

Communication and Language – Applying Learning

Composition Changes and Transitions Autobiography

Leanne



Lesson Structure



Welcome!



Get your resources



Model



Activity



For this lesson, you will need:

- Photos or pictures of family
- Scissors - be careful as these may be sharp
- Glue
- Paper
- Pencil or pen
- Mirror
- Coloured pencils



What is an autobiography?

If you have any autobiographies at home get these out to have a look at. Discuss what type of book an autobiography is:

- Life story
- Recording memories
- A book about you, written by you
- The story of you



Using a writing frame.

A writing frame can be used to support the learner to lay out their writing and remember what goes where. Talk through all of the stages with the learner. Use less support to develop independence.

Name	
Comment on the photograph here using drawing or writing	Choose a photograph to place here
Choose a photograph to place here	Comment on the photograph here using drawing or writing



Commenting on your photographs

Look at the photos of you and your family at different stages of life. Talk about:

- Who is in the photo?
- What are they doing?
- What else can you see in the photo?
- Where is the photo taken?
- How are people in the photo feeling?

Use the answers to write your autobiography



Now it's time to complete the activity

Making an autobiography

- **Draw the autobiography writing frame onto paper**
- **Choose photographs you would like in your autobiography**
- **Discuss what you can see in the photos**
- **Comment on your photos**



Your self-portrait

Draw a picture of yourself for the front cover of your book.

Talk about:

- What colour are your eyes?
- What colour is your hair?
- Is your hair long or short?
- What clothes do you like to wear?
- How are you feeling today?

Use a mirror to help you.



Now it's time to complete the activity

Making an autobiography

- **Talk about your features**
- **Use a mirror to help you**
- **Draw your self-portrait for the book cover**



Make it easier

Use photographs of an easily recognised activity, e.g. eating or swimming.

Use pre-written words that can be sequenced.

Make a sentence or word, then ask the learner which photograph this links to.

Make it harder

Reduce written prompts and encourage independent writing.

More ideas

Choose a topic to write a story about, e.g. another family member or a family pet.

Use different writing frames for different purposes e.g. a shopping list.

