

Recount

First year of school

Purpose:

1. To retell a series of events (sequenced in order).

Structure:

1. Orientation is used: where, when, who.
2. Events should include 3 simple sentences, sequenced in order.
e.g. Last week my family went to grandma's house
First, we drove in the car.
Then we had dinner.
Finally, we came home.

Grammar:

1. Time connectives are used to sequence events (first, then, finally).
2. Past tense verbs are used.
3. Nouns are used to refer to people and places (introduce proper nouns).
4. The writer uses noun/pronoun relationship correctly.

Writing Features:

1. A planned structure is used to recount.
2. Simple sentences are used.
3. Some high-frequency words are spelt correctly.
4. Capital letters and full stops are used.

Recount

Second year of school

Purpose:

1. To retell a series of events (sequencing has to be in order).

Structure:

1. Orientation is used: where, when, who.
2. Events are recounted in order using 2 simple sentences and 1 compound sentence.
3. Reflection is used in conclusion.
(e.g. Last week my family went to grandma's house for her birthday. First, we drove in the car. Then we had dinner and we watched television. Then we came home. It was a great night.)

Grammar:

1. Time connectives are used to sequence events.
2. Past tense verbs are used.
3. Proper nouns identify those involved in the text.
4. Adjectives or describing words explain details.
5. Pronouns refer to people and places (e.g. I, me, we, he, she).
6. Evaluative language is used.

Writing Features:

1. A planned structure is used to recount.
2. Simple sentences are used.
3. All high-frequency words are spelt correctly.
4. Capital letters and full stops are used.

Recount

Third year of school

Purpose:

1. To retell a series of events (sequencing has to be in order).

Structure:

1. Orientation is used: where, when, who, why.
2. Events are recounted in order using 2 simple sentences and 1 compound sentence.
3. A paragraph for one of the events is based on descriptive sentences: shape, size, colour, number, texture, location and action/feeling).
4. Reflection is used in conclusion.

(e.g. Last week, my family went to grandma's house for her birthday. First we drove in the car. Our car has four black wheels. The seats are very comfortable. Then we had dinner and we watched television. Next we packed up and we said goodbye. I can't wait to go back!)

Grammar:

1. Time connectives are used to sequence events.
2. Past tense verbs are used.
3. Proper nouns are used to identify those involved in the text.
4. Adjectives or describing words explain details.
5. Pronouns are used to refer to people and places (e.g. I, me, we, he, she).
6. Evaluative language is used.

Writing Features:

1. A planned structure for recount is used.
2. Correct choice of sentences is used (simple or compound).
3. All high-frequency words are correctly spelt.
4. Punctuation (e.g. capital letters, full stops, exclamation marks) is used correctly.
5. Reflection may indicate a tense change (e.g. I will go again (future)).

Recount

Fourth year of school

Purpose:

1. To retell a series of events (sequencing has to be in order).

Structure:

1. Orientation is used: where, when, who, why.
2. Events are recounted in order using 2 simple sentences and 1 compound sentence.
3. A paragraph for one of the events is based on descriptive sentences: shape, size, colour, number, texture, location and action/feeling).
4. Reflection is used in conclusion.

(e.g. Last week, my family went to grandma's house for her birthday. First we drove in the car. Our car has four black wheels. The seats are very comfortable. Then we had dinner and we watched television. Next we packed up and we said goodbye. I can't wait to go back!)

Grammar:

1. Time connectives are used to sequence events.
2. Past tense verbs are used consistently.
3. Proper nouns are used to identify those involved in the text.
4. Personal pronouns (e.g. I, me, we, he, she) are used correctly.
5. Adjectives or describing words are used to explain details.
6. Paragraphs are used to organise the series of events.

Writing Features:

1. A planned structure for recount is used.
2. Correct choice of sentences is used (simple or compound).
3. All high-frequency words are correctly spelt.
4. Punctuation (e.g. capital letters, full stops, exclamation marks) is used correctly.
5. Reflection may indicate a tense change (e.g. I will go again (future)).

Recount

Fifth year of school

Purpose:

1. To retell a series of events (sequencing has to be in order).

Structure:

1. Orientation is used: where, when, who, why.
 - Events in order: 4 events,
 - 2 simple sentence
 - 2 compound sentences(e.g. First we drove in the car.
Then we had dinner and we watched television.
Next we packed up and we said goodbye.
Soon we climbed in to bed.)
2. Elaboration of events to create paragraphs
(e.g. Then we had dinner and we watched television.
There were lots of vegetables on the plate.
It took twenty minutes for us to eat the food.
The meal was great.)
3. Paragraphs are developed for more than one of the events based on descriptive sentences: shape, size, colour, number, texture, location and action/feeling
(e.g. First we drove in the car.
Our car has four black wheels.
The seats are very comfortable.
There were lots of vegetables on the plate.
I counted seven green Brussel sprouts.
The carrots were long and skinny.
They tasted delicious.)
4. Reflection statement – developed in to a paragraph.
(e.g. It was a great day. I can't wait to go back! I love going to her house.)

Grammar:

1. Time connectives are used to sequence the order of events.
2. Past tense verbs are used consistently.
3. Proper nouns are used to identify those involved in the text.
4. Noun/pronoun relationship is clearly expressed.
5. Adjectives or describing words are used to explain details.
6. Some use of adverbial phrases is demonstrated. (e.g. The plate was full of vegetables.)
7. The subject and verb agree.
8. Plurals and articles are used correctly.
9. Definite and indefinite articles are used correctly.
10. Additional noun types (e.g. collective: A bunch of red flowers was on the table.) are introduced.

Writing Features:

1. A planned structure for recount is used.
2. A range of sentences is used (simple or compound).
3. All high-frequency words are correctly spelt.
4. Punctuation (e.g. capital letters, full stops, exclamation marks) is used correctly.
5. Reflection may indicate a tense change (e.g. I will go again (future)).
6. Spelling is checked and corrected.

Recount

Sixth and seventh years of school

Purpose:

1. The writing retells a series of past events in the order in which they occurred.
2. The writing describes what and when the event occurred.

Structure:

1. The introductory paragraph provides an orientation, telling the reader who, when and where.
2. Introductory sentences are elaborated based on descriptions related to range of adjectives: shape, size, colour, number, texture, location and action/feeling.
e.g. Last week my family went to grandma's house. She is a seventy-year old lady. Her house is located on Smith Street. She enjoys cooking dinner for the family.
3. Events are sequenced in order with at least four events (e.g. 2 simple sentences and 2 compound sentences).
e.g. First we drove in the car.
Then we had dinner and we watched television.
Next we packed up and we said goodbye.
Soon we climbed in to bed.
4. There is an elaboration of events to create paragraphs.
e.g. Then we had dinner and we watched television.
There were lots of vegetables on the plate.
It took twenty minutes for us to eat the food.
The meal was great.
5. Paragraphs are developed for more than one of the events based on descriptive sentences: shape, size, colour, number, texture, location and action/feeling).
e.g. First we drove in the car.
Our car has four black wheels.
The seats are very comfortable.
There were lots of vegetables on the plate.
I counted seven green Brussel sprouts.
The carrots were long and skinny.
They tasted delicious.
6. The writing expresses and evaluation or reflection statement about the event (optional), which can be developed in to a paragraph.
e.g. It was a great day. I can't wait to go back! I love going to her house.

Grammar:

1. Proper nouns are used to identify those involved in the text.
2. Adjectives or describing words are used to explain details.
3. A variety of action verbs are used.
4. The past tense is consistently used for verbs.
5. A variety of time connectives put the events in order (e.g. initially, next, then, finally).
6. Pronoun links between people and places are clear (e.g. I, me, he, she, we).
7. Compound sentences are used to compare ideas. (e.g. I enjoyed the day but others did not.)
8. Literary language is used (simile, metaphor, personification).
9. Technical vocab is used related to the context.
10. Evaluative language is used to summarise and /or reflect.

Writing Features:

1. Writing is planned.
2. Simple sentences, compound and complex sentences are used.
3. Paragraphs are based on elaboration of the topic sentence and organise the sequence of events.
4. The tense of the verbs is consistent.
5. The subjects and verbs agree.
6. Plurals and articles are used correctly (including definite and indefinite articles).
7. Punctuation markers are used accurately (e.g. capital letters, full stops, exclamation marks).
8. Spelling is checked and corrected.
9. Writing is checked and edited.