

Recount

A recount tells what happened during a particular event or experience.

A highly effective recount will likely include:

- A clear title that sums up the most significant aspect of the experience
- Clear details of what happened, when, who was involved and why
- Time connectives and sequencing words e.g. first, after, then, next, finally
- Descriptive language and literary techniques
- Text written in the appropriate perspective (e.g. 1st for personal experiences)
- Text written in past tense
- Reflective or evaluative statements about aspects of the experience

EXPERIENCES AND OUTCOMES

Early Level LIT 0-01a / LIT 0-11a / LIT 0-20a / ENG 0-12a / LIT 0-13a / LIT 0-21a / LIT 0-21b / LIT 0-26a / LIT 0-09b / LIT 0-31a

First Level LIT 1-20a / LIT 1-21a / LIT 1-22a / LIT 1-23a / LIT 1-24a / LIT 1-25a / LIT 1-26a / LIT 1-28a / LIT 1-29a

Second Level LIT 2-20a / LIT 2-21a / LIT 2-22a / LIT 2-23a / LIT 2-24a / LIT 2-25a / LIT 2-26a / ENG 2-27a / LIT 2-28a

Third Level LIT 3-21a / LIT 3-22a / LIT 3-23a / LIT 2-24a / LIT 3-25a / LIT 3-26a / ENG 3-27a / LIT 3-28a / ENG 3-30a

Recount Assessment at Early Level

Creating Written Texts	Includes a clear title.	
	There is a simple orientation (when, who and where).	
	The writing meets its purpose to tell what happened during a particular event or experience.	
	Shares feelings, experiences, information, messages or ideas in pictures, print or digital text.	
	Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.	
Tools for Writing	Uses simple sentences.	
	Writes words from left to right.	
	Leaves a space between words when writing.	
	Makes an attempt to use a capital letter and a full stop in at least one sentence.	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Understanding of noun/pronoun relationship (e.g. he, they, I) is demonstrated.	
	Simple time connectives are used to link sentences in the text (e.g. then, later).	
	Uses past tense verbs.	
	Forms most lowercase letters legibly.	
Tools for Writing Phonology	Uses known sounds to attempt to write a sentence. Words may be represented with mainly consonants.	
	Makes an attempt to spell familiar words correctly.	
Finding, Using and Organising Information	Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.	
	Uses varied, appropriate vocabulary (e.g. simple time connectives, event/experience specific vocabulary).	

Recount Assessment at First Level

Creating Written Texts	Includes a clear title that sums up the most significant aspect of the experience.	
	Orientation (when, who, where, why) is used.	
	Includes a personal reflection in the conclusion.	
	The writing meets its purpose to tell what happened during a particular event or experience.	
	When writing to describe and share experiences: • Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.	
Tools for Writing	Uses simple and compound sentences.	
	Writes independently, punctuating most sentences accurately for example using a capital letter, full stop, question mark or exclamation mark.	
	Starts sentences in a variety of ways to engage the reader.	
	Links sentences using common conjunctions, for example, and, because, but or so.	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.	
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they, I).	
	Simple time connectives are used to link sentences in the text (e.g. then, later).	
	Uses articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	Uses past tense verbs.	
	Paragraphs may be attempted to organise the series of events.	
	Writing has been checked to ensure it makes sense.	
	Presents writing in a clear, legible way using images and other features as appropriate.	
Tools for Writing Phonology	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).	
	Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.	
	Spells most commonly used words correctly.	
	Spells most vocabulary used across the curriculum correctly.	
Finding, Using and Organising Information	Includes relevant information in written texts.	
	Organises writing in a logical order and as appropriate to the audience (e.g. may be attempting paragraphs).	
	Uses relevant and/or interesting vocabulary as appropriate for the context. (e.g. simple time connectives, event/experience specific vocabulary, adjectives to describe size, colour, shape, number, texture, position, and action.)	

Recount Assessment at Second Level

Creating Written Texts	Includes a clear title that sums up the most significant aspect of the experience.	
	Introductory paragraph includes orientation (when, who, where, why).	
	Events are sequenced in order with at least 4 events.	
	Paragraphs are used for more than 1 of the events.	
	There is an elaboration of events.	
	Includes a personal reflection in the conclusion.	
	The writing meets its purpose to tell what happened during a particular event or experience.	
	When writing to describe and share experiences: <ul style="list-style-type: none"> · Describes personal experiences, making context and events clear. · Describes thoughts and feelings about the experience. · Attempts to engage and/or influence the reader through vocabulary and/or use of language. 	
	Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.	
Tools for Writing	Uses simple, compound and complex sentences.	
	Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.	
	Uses sentences of different lengths and types and varies sentence openings.	
	Links sentences using a range of conjunctions.	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.	
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they, I).	
	A variety of time connectives are used to organise events in order.	
	Uses apostrophes appropriately for contractions and possession.	
	Uses plurals and articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are).	
	A variety of action verbs are used.	
	Past tense is used consistently.	
	Paragraphs are based on topic sentence and organise the sequence of events.	
	Writes most sentences in a grammatically accurate way.	

	Uses paragraphs to separate thoughts and ideas.	
	Writing has been reviewed and corrected to ensure it makes sense, is technically accurate and meets its purpose.	
	Writes in a fluent and legible way.	
	Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader (e.g. headings, bullet points, fonts, graphics, and/or captions where appropriate). Diagrams, illustrations, charts, maps and photos may be used to support information.	
Tools for Writing Phonology	Though spelling may lack accuracy, all vowel and consonant sounds are represented in a word.	
	Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.	
Finding, Using and Organising Information	Organises and presents information in a logical way.	
	Selects relevant ideas and information.	
	Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience (e.g. may be using more technical vocabulary as relevant to the subject matter. Literary language may also be used such as similes, metaphor).	
	Acknowledges sources making clear where the information came from. Sources of information are correctly referenced (e.g. footnotes or bibliography) if this is appropriate.	

Recount Assessment at Third Level

Creating Written Texts	Includes a clear title that sums up the most significant aspect of the experience.	
	Orientation (when, who, where, why) is used.	
	Includes a personal reflection in the conclusion.	
	The writing meets its purpose to tell what happened during a particular event or experience.	
	Creates short and extended texts regularly for a range of purposes and audiences	
	Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.	
	<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> • Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. • Includes relevant ideas/knowledge/information with supporting detail or evidence. • Organises and structures ideas or information in a logical order using linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure. • Uses appropriate tone and vocabulary for purpose and audience. 	
	<p>When writing to convey personal experiences:</p> <ul style="list-style-type: none"> • Establishes a clear context and setting for events. • Describes events, making feelings and reactions clear. • Makes some attempt to reflect on experiences and/or feelings. 	
Tools for Writing	Uses simple and compound sentences.	
	Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.	
	Uses a variety of sentence structures, varying openings and lengths for example simple and complex sentences, lists and repetition.	
	Uses an appropriate range of conjunctions to structure writing for effect.	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.	
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they).	
	A variety of time connectives are used to organise events in order.	
	Uses apostrophes appropriately for contractions and possession.	
	Uses plurals and articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	Past tense is used consistently.	
	Writes almost all sentences in a grammatically accurate way.	

	Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.	
	Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve language or content.	
	Writes in a fluent and legible way.	
	Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience (e.g. headings, bullet points, text boxes, and/or relevant graphics where appropriate).	
Tools for Writing Phonology	Uses knowledge of many characteristic patterns and rules in order to correctly spell words.	
	Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.	
Finding, Using and Organising Information	Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.	
	Uses and acknowledges sources appropriately. Sources of information are correctly referenced (e.g. footnotes or bibliography) if this is appropriate.	
	Selects relevant ideas and information including supporting detail or evidence.	
	Organises ideas and information in a logical order.	
	Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing. (e.g. may be using more technical vocabulary as relevant to the subject matter. Literary language may also be used such as similes, metaphor).	