

Year 4 Home Learning Week 13 - 29.6.20-3.7.20

Literacy Support Document

This week we will be looking at autobiographies, as you will be writing your own about your own life. Additionally, you will have the opportunity to proof read and edit your work.

Lesson 1 - Comprehension

Read through this autobiography extract and answer the comprehension questions, using your reading skills.

Non-Fiction Exemplars **Autobiography Extract**

London Road Primary School was a small collection of Victorian buildings, nestled cosily beside the town's larger and more modern comprehensive. To my bewildered, four-year-old eyes, it was a vast and frightening place.

Squeezed into my uncomfortable grey skirt and stiff white shirt, I tugged constantly on the unfamiliar green and gold tie as I stood in the playground, clutching my mum's hand on that first, frightening day. Around me, other small children clung to their parents, wide-eyed and fearful, waiting to be summoned through the doors of that great institution.

At nine o'clock exactly, Mrs Hargreaves arrived at the door to reception class and beckoned us forward. 'Single file, no talking,' she commanded. Meekly, we said goodbye to our parents and lined up like lambs to the slaughter. It took all my strength not to burst into tears.

Inside, the classroom was austere and forbidding. We were later to discover that Mrs Hargreaves had an aversion to electricity and very seldom allowed the overhead strip lights to be switched on. As a result, I spent the first two years of my education in a state of semi-gloom, both literally and metaphorically.

'Find your desk and sit in silence!'

Thirty trembling children wandered through the rows of desks, looking for their name, each of which had been written in a perfect, copperplate hand on small pieces of card, and then placed on the desks. Soon, most of us were sitting – save for five stragglers who found themselves standing at the front, under the gorgon's eye.

'Why are you not sitting down?'

The tallest girl, who I recognised from play group as Lisa Smith, piped up bravely.

'We can't read, Miss.'

'Idiots!' Her voice rang in our ears and the smallest boy at the front started crying.

1. What was London Road Primary School?
2. What word is used to describe the 'grey skirt'?
3. What does 'austere' mean?
4. What did Mrs Hargreaves not do very often in the classroom?
5. How many stragglers were there?
6. Write an antonym for 'meekly'.
7. How do you think the 4 year old felt on their first day of school? Why do you think this?

Create your own comprehension questions.

Lesson 2 - Autobiography

Write your own autobiography about your life. Use the resources below to help you.

Features of an Autobiography

Purpose:

To give an account of your life so far

Tense:

written in the past tense
closing statements may use
present/future tense



Include:

positive and negative
experiences and how they
shaped your life
beliefs, values, feelings and
opinions

Structure:

Opens with an attention-grabbing introduction to make the audience want to read on

Events are written in **chronological order**

Early memories, family, home and influences help to make sense of events which happen later

Factual **anecdotal** writing - telling a story

Includes relevant photos with captions for interest

Closing statements include comments on your life now, reflections on some key events, hopes for the future



Include:

precise dates and
locations
named individuals who
have influenced you
achievements and
experiences

Include:

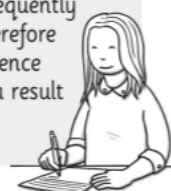
adverbials of time,
place, number
later, that year, nearby,
opposite, often, always

Include:

time connectives
then, after that, this,
firstly, whenever, in the
end, on another
occasion

Include:

adverbials
accordingly
consequently
therefore
hence
as a result



Features of an Autobiography Checklist

Have I...	
...used an interesting opening statement or introduction?	
...written in the first person (I/me)?	
...written in chronological order with time connectives?	
...written in the past tense?	
...referred to named individuals and places?	
...used dates for specific events?	
...included early memories and influences?	
...included beliefs and values?	
...included emotions and opinions?	
...included achievements?	
...reflected on events in a conclusion?	
...written my ending in the present and/or future tense?	
...included hopes and plans for the future?	

Autobiographies

‘Auto’ means ‘self’ therefore an autobiography is self-written. It is an account of someone’s life, written by the person themselves, in chronological order. An autobiography is different to a biography because it is written in the first person, explaining important events in their life. The subject may write about what has influenced them and include details of their feelings during different experiences they have had.

Autobiographies are primary historical sources of information whereas biographies are secondary sources.

To remember the difference ... auto = self.

Lesson 3 – Continued autobiography and editing.

Complete your autobiography from Literacy 2. When finished, proof read your work and make any edits where necessary. **Make any corrections/edits in a different colour pen.**

Proof read your work with an adult at home to help you edit your work to enhance it further.

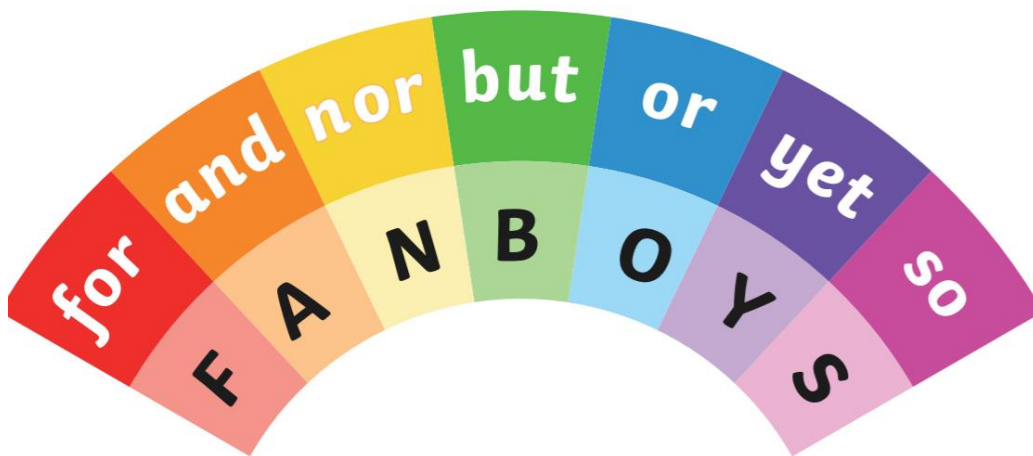
Things to consider when editing:

- Spellings
- Interesting vocabulary
- Punctuation – capital letters, full stops, commas etc.
- Sentence structure – varied length and sentence starters.
- Variety of conjunctions

Conjunctions

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.




Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Extension/Challenge: Write the following passage out on the lines in your neatest handwriting. Remember your cursive rules.

Perth was first settled by Europeans in 1829 and was originally known as The Swan River Colony, governed by Captain James Stirling. The original landing was north of the Swan River. However, Perth was not the first settlement in Western Australia. King George's Sound, now known as Albany was already an established convict-supported settlement at this time. Perth was unique to the other European settlements because it was the first one made entirely of free settlers.

A series of horizontal lines for handwriting practice, consisting of alternating blue and red lines, providing a guide for letter height and placement.