

**Should it be written in a formal or informal tone?**

<b>Prefix</b>	A cluster of letters which goes before a word to alter the meaning.
<b>Semi-colons</b>	These are used to join two main clauses and are used in a place of a conjunction.
<b>Passive voice</b>	The subject undergoes the action as opposed to carrying out the action. The people were hurt by the fire (passive) / The fire hurt the people (active)
<b>Past Tense</b>	Use past tense verbs with an understanding of regular and irregular verbs.
<b>Cohesive Devices</b>	Using fronted adverbials and conjunctions to connect paragraphs
<b>Formal Tone</b>	Written in third person and avoiding slang, contractions and abbreviations.
<b>Third Person</b>	Using pronouns he, she, they, their, etc.



African-American.	assassinated.	boycott.
bias	bigotry	civil rights
change	civil resistance	<b>democracy</b>
demonstration	dignity	freedom
segregation	human rights	"I have a dream"

Influential People to research	
<b>Roald Dahl</b>	Children's author behind <i>Charlie and the Chocolate Factory</i> and <i>Matilda</i> .
<b>Jacqueline Wilson</b>	Children's author who has written a range of books including <i>The Story of Tracey Beaker</i> .
<b>Harriett Tubman</b>	Harriet Tubman was an American abolitionist and political activist. Born into slavery, Tubman escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad.
<b>Anne Frank</b>	Famous for her diary written during the holocaust whilst hiding in the attic.
<b>Martin Luther-King</b>	Martin Luther King Jr. was an American Christian minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1955 until his assassination in 1968.

### Homework ideas:

**Task 1** Read 'The Diary of Anne Frank' and write a biography about her life

**Task 2** Select an influential person from the list and create a biography on them.

**Task 3** Find other words which contain the suffix bio- and write down their meanings.

**Task 4** Photocopy a biography found online and then identify and highlight the features of a biography

**Task 5** Have a go at writing an autobiography – a book about you, written by you!

**Task 6** Try to memorise a page of a biography and practise reading it aloud with expression

**Task 7** After reading a biography of your choice, create your own questions about the person for your teacher to answer!

## Y6 Information Text: Biography Example Text Annotated Grammar, Punctuation and Spelling Features

All text:  
Accurate  
spelling,  
punctuation  
and  
grammar taught  
in previous years  
is demonstrated  
throughout

### Tom Daley

**Wow!**<sup>7</sup> Who is that figure twirling through the air **high** **above the swimming pool**<sup>8</sup>, and what is he all about? Read on and find out...

<sup>8</sup> preposition  
phrases to  
add detail and  
clarity (e.g.  
under the  
floorboards,  
across the room,  
etc.)

<sup>2</sup> formal  
vocabulary and  
sentence structure  
that matches the  
formality of  
the text

<sup>3</sup> a range of  
linking words/  
phrases,  
including  
adverbials, to  
join sentences  
and paragraphs  
together (e.g.  
first, then, after,  
while,  
significantly,  
likewise, for  
instance etc.)  
as  
well as repetition  
and ellipsis

<sup>4</sup> passive verbs  
(e.g. The Spanish  
team were beaten  
by France or The  
sweets were  
eaten by the

<sup>5</sup> modal verbs  
(e.g. can,  
could, should,  
would, etc.)

<sup>6</sup> multi-clause

#### Introduction

British diver Tom Daley has represented his country in many **competitions**<sup>18</sup> worldwide, including three Olympic Games. He specialises in platform dives – both as a solo athlete and **in synchronised events**<sup>9</sup>.

#### Family and Early Life

Thomas Robert Daley **was born**<sup>4</sup> in Plymouth on 21st May, 1994. His father, **Rob**,<sup>15</sup> trained **as an electrician**<sup>10</sup> **while**<sup>3</sup> his mother (**Debbie**)<sup>15</sup> was a housewife. Tom is their eldest child:<sup>16</sup> his two brothers, **William and Ben**,<sup>15</sup> are three and five years younger than him. Tom attended local schools and, **despite his education being interrupted**<sup>2&3</sup> by competitions, he still achieved great exam results **at his secondary school**<sup>9</sup>.

#### Sporting Beginnings

**Having learned to swim**<sup>3</sup> at the age of four,<sup>13</sup> Tom then began



<sup>18</sup> adverbs and  
adverbials to  
add detail and  
clarity (e.g.  
bravely, often,  
repeatedly, in  
the blink of an  
eye, etc.)

<sup>11</sup> expanded  
noun phrases to  
add detail and  
clarity (e.g. a  
state-of-the-art  
computer or a  
hideous, green  
alien with a  
pointy nose.)

<sup>12</sup> inverted  
commas

<sup>13</sup> commas  
for clarity

<sup>14</sup> apostrophes for  
possession

<sup>15</sup> brackets,  
dashes and  
commas for  
parenthesis

<sup>16</sup> semi-colons,  
dashes and