This document supports the *Literacy Focus* *for Writing, Genre in the primary curriculum* section located in the Literacy Teaching Toolkit (Department of Education and Training, Victoria).

**Recount** (e.g. recount of personal experience, autobiographies, biographies, historical recounts)

Recounts tell about a series of events in chronological order.

Personal recounts tell about events in which the author has personal experience, e.g. excursions, activities on the weekend. Historical recounts provide an account of interesting or important events which have taken place in the past, e.g. the gold rush in Australia, the history of immigration. Biographies recount the events of the life of a significant or interesting person.

The following is a **summary of major language or grammatical features** for recount at different levels in the primary years organised under the Language sub-strands of the Victorian Curriculum. The language or grammatical features can be highlighted, modelled and taught through the use of model or mentor texts and be the focus of explicit teaching about recount in writing (and in reading).

|  | **F-2** | **3-4** | **5-6** |
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| **Expressing and developing ideas** | **Verbs/ verb groups**  Simple verb groups, usually simple past tense forms (regular and irregular verbs) e.g. played, went, saw,  Predominantly action verbs, but also thinking verbs, to represent actions, thoughts of the at the participants  Relating verbs (being & having) to build description e.g. The sand **was** really hot. The animals at the zoo **were** very hungry. The zoo **had** lots of animals. | **Verbs/ verb groups**  Expanded range of verb group structures and types, past tense we **boarded** the bus, we **could see…,** we **were told about…** it **was** a painful experience, | **Verbs/ verb groups**  Expanded range of verb group structures to represent an expanding range of activity related to personal experience or that of another e.g. trekked, trudged, meandered, glimpsed, invented, sought  Relating verbs used to identify and describe particularly in non-personal forms (e.g. historical recounts or biographies) e.g. Sir Douglas Nicholls **was** a highly respected leader in Australian history. |
| **Nouns/ noun groups**  Simple noun groups to refer to specific people, places or things in the recount – these typically include pre-modifiers such as articles and/ or adjectives (usually factual or common opinion adjectives), but might also include a simple prepositional phrase or embedded clause as a post modifier (or qualifier) e.g. my house, our car, the school bus, my friends and I, the cuddly wombat we saw at the zoo, the kookaburra in the tree  Personal pronouns | **Nouns/ noun groups**  Recounts of personal experience include familiar, specific participants (e.g. my class, the members of our group); historical recounts or biographies include generalised, unfamiliar participants e.g. Burke and Wills, Sally Morgan  More expanded noun groups which include pre- and/or post- modification e.g. Three people in our group, the lovely plants in the garden, pictures of people in the olden days, the captain of the ship… | **Nouns/ noun groups**  Recounts of personal experience include familiar, specific participants (e.g. my class, the members of our group); historical recounts or biographies include generalised, unfamiliar participants/  people e.g. Quentin Bryce, Douglas Nicholls or Events of the Gold Rush  More complex and expanded noun groups which include pre- and/or post- modification e.g. the most impressive view of the ocean, the guided walk along the coastline, the high mountains we could see in the distance, the discovery of gold in Australia, the impact of her invention, his contribution to sport. |
| **Adverbs, (adverbial) prepositional phrases**  Simple prepositional phrases of time and place, or adverbs of time and place; prepositional phrases and adverbs of time to sequence events e.g. **Yesterday**, my family and I went **to the beach. After a while,** we**….** | **Adverbs, (adverbial) prepositional phrases**  Expanded & varied use of prepositional phrases and adverbs to elaborate on events - place, time, manner, cause & accompaniment e.g. into a large room, after the first day, because of the rain, with our guide, we quickly found a place | **Adverbs, (adverbial) prepositional phrases**  Expanded & varied use of prepositional phrases and adverbs to elaborate details of place, time, manner, cause & accompaniment e.g. at the end of the day, along the rugged coastline, into the murky water, under her care, they worked seriously |
| **Sentences and combining ideas**  Simple and compound sentences with clauses of equal status – resembling spoken like language. Yesterday, my family and I went to the beach and we made sandcastles.  Use of unequal or dependent clauses usually of time or place e.g. **After we made sandcastles,** we went for a swim. | **Sentences and combining ideas**  Simple and compound sentences and higher incidence of complex sentences to include dependent clauses of time, manner, place, cause, condition, concession e.g. Once we had seen all of the pictures…, By looking at the animals…, Wherever the ranger went…, Because it started to rain…, Unless we had our lunch…., Even though there were lots of things to see… | **Sentences and combining ideas**  Simple and compound sentences and higher incidence of complex sentences to include dependent clauses to express details of time, manner, place, cause, condition, concession e.g. Although we understood that we could go no further, …. As the explorers’ rations began to run out… |
| **Victorian Curriculum Links: English** | Recognise that sentences are key units for expressing ideas ([VCELA143](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA143))  Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances ([VCELA178](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA178))  Explore differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([VCELA179](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA179))  Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ([VCELA261](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA261))  Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense ([VCELA262](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA262))  Understand that the meaning of sentences can be enriched through the use of noun/groups/phrases and verb groups/phrases and prepositional phrases ([VCELA292](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA292)) | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ([VCELA323](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA323))  Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ([VCELA324](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA324))  Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([VCELA351](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA351)) |
| **Language for interaction** | **Person**  Usually first person | **Person**  First (personal) or third person (historical recount, biography) | **Person**  First (personal) or third person (historical recount, biography) |
| **Evaluative language**  Attitudes expressed to share feelings e.g. We loved the monkeys the best, convey an evaluation of things e.g. the beautiful beach…., the clever rangers, the noisy cockatoos, and to express judgement of behaviour (good/ bad) e.g. Some children made silly noises. | **Evaluative language**  Attitudes expressed using verbs, adjectives and adverbs to express feelings, appreciate people or events, judgement of a person or their behaviour, e.g. We were very sad to leave. Nova Peris **excelled** as a hockey player and a runner. Roald Dahl is a **famous** children’s author. | **Evaluative language**  Attitudes expressed using verbs, adjectives and adverbs to appreciate people or events, judgement of a person or their behaviour, e.g. Sir Douglas Nicholls was a **highly** **respected** leader in Australian history. The **exciting** discovery of gold…an **ingenious** invention |
|  | **Adjusting force**  Simple adverbs of intensity might be used to adjust force e.g. At the zoo, the monkeys were **screeching** **loudly**. The monkeys were **really** loud.  Exclamations, e.g. It was the best day ever! | **Adjusting force**  Softening or increasing force or emphasis using verbs, adverbs, e.g. we were **completely** alone, the donkey **slobbered** on my hand, monkeys **were screeching loudly** at each other | **Adjusting force**  Softening or increasing force or emphasis in various ways e.g. we **meandered** through the forest…, the day was **even** hotter than the previous, **highly** respected, they wrote **secretly** about their research to each other, Mawson and his team braved the cold conditions, …. she **refused** to take part, he **insisted** that, the **violent** **battle** at the Eureka Stockade … |
| **Victorian Curriculum Links: English** | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ([VCELA190](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA190))  Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience purpose ([VCELA237](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA237))  Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives ([VCELA216](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA216)) | Draw connections between personal experiences and the worlds of texts, and share responses with others ([VCELT251](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELT251))  Examine how evaluative language can be more or less forceful ([VCELA272](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA272))  Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([VCELA273](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA273)) | Understand the use of vocabulary to express greater precision of meaning, and know that different words can have different meanings in different contexts ([VCELA325](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA325))  Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([VCELA350](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA350))  Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([VCELA352](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA352)) |
| **Text structure and organisation** | **Clause/ sentence beginnings**  Clauses usually begin with the subject  Adverbial prepositional phrases of time or adverbial clauses used on occasion to begin a sentence to order the events in the recount e.g. Yesterday…, On Monday…, After lunch…, When we were finished… | **Clause/ sentence beginnings**  Dependent clauses and prepositional phrases at the beginning of sentences might be used to support sequencing or foreground locations of events e.g. As we walked along the beach, …. When Sally Morgan was a young girl,….  Paragraphs are used | **Clause/ sentence beginnings**  Dependent clauses and prepositional phrases at the beginning of sentences might be used to support sequencing or foreground locations of events e.g. Having made this important discovery… Once her contributions became known… On the final day of our camp… Towards the end of the journey…  Paragraphs are used |
| **Referring words**  Reference through pronouns used to build internal connections but not consistently clear | **Referring words**  Reference through pronouns used to build internal connections | **Referring words**  Reference through pronouns used to build internal connections |
| **Connectives/ Conjunctions**  Simple text connectives indicating time are used to sequence events chronologically, often at the beginning of the sentence e.g. then, after that, soon, finally  Clauses joined by simple coordinating conjunctions (e.g. and, but, so) Yesterday, my family and I went to the beach **and** we made sandcastles. | **Connectives/ Conjunctions**  Text connectives indicating time are used to sequence events chronologically, often at the beginning of the sentence e.g. after that, after a while, then ….  Clauses joined by coordinating conjunctions (e.g. and, but, so) and subordinating conjunctions (e.g. when, as, while) | **Connectives/ Conjunctions**  Text connectives indicating time are used to sequence events chronologically e.g. …after that, after a while, then ….  Clauses joined by coordinating conjunctions (e.g. and, but, so) and subordinating conjunctions (e.g. when, as, while) |
| **Victorian Curriculum Links: English** | Understand that texts can take many forms, and that imaginative and informative texts have different purposes ([VCELA141](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA141))  Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements ([VCELY194](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY194))  Understand that different types of texts have identifiable text structure and language features that help the text serve its purpose ([VCELA212](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA212))  Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences ([VCELA246](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA246))  Understand that paragraphs are a key organisational feature of written texts ([VCELA259](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA259))  Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([VCELA277](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA277))  Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([VCELA290](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA290))  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([VCELY299](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY299)) | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([VCELA321](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA321))  Create literary texts that experiment with structures, ideas and stylistic features of selected authors ([VCELT327](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELT327))  Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([VCELA339](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA339))  Understand that cohesive links can be made in texts by omitting or replacing words ([VCELA348](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA348))  Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY358)) |