

# GENRE

READING & VIEWING

SPEAKING & LISTENING

*RECOUNT*

RECOUNT			
<p><b>Social Purpose</b>                      Recounts ‘tell what happened’. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.</p>		<p><b>Structure</b>                      Recounts are organised to include:</p> <ul style="list-style-type: none"> <li>• an orientation providing information about ‘who’, ‘where’ and ‘when’;</li> <li>• a record of events usually recounted in chronological order;</li> <li>• personal comments and/or evaluative remarks that are interspersed throughout the record of events;</li> <li>• re-orientation that ‘rounds off’ the sequence of events.</li> </ul>	
<p><b>Grammar</b>                      Common grammatical patterns of a recount include:</p> <ul style="list-style-type: none"> <li>• use of nouns and pronouns to identify people, animals or things involved;</li> <li>• use of action verbs to refer to events;</li> <li>• use of past tense to locate events in relation to speaker’s or writer’s time;</li> <li>• use of conjunctions and time connectives to sequence the events;</li> <li>• use of adverbs and adverbial phrases to indicate place and time;</li> <li>• use of adjectives to describe nouns.</li> </ul>			
EXPLICIT INSTRUCTION POINTS			
RECEPTION	JUNIOR PRIMARY	MIDDLE PRIMARY	UPPER PRIMARY
<ul style="list-style-type: none"> <li>• recounts personal experiences to a group with accurate sequence of events</li> <li>• states purpose of recounts is to tell events to class</li> <li>• uses past tense verbs, eg then, when; adverbial phrases, eg down the hill</li> <li>• uses joining words, adverbs of time, place, eg yesterday.</li> <li>• identifies words that represent who, where, when and what in shared reading</li> <li>• recalls events from a recount in accurate sequence</li> <li>• locates past tense action verbs, eg then, when; adverbial phrases, eg at the beach</li> <li>• Locates joining words, adverbs of time and place, eg yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>• recounts observed experiences accurately, including orientation and details of when, where, who and what, when necessary</li> <li>• uses conjunctions and connectives such as ‘and’, ‘then’, ‘because’, ‘after that’ to link ideas in speech</li> <li>• expresses an opinion about a simple recount heard and speculates on their own behaviour in a similar situation, eg ‘If I were ... I would have ...’</li> <li>• provides detail necessary for audience understanding, eg clarifies ‘they’ by using ‘the children across the road’</li> <li>• expresses feelings and attitudes about events in recounts.</li> <li>• names or describes the purpose and audience of some different recounts</li> <li>• identifies words that indicate where, why, when and how actions take place</li> <li>• retells events in sequence after reading a recount</li> <li>• finds information in a recount</li> <li>• locates words expressing feelings, attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• uses adjectives to describe who and what in the recount</li> <li>• recounts events to the class, showing evidence of prior planning through selection of key events</li> <li>• describes people, places, objects and events in more detail in oral recounts</li> <li>• uses and identifies common language features of recount such as subject-verb agreement and noun-pronoun agreement, time connectives</li> <li>• uses a wider range of conjunctions and adverbial phrases to indicate time and location.</li> <li>• recognises that there are different viewpoints expressed in recounts</li> <li>• retells and discusses key events, main characters and setting in literary and factual recounts</li> <li>• Interprets basic maps, charts, diagrams and photographs that form part of a recount.</li> </ul>	<ul style="list-style-type: none"> <li>• listens to and notes key ideas and information from a range of sustained recount texts on challenging ideas and topics</li> <li>• prepares a spoken presentation considering the needs of a familiar audience such as predicting questions and planning answers</li> <li>• identifies and uses the main organisational structure and key language features of spoken recount</li> <li>• focuses on biographical and autobiographical details.</li> <li>• identifies and discusses how the reader is being influenced by the writer, eg use of bias, imagery, emotive language</li> <li>• identifies language features specific to different types of recounts, eg historical, media, biographical</li> <li>• extracts information from a media or written recount using key questions set by the teacher or self.</li> </ul>

<b>RECEPTION TEACHING SEQUENCES</b>	
<b>WEEK 2</b>	<ul style="list-style-type: none"> <li>Point out the purpose of oral recounts: to entertain by telling events, to retell some events to the class.</li> <li>Develop and display a class chart with the words 'who', 'when', 'where' to be used when presenting recounts.</li> <li>Students use these questions to structure their own oral recounts and to question each other, eg <i>Who did you go with?, When did you go?, What did you do?</i></li> </ul>
<b>WEEK 3</b>	<ul style="list-style-type: none"> <li>Provide pictures of a familiar event for students to sequence, focusing on the importance of events being in order.</li> <li>Brainstorm and list events from a shared class experience.</li> <li>Model telling events in correct sequence.</li> <li>Provide a focus to encourage students to ask questions about a recount they have heard, eg <i>'Who has a question about the people in Kim's recount?'</i></li> </ul>
<b>WEEK 4</b>	<ul style="list-style-type: none"> <li>Jointly construct an oral recount of an excursion or class experience.</li> <li>Have students draw pictures to illustrate events in the experience.</li> <li>Display pictures on a storyboard to serve as an aid in recounting the experience.</li> <li>Ask the students questions to assist the development of their personal recounts, eg <i>Who else was there? How long did it take? Did you enjoy yourself?</i> Replace with visual prompts as students increase their confidence.</li> </ul>
<b>WEEK 5</b>	<ul style="list-style-type: none"> <li>Read picture book recounts to students. Read the same recount a number of times.</li> <li>Provide a purpose for listening by outlining expected behaviours, eg <i>Listen to decide your favourite part, Listen so you can retell part of the recount to the class.</i></li> <li>Point out the purpose of recounts: to entertain by retelling events.</li> <li>Show students the illustrations from a written recount to guide their joint construction of a retelling.</li> <li>Jointly construct retellings of picture book recounts.</li> <li>Students retell picture book recounts in pairs.</li> </ul>
<b>WEEK 6</b>	<ul style="list-style-type: none"> <li>Read recounts in shared and guided reading experiences.</li> <li>Point out who the recount is about, where it took place, when it took place and what happened.</li> <li>Read the same recount a number of times.</li> </ul>
<b>WEEK 7</b>	<ul style="list-style-type: none"> <li>Read familiar nursery rhymes, eg <i>Hickory Dickory Dock</i>, which recounts events. Highlight words representing 'who', 'what' and 'where'.</li> <li>Focus on stages of recount, orientation, events, re-orientation.</li> <li>Develop a pictorial timeline related to the shared reading of a recount text. Jointly construct the information to be included on the timeline and have students illustrate.</li> <li>During shared reading experiences, point out words in the text that indicate something is happening (ie action words).</li> </ul>
<b>WEEK 8</b>	<ul style="list-style-type: none"> <li>Encourage students to locate action words and to act these out.</li> <li>Explain that the function of action words is to tell what the characters have done.</li> <li>Point out joining words in the text, eg <i>then, when, and adverbs of time and place.</i></li> <li>Explain that the function of these words is to provide information about how, when, where the events took place.</li> <li>List and display action words on a class chart for further 'acting out' and writing activities.</li> </ul>
<b>WEEK 9</b>	<ul style="list-style-type: none"> <li>Jointly construct events from a familiar recount on sentence strips.</li> <li>In small groups, students work with a teacher to sequence the strips in the correct order.</li> </ul>
<b>WEEK 10</b>	<ul style="list-style-type: none"> <li>In shared or guided reading activities, have students read nursery rhymes and identify who they are about, where they took place and what happened</li> </ul>
<b>WEEK 11</b>	

RECEPTION:

*Text Structure*

Orientation

Record of events

Reorientation

**Last night we went to a  
restaurant with my family.  
It was my dad's birthday.**

**We ate a pizza and salad  
then ate some ice cream  
with chocolate sauce.**

**After dinner at the restaurant  
we went home.**

*Language Features*

Use of sentences

Use of action verbs, eg went, ate

Use of nouns to name people, places,  
things, eg restaurant, pizza, my family

Use of past tense, eg was, went

Use of conjunctions (joining words), eg  
and, then

Use of an adverbial phrase, eg at the  
restaurant

**JUNIOR PRIMARY TEACHING SEQUENCES**

<b>WEEK 2</b>	<ul style="list-style-type: none"><li>• Remind students that the purpose of a recount is to tell a sequence of events.</li><li>• Read literary and factual recounts to class.</li><li>• Identify and list different topics for a recount, eg What I did at the weekend, What we did in Maths, What we did at lunchtime, Class excursion.</li></ul>
<b>WEEK 3</b>	<ul style="list-style-type: none"><li>• Jointly construct retellings of story book recounts, factual and personal experience recounts.</li><li>• Use prompt cards, visual or written, to support students jointly and independently constructing oral recounts, eg audience displays labels of who, what and when until information is stated.</li><li>• Have students complete sentences orally that begin with conjunctions and connectives, eg First ..., Then ..., Next ..., After that ...</li></ul>
<b>WEEK 4</b>	<ul style="list-style-type: none"><li>• Encourage students to express feelings and attitudes in an oral recount. Develop a class chart of questions: What happened? What did you think when this happened? What did you feel when this happened? Encourage students to refer to this chart in class discussions. Build up a word bank of language about feelings and attitudes.</li><li>• Play question and answer games related to a class experience that explore phrases that indicate who, where, when, how and why, eg We're all going _____, When? _____, Where? _____, in which the answers are all prepositional phrases.</li></ul>
<b>WEEK 5</b>	<ul style="list-style-type: none"><li>• Read a variety of recounts in shared and guided reading experiences. Point out the use of action verbs. Encourage students to identify action verbs in shared and independent reading.</li><li>• Identify the orientation, sequence of events and reorientation in a number of enlarged recounts during shared reading.</li></ul>
<b>WEEK 6</b>	<ul style="list-style-type: none"><li>• Identify and discuss the purpose of recounts and suggest possible audiences for written recounts, eg excursion recount to publish in school newspaper for parents and other students; author's biography on a bookjacket.</li><li>• Cut a recount into sentence strips. In small groups, students reconstruct the recount with events in the correct sequence.</li><li>• Brainstorm the main events after a shared reading of a recount and then sequence the events in chronological order.</li></ul>
<b>WEEK 7</b>	<ul style="list-style-type: none"><li>• Identify and annotate where particular information is given in enlarged recounts, eg to answer questions about who, where, when, why and what.</li><li>• Point out events in a recount, focusing on the use of time connectives and how these signal a new event. Encourage students to identify time connectives in shared and guided reading.</li><li>• Delete time connectives in a recount to create a cloze activity. Divide students into small groups to complete the activity cooperatively.</li></ul>
<b>WEEK 8</b>	<ul style="list-style-type: none"><li>• Discuss the ways in which a visual text contributes to the meaning of a written text, eg photographs, illustrations.</li><li>•</li></ul>
<b>WEEK 9</b>	<ul style="list-style-type: none"><li>• Point out pronouns in a recount. Explain that a pronoun refers to a noun, eg The boy ... he ... . Identify who or what is being referred to and locate the noun/noun group in the text. Point out that the noun always precedes the pronoun.</li><li>• Students could then sort pairs of sentences to ensure that the noun group sentence precedes the pronoun sentence.</li></ul>
<b>WEEK 10</b>	<ul style="list-style-type: none"><li>• Use coloured pencils/highlighters to link pronouns to their correct nouns in a shared reading session. Explain why pronouns link with specific nouns, eg The children/they not The children/she</li></ul>
<b>WEEK 11</b>	<ul style="list-style-type: none"><li>• Have students identify personal comments in written recounts and words that reveal writer's attitude, eg It was fun/exciting/sad.</li></ul>

**Text Structure**

Orientation introduces a setting in some detail and main characters involved in events

**Our trip to the Blue Mountains**

On Friday we went to the Blue Mountains.

We stayed at David and Delia's house.

It has a big garden with lots of colourful flowers and a tennis court.



**Language Features**

Nouns used to name people, places, things, eg Blue Mountains, house, garden, flowers, tennis court

Adjectives used to describe, eg big, colourful

Adverbial phrases used to say when and where events took place, eg On Saturday, on the scenic railway

Conjunctions used to sequence events in time, eg then

Use of action verbs, eg went

Use of past tense, eg tried on

Record of events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary.

Includes some evaluation

Then Mummy and I went shopping with Delia. We went to some antique shops and I tried on some old hats.

Reorientation

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

**MIDDLE PRIMARY TEACHING SEQUENCES**

<b>WEEK 2</b>	<ul style="list-style-type: none"><li>• Discuss possible topics for oral recounts based on students' recent personal experiences.</li><li>• Have students prepare a spoken recount. Encourage students to use a range of time connectives to signal new events in the spoken recount, eg after, while, and to use indirect speech, eg Then the guide said that we had to go.</li><li>• Give students a wider range of choices for indicating time and location, eg In the morning, Finally, Meanwhile. Then the shopkeeper said 'You have to pay more.' So I said, 'But I don't have enough.' The customer next to me said, 'I've got some, I'll lend you ...'.</li></ul>
<b>WEEK 3</b>	<ul style="list-style-type: none"><li>• Have students provide details of who and what in a recount by using adjectives, eg the friendly black dog, the bright red car.</li><li>• Have students listen to and evaluate the organisation of a peer's oral recount. They will need to make comments about whether the orientation included who/what/when /where/why. Make a timeline of events. Then select events for recount about personal experience</li></ul>
<b>WEEK 4</b>	<ul style="list-style-type: none"><li>• Encourage students to give accurate and detailed oral recounts of events from films, TV shows, stories heard and viewed in correct sequence. Focus on selection of key events in retelling.</li><li>• Research and prepare a spoken recount on an unfamiliar topic. Include background information to assist audience understanding of events, eg need for more pastoral land contributed to exploration of Blue Mountains crossing.</li></ul>
<b>WEEK 5</b>	<ul style="list-style-type: none"><li>• Have students use different coloured highlighters or pencils on a recount to identify words/phrases that indicate time, words/phrases that indicate location, words that indicate evaluation and describing and classifying adjectives.</li><li>• Ask students to locate and list words that indicate the recount is about past events. Their list may include past tense verbs, time words/phrases, eg Last Monday, or content words, eg horse and cart. Relate this list to purpose of recount, to retell events that have happened in the past</li></ul>
<b>WEEK 6</b>	<ul style="list-style-type: none"><li>• Divide the class into small groups for a jigsaw activity. Provide each group with a cut-up recount. Have students reconstruct the recount, placing events in the correct sequence.</li><li>• Ask students to represent the sequence of events in a recount in a different form, eg in visual texts such as a map of journey with events in time sequence; flow chart; timeline.</li></ul>
<b>WEEK 7</b>	<ul style="list-style-type: none"><li>• Encourage students to compare literary and factual recounts. Identify similarities and differences, consider purpose, audience, organisation and language features, eg first and third person pronouns, technical vocabulary, emotive language, language of judgement.</li><li>• Collect published recounts from a variety of sources. Investigate the purpose and the audience for each. Who writes/reads recounts? Why do they write/read them? eg historians to record events; police to record details of crime; authors to write biographies.</li></ul>
<b>WEEK 8</b>	<ul style="list-style-type: none"><li>• During shared reading, list who or what is included in the recount. Identify how each subject is referred to and linked in a text with nouns and pronouns.</li><li>• In shared reading and guided reading, read a range of recounts that include visual texts. List the different types of visual texts on a class matrix, and record their purpose, eg map to show journey/route.</li><li>• Read a variety of recounts. Discuss whether information in the visual text matches information in the written text. How is it the same/different? What type of information is presented in the visual text?</li></ul>
<b>WEEK 9</b>	<ul style="list-style-type: none"><li>• Use historical recounts to investigate the roles of men and women. How are the roles similar to or different from roles today?</li><li>• Identify gender stereotyping. Consider who is performing different tasks. Who is included/excluded?</li><li>• Provide a cloze activity to focus on the purpose of adjectives (ie to provide more information about nouns).</li></ul>



**Text Structure****An Excursion to the Botanic Gardens****Language Features**

Orientation introduces a setting of time and place and characters involved in events

On Thursday 24 April we went to the Botanic Gardens. We walked down and boarded the bus.

Use of word families to build information, eg Botanic Gardens, plants

Record of events

After we arrived at the gardens we walked down to the Education Centre. Year Three went to have a look around. First we went to the First Farm and Mrs James read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Use of action verbs, eg walked, went, marked

Use of past tense, as in examples above

Includes evaluation

Next we did sketching and then we met back at the Education Centre with Year Four to have lunch. Soon after it was time for us to go and make our terrarium while Year Four went to have their walk.

Use of complex sentences, eg when we were there we hopped off the bus

Use of conjunctions and connectives to sequence events in time, eg when, then, first, next

Evaluation

A lady took us in to a special room and introduced herself, then she explained what we were going to do. Next she took us in to a pyramid terrarium and another one. It was most interesting. Later we went back and made our terrariums.

Use of adverbial phrases of time to tell where events took place, eg on Thursday, 24 April, on the bus

Use of reported speech, eg she explained what we were going to do

Reorientation

Soon after we had finished we went back outside and met Year Four. Then we reboarded the bus and returned to school.

Use of saying verbs, eg explained



<b>UPPER PRIMARY TEACHING SEQUENCES</b>	
<b>WEEK 2</b>	<ul style="list-style-type: none"> <li>Remind students about the different social purposes of literary and factual recounts.</li> <li>Have students retell succinctly events and incidents that are heard, seen or read, using recount organisational structure.</li> <li>Encourage students to use appropriate terminology for talking about recounts, eg orientation, record of events.</li> </ul>
<b>WEEK 3</b>	<ul style="list-style-type: none"> <li>Have students listen to a range of recounts, eg peers or guest speakers describe a significant event; historical recounts of famous explorers; autobiographies of sportspeople. Record information on pro formas, eg who? when? what happened?</li> <li>Ask students to use gesture, tone of voice, facial expressions, sound effects, music and other visual elements to enhance meaning in spoken recounts, eg when recounting exciting or frightening events.</li> <li>Ask students to prepare, rehearse and modify a presentation about a school activity, choosing events/items that would interest the audience and deleting those that may be seen as repetitive or unnecessary. Use photographs or other visual texts to enhance the presentation.</li> </ul>
<b>WEEK 4</b>	<ul style="list-style-type: none"> <li>Encourage students to recognise spoken recounts in a range of situations, eg at assembly. Identify the general purpose of recounts as retelling events, as well as the specific purpose of each type of recount.</li> <li>Have students recount a school experience to a variety of audiences, adjusting voice, body language and choice of words according to situation, eg to peers, principal, parents and teacher.</li> </ul>
<b>WEEK 5</b>	<ul style="list-style-type: none"> <li>Read historical recounts and investigate roles of men and women. Identify gender stereotyping. Consider who is performing different tasks and who is included/excluded. Are recounts mainly by or about well-known people? Why might this be so? Is there a place for other authors?</li> <li>Ask students to use text clues, eg patterns of dialogue, narrator's voice, positioning of reader, to identify the narrator of a recount text. Consider the events from different points of view, eg recollection of events in historical recount.</li> </ul>
<b>WEEK 6</b>	<ul style="list-style-type: none"> <li>Have students read recounts and find examples of language that indicate point of view, eg list evidence to support excursion recount written by a teacher and compare it with a recount written by a student.</li> <li>Encourage students to form opinions about events/characters in a recount, and justify with reference to the text, eg emotive language, exaggeration, excluded information, large time gap between events in biography. Consider the author's purpose in using these strategies.</li> </ul>
<b>WEEK 7</b>	<ul style="list-style-type: none"> <li>Have students use knowledge of recount organisation language features to scan texts for information, eg who, what, when and where in orientation, time connectives to indicate new events.</li> <li>Ask students to compare recounts on the same topic by different authors. List similarities and differences, and consider possible reasons for this, eg different publication date, different audience, inadequate research, cultural/social/gender stereotyping and bias.</li> </ul>
<b>WEEK 8</b>	<ul style="list-style-type: none"> <li>Have students read a variety of recounts and identify purpose and possible audiences. Compile information into a table for use as a class reference.</li> <li>Identify information in recounts, eg historical recounts — war propaganda, victor vs victim's perspective.</li> </ul>
<b>WEEK 9</b>	<ul style="list-style-type: none"> <li>Have students critically examine recounts for use of visual texts. Does the visual text reinforce/extend/confuse meaning of recount? What additional visual resources would assist the text's purpose?</li> <li>Discuss how some events are not given in time order in all recounts.</li> </ul>
<b>WEEK 10</b>	<ul style="list-style-type: none"> <li>Have students read an autobiography/biography of an author as part of an author study. Identify significant events in the author's life and discuss how these may have influenced the author's writing.</li> <li>Divide students into small groups and develop a timeline from a recount such as a newspaper article or autobiography.</li> </ul>

**Text Structure****The History of Electronic Communication**

Orientation introduces background information

In the past people used different ways to communicate over long distances, such as smoke signals, drums and flags. Inventions such as the telephone, radio and television made communication over greater distances possible.

Statement of significance

Record of events

In 1837, Samuel Morse invented a system that transmitted sound pulses through a wire. These sounds were sent and received by an operator who knew the special Morse code. This allowed communication over long distances.

On 10 March 1876, Alexander Graham Bell invented the first telephone. A human voice was sent along a wire using magnets and an electric current. He spoke to his friend and fellow inventor, Thomas Watson, who was in another room.

Guglielmo Marconi discovered a way of sending and receiving radio waves at the turn of the century. In 1901 he amazed the world by sending a radio message across the Atlantic Ocean. Radio became a vital part of world communication, especially for ships and planes.

In the 1930s the first televisions were built. This was the first time that sound and pictures were transmitted together. Colour television was developed in the 1950s.

During this century many more forms of technology have been invented that allow people to communicate over long distances and even keep a record of that communication. Fax machines send printed information anywhere in the world. In the future, new technology will continue to make long distance electronic communication even faster and more efficient.

**Language Features**

Use of word families and chains to build topic information, eg smoke signals, drums, telephone, radios

Use of adverbial phrases telling 'when' to sequence events in time, eg In 1837, on 10 March 1876; use of these as beginning focus (theme) of clauses

Use of technical terms, eg sound pulses

Use of action verbs, eg invented, sent

Use of passive voice, eg 'by an operator' is the doer of 'sent'

Use of noun groups, eg a human voice

Use of passive voice allows writer to omit 'doer' of action, eg These sounds were sent and received by an operator

Use of abstract words, eg television, communication, information