

Recount

Tell events in the order they happened

COMMON FORMS

Personal, historical, scientific, eyewitness

TEXT SHAPE

Orientation → events in time order → closing reflection

FEATURES AND LANGUAGE

Past tense; time links; specific people, places and actions

PLAN AND TEACH IT

Choose a clear viewpoint. Keep each event useful to the purpose; finish by saying why it mattered.

tone and register

Reflective and factual; personal recounts may use first person, formal reports usually use third person.

LINKED CLASSROOM ACTIVITIES

Try: Draft from Talk · Label then Explain · Colour-Code the Grammar

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Tell events in the order they happened.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.