

Suggested Teaching Components

- Write using the text structure and language features of a recount
- Use appropriate vocabulary
- Employ upper and lower case appropriately
- Use correct spacing between words, lines, and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

Personal experiences, e.g. migration, field trips, literature themes, writing in role, historical characters and events, celebrations, holidays, environment

Suggested Assessment Tasks

- Complete cloze, sequencing activity
- Write a simple recount (use of software such as Kidpix is possible for ICT)

Sample Strategies**Teacher directed**

- Use pictures, videos, maps to build field knowledge and identify people, places, events and make word banks and glossary for content words
- Model a range of written recounts and point out text features
- Deconstruct a text to illustrate its features
- Model construction of simple recount, e.g. using visual stimulus, student's life story

Joint/guided construction

- Match events, participants and places and write sentences using temporal markers
- Write a group/pair/individual recount; have another group comment and rewrite
- Sequence a model text
- Sequence photos/pictures from an excursion and write paragraphs; sequence paragraphs
- Write a paragraph using a timeline from a particular event then sequence paragraphs

Independent construction

- Complete cloze passages based on grammar focus items
- Write paragraphs using visual cues
- Depict recount visually, e.g. timeline
- Write a simple recount, e.g. journal entries, biographies
- Write the missing section of a recount (with or without word cues)