

Recount

	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -Write simple recounts linked to topics of interest / study or personal experiences (eg our day at school) -Word choice shows some awareness of topic -A simple opening and concluding statement are used -Recount is structured in chronological order 	<ul style="list-style-type: none"> -Write sentences to match pictures or sequences of pictures illustrating an event -Use experiences of simple recounts as a basis for composition eg retelling, substituting or extending -Begin to recognise generic structure of recounts eg ordered sequence of events, use of words like 'first, next, after, when' -Write simple recounts using the language of texts read as models for own writing maintaining consistency in tense and person 	<ul style="list-style-type: none"> -Past tense -Proper nouns 	-	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Word choice shows some awareness of topic -Opening and closing statements are effective -Recount is structured in chronological order 	<ul style="list-style-type: none"> -Begin to have the ability to recount the same event in a variety of ways such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns 	<ul style="list-style-type: none"> -Similes -Time connectives -Adverbial phrases -Prepositional phrases 	-	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Write simple recounts linked to topics of interest / study or personal experience in chronological order -Recount is structured in chronological order -Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest / study or personal experience -Some evidence of viewpoint used but may not be maintained -Vocabulary choices draw reader in -Selection of information is relevant and given in each section of the writing -Simple description and detail add interest in each section -Beginning to use a style of language appropriate to context eg language used specifically for a diary extract or a police report 	<ul style="list-style-type: none"> -Recount the same event in a variety of ways such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns -Simple overall chronological text structure includes a brief introduction, middle and concluding sentence -Some divisions between sections indicated eg paragraphs -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas 	-Third/first person (pronouns)	-	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs
4	<ul style="list-style-type: none"> -Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest / study or personal experience -Some evidence of viewpoint used although it may not be maintained -Vocabulary choices draw reader in -Selection of information is relevant and given in each section of the writing -Simple description and detail add interest in 	<ul style="list-style-type: none"> -Simple overall chronological text structure includes a brief introduction, middle and concluding sentence -Some divisions between sections indicated by paragraphs -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Introduction orientates the reader and provides a clear sense of purpose ie what 	-Formal language	-	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word

	<p>each section</p> <ul style="list-style-type: none"> -Style of language that is appropriate to context is beginning to be used eg language used specifically for a diary extract or police report -Ideas selected and adapted to engage reader eg interesting facts and background information -Simple reflective comments, observations and detail add interest in conclusion -Viewpoint is established and is usually from the author's point of view 	<p>the writing is about, when and where events take place and who is involved</p> <ul style="list-style-type: none"> -Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward -Concluding statement in place to summarise writing 				
5	<ul style="list-style-type: none"> -Simple description and detail add interest in each section -Using a style of language that is appropriate to the context -Ideas selected and adapted to engage the reader eg interesting facts and background information -Simple reflective comments, observations and detail add interest in conclusion -Viewpoint is established ie usually from the author's point of view -Some degree of formality apparent in writing 	<ul style="list-style-type: none"> -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Introduction orientates the reader and provides a clear sense of purpose ie what the writing is about, when and where events take place and who is involved -Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward -Concluding statement in place to summarise writing -Connections between ideas established and maintained eg by reference to previous part of text -Use of range of connectives and connective phrases to structure writing and indicate the passing of time 	-	-Colons	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	-Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Some degree of formality apparent in the writing -Uses style of language appropriate to context eg language used specifically for a diary extract -Content is well selected and clearly focused on the purpose of the recount -Lively opening and detailed descriptions or comments are manipulated to achieve particular effects and maintain reader's interests -Vocabulary is carefully chosen to enhance writing and provide detail 	<ul style="list-style-type: none"> -Connections between ideas are established and maintained eg by reference to previous part of the text -Use of range of connectives and connective phrases to structure writing and indicate the passing of time 	-	-	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	-Start a sentence with a subordinate conjunction