. Michelle Obama |
| E. Roald Dahl |
| F. Usain Bolt |
| G. Dynamo |
| H. Jessica Ennis |

1F, 2C, 3E, 4H, 5G, 6B, 7A, 8D

Answers: B - An account of a person's life written by that person.

FEATURES OF AUTOBIOGRAPHY

What is the purpose of an autobiography? **To give an account of your life so far.**

Remember to include:

- **Dates and locations**
- **Significant events in your life**
- **Name individuals who have influenced you (but focus on 1-2 at a time)**
- **Your greatest achievements and experiences**

How should I structure an autobiography?

- **Open with details the reader needs to know – what age were you, where did it happen?**
- **Write events in chronological order**
- **Tell a story of a key event**

Time connectives: **then, after that, this, firstly, whenever, in the end, on another occasion**

Adverbials: **accordingly, consequently, therefore, hence, as a result**

Remember to always write in **past tense!**

The extract below is taken from **David Walliams'** autobiography. In this extract, he describes a part of his school life he remembers vividly – school dinners!

Which features of an autobiography from the previous page can you find in this extract? Highlight and label any features you can find.

If the headmaster at my primary school was a demon, the dinner lady Mrs Pierce was an ogre. She had the face she deserved, one contorted over the years to a permanent expression of sourness, as sour as her dreaded gooseberry crumble, and a thick moustache above her lip. She never smiled. She couldn't. Mrs Pierce despised children, so she was in the perfect job to make their lives a misery day after day. It was as if she was an evil villain who had escaped from a Roald Dahl story. One boy, Wilson, had a written note from his mother stating he did not have to eat any fruit or vegetables except chips. However, if any of the rest of us dared turn our little noses up at her boiled cabbage or fishcakes or dreaded stews she would jab her long steel serving spoon in your direction like a weapon and bark, "I will rap your knuckles faster than you can say Jack Spratt!"

One Friday, after barely edible liver and onions, it was stewed peaches for pudding. I didn't like peaches at the best of times, but stewed? It seemed cruel even to the peaches. Unlike Wilson (who has probably since died of scurvy) with his extraordinary excuse note, I had no choice but to try and eat them. I fished them out of the bowl with my spoon. Even the smell disagreed with me. Holding my nose I put them in my mouth. I chewed and found their hairy texture revolting, let alone the taste. I tried to swallow, but I couldn't. I knew I would throw up if I did. So now I had warm stewed peaches in my mouth, and uneaten cold stewed peaches in my bowl.

Mrs Pierce was patrolling the tables with her spoon, ready to rap the knuckles of any child who dared not finish every last morsel of her dessert. "Finish your peaches, boy," she snarled, spitting over my bowl as she did so.

CHILDHOOD MEMORIES

1. Who was your **best childhood friend**? Write about some of the fun things you used to do together.
2. Describe one of your **earliest childhood memories**. How old were you? What bits and pieces can you recall?
3. Were you shy as a child? Bossy? Obnoxious? Describe several of your childhood character traits. How did those qualities show themselves? Are you still that way today?
4. Think of a time when you did something you shouldn't have done. Describe both the incident and the feelings they created.
5. Have you ever needed stitches, broken a bone, or been hospitalized? Describe a **childhood injury or illness**.
6. Do you have quirky or **interesting relatives** on your family tree? Describe one or two of them.
7. **Books can be childhood friends**. What were some of your favourites? Why were they special?
8. What are your **happiest childhood memories**? Describe one event and the feelings associated with it.

What is our task?

We would like you to write about one of your favourite childhood memories!

Max 3 sides of A4.

You should aim to:

- Write about an event clearly and in order
- Use paragraphs to structure your writing
- Use descriptive language

| Time connectives to use in your writing... | Tick ✓☐ | Adverbials to use in your writing... | Tick ✓☐ |
|--|------------|--------------------------------------|------------|
| Then, | | That year, | |
| After that, | | Often, | |
| Firstly, | | Consequently, | |
| On another occasion, | | Therefore, | |
| In the end, | | As a result, | |

| <u>Title:</u> | Sentence starters to help you: |
|---|--|
| <p><u>Paragraph 1:</u></p> <p>When did the memory take place? What do you remember about this particular day?</p> | <p>I remember it like it was yesterday...</p> <p>On this particular day, the sky was...</p> |
| <p><u>Paragraph 2:</u></p> <p>Where did it take place? Help your reader by writing some descriptive sentences about the setting, what can you see?</p> | <p>I can still see...</p> <p>But best of all....</p> |
| <p><u>Paragraph 3:</u></p> <p>What happened? What can you hear and smell? Describe the memory using adjectives to help your reader</p> | <p>All around me was the smell of....</p> <p>If I close my eyes, I can still hear the sound of....</p> |

CHECKLIST:

- Organise your writing clearly into paragraphs
- Written in past tense and in chronological order
- Proof-read and checked all sentences are correctly punctuated and make sense.
- Use a range of punctuation for effect.
- Use ambitious vocabulary.
- You must use paragraphs accurately and for effect.



