

Phase ③ Marie Curie's account

Learning outcome

Children can recognise the structure and language, organisational and presentational features of different forms of biography and autobiography.

Success criteria

- I can rewrite a biography as an autobiography.
- I can use autobiographical features in a text.

Setting the context

Encourage the children as a class to identify the features of an autobiography and list them on the board. Display the photocopiable page 'Marie Curie' and explain that it is an extract from a short biography of her life. With the children, identify the biographical features, such as the impersonal style, that it is written in third person. Explain to the children that you would like them to write the biographical account as an autobiographical account. Remind the children of the autobiographical features list from the board. Children at levels 2-3 can write a short passage of one part of the extract with adult support if needed. Children at levels 4-5 can rewrite the whole extract in autobiographical form. Display the success criteria in the classroom.

Assessment opportunity

As the children work, move around the class and take notes. Ask questions about their work: *In what ways are you turning the language from formal to informal? Have you used the third or first person? How would Marie Curie describe it?* Encourage the children to share their completed account with a response partner. Invite them to identify autobiographical features in their partner's accounts and then feed back their findings. Ask them to compare their accounts to the success criteria. All the children should come together at the end of the activity to read through their accounts. Praise and identify those who have used autobiographical features successfully.

Assessment evidence

At levels 2-3, children should write their autobiographical text in the first person and start using more adventurous words to create a more personal style. At levels 4-5, children should use a personal style, using a range of techniques including time connectives to show shifts of time, descriptive use of verbs, adjectives and adverbs. The text should also show some form of structure. Use the children's written autobiographical accounts along with their responses and feedback as evidence against Writing AF1.

Next steps

Support: With the children, look at their short autobiographical passage. Discuss how autobiographies help to see a life from that person's point of view, for example how the person feels about an event, their feelings about other people, their reasons for doing something.

Extension: Encourage children to find out more about Marie Curie's childhood. How did she come to be a great scientist in an age when women were rarely able to do well in academic areas?

Key aspects of learning

Information processing: Children will identify relevant information from a range of sources on paper and on screen and use this as a basis for both oral presentation and writing.

Empathy: Through discussing and writing simulated autobiography, children will need to imagine themselves in another person's position.