Recount	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Compose a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Shows awareness of key details and of what will/ will not be of interest to the audience.	Can describe the same events in a couple of different simple ways, i.e. 1st person chronological recount, 3rd person narrative, 2nd person letter. Makes some deliberate choices about what to include and omit.	Can describe the same events in a couple of different ways, i.e. 1st person chronological recount, 3rd person narrative, 2nd person letter, news or police report, etc. Some description and detail is used to engage the audience. Some evidence of viewpoint is used, but may not be maintained.	Ideas selected and adapted to engage reader, e.g. interesting facts and background information. Simple description and detail add interest in each section. Some evidence of viewpoint used although it may not be maintained.	Ideas selected and adapted to engage the reader e.g. interesting facts and background information. Simple description and detail add interest in each section. Viewpoint is established, i.e. usually from the author's point of view. Some degree of formality apparent in writing.	Content is well selected and clearly focused on the purpose of the recount. Level of formality is maintained and appropriate to the form.
Structure: conventions	Writes simple recounts from personal experience. Recount is structured in chronological order.	Writes recounts from personal experience or events read about/ listened to. Recount is structured in chronological order.	Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Relevant information is given in each section of writing.	Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Introduction orientates the reader and provides a clear sense of purpose i.e. what the writing is about, when and where events take place, and who is involved. Simple reflective comments, observations and detail add interest in conclusion. Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest, study or personal experience.	Order of information may not be chronological, depending on the form, but is clear and appropriate to purpose. Introduction orientates the reader and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Relevant information is given in each section of writing with vocabulary choices relating to topics of interest, study or personal experience.	The order in which information is provided is deliberately manipulated to be engaging within the constraints of the form. Lively opening and detailed descriptions or comments are manipulated to achieve particular effects and maintain reader's interests. Conclusion provides appropriate end and closure of text.
Structure: organisational devices	Simple openings and conclusions included.	Opening and conclusion support the overall text structure. Key events linked together with possible use of line breaks, numbers, time related words, phrases.	Some divisions between sections indicated, e.g. paragraphs. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas.	Divisions between sections indicated by paragraphs. Within sections, pronoun reference or vocabulary choices maintain links between ideas. Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward.	Within and across sections, pronoun reference or vocabulary choices maintain links between ideas. Sections or paragraphs clearly identifiable and fit chosen text order, but limited or repetitive transitions used. Connections between ideas established and maintained e.g. by reference to previous part of text.	Connections between ideas are established and maintained e.g. by reference to previous part, or subsequent parts of the text. Use of range of cohesive devices to structure writing, indicate the passing of time, and establish connections/ build detail. Paragraphs introduced and developed fully, appropriately to form.
Language	Some adverbs to establish order or sequence.	Simple vocabulary choices show awareness of audience.	Vocabulary chosen to engage the audience. Some selection of language appropriate to form, i.e. police report, diary, etc.	Vocabulary deliberately chosen to engage the audience. Style of language appropriate to context is beginning to be used, e.g. language used specifically for a diary extract or police report.	Using and maintaining a style of language appropriate to the context.	Deploys style of language appropriate to context and desired level of formality e.g. language used specifically for a diary extract. Vocabulary is carefully chosen to enhance writing and provide detail.