

RECOUNTING AND NARRATING TEXTS – TEXT FORMS AND FEATURES

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
<p>Recount/narrative retell Sequences pictures of known story or a familiar activity.</p>	<p>Recount/narrative retell Draws pictures of a setting and a sequence of events. Retells known story/event by naming visuals.</p>	<p>Recount/narrative retell Orally retells events, supported by visuals and includes a brief orientation of who, what, where, when. Relying heavily on models, attempts to write a brief personal recount, containing a time phrase as orientation and a few simple events. Attempts a simple retell of a story drawing 3 pictures and giving 3 simple clauses/fragments to represent the beginning, middle and end of the story.</p>	<p>Recount/narrative retell With support of photos, pictures and/or own drawings, recounts personal events. Writes simple statements of observation in science; or retells well known stories. Includes a simple orientation, beginning with a formulaic circumstance of time (eg On the weekend; On Saturday) and organises events according to time.</p>	<p>Recount/narrative retell Begins retell of narrative with a circumstance of time (eg One day; Once upon a time) and starts to add some detail to orientation. Occasionally adds a brief reorientation or evaluation/resolution.</p>	<p>Recount Adds a brief evaluation in personal recounts. Writes simple procedural recounts of steps in a process in sequence and simple observational recounts over a series of days/weeks. Begins to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams. Uses 2–3 circumstances of time or place to orient the reader at key stages.</p>	<p>Recount Independently composes personal recounts with: an orientation; some details of events in logical order; and some comment or elaborated evaluation of events. Sequences historical events in a simple timeline. Mostly orients the reader to time and/or place at key stages of a text and begins to use paragraphs (may be one for orientation, one for events and one for resolution).</p>	<p>Recount Independently composes personal and procedural recounts as part of macro-genres (eg investigations) with more detailed elaboration of events. With support of scaffolding questions, composes simple biographical recounts with detailed descriptions of events. Orients reader to time and/or place at key stages of a text. Mostly begins new paragraphs for change of time/place.</p>	<p>Biographical and historical recount Provides basic background information in the opening to orient the reader to the topic. Sequences events in chronological order with detailed description. Ends text with a basic conclusion that reorients the reader. Incorporates source material and multimodal elements such as, photographs, charts, graphs and/or a timeline. Controls paragraphs.</p>	<p>Biographical and historical recount Composes longer texts describing different experiences of people and the significance of people and events in bringing about change. Opens with a more detailed introduction that provides background information and foreshadows significance. Ends with a simple conclusion that reorients to the topic and its significance. Incorporates appropriate multimodal elements.</p>	<p>Biographical and historical recount Composes more detailed, longer texts that recount a series of events accompanied by multimodal elements with: a developed introduction that orients the reader well, foreshadowing significance of events/person. Uses clear paragraph openers that guide reader through. Provides some summative commentary and/or reflection and evaluation to end.</p>	<p>Biographical and historical recount Composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective accompanied by multimodal elements. Significance of events are indicated throughout and a summative commentary and/or reflection and evaluation to end.</p>	<p>Biographical and historical recount Composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective; strategically selecting, describing and elaborating events and/or individual's qualities to provide 'authoritative' comments on immediate and longer-term impacts of the events/and or individuals.</p>	<p>Biographical and historical recount Composes detailed, longer texts that reflectively recount events from a particular personal or cultural perspective; strategically selecting, describing and elaborating events and/or individual's qualities to provide 'authoritative' comments on immediate and longer-term impacts of the events/and or individuals.</p>
					<p>Narrative Begins to write own brief imaginative texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events. Uses 2–3 circumstances of time or place to orient reader at key stages.</p>	<p>Narrative Independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution. Mostly orients reader to time and/or place at key stages of the text and begins to use paragraphs.</p>	<p>Narrative Independently composes short narratives with distinguishable storylines and some events closely related to the resolution of a problem. Begins to include evaluation of events, including historical narratives told from a particular perspective.</p>	<p>Narrative Begins to include more than one complication and some evaluation/reflection on events. Begins to develop a sense of setting and characterisation. Controls paragraphs.</p>	<p>Narrative Includes more than one complication and develops some sense of setting and characterisation, though may be stereotypical. Begins to use variations in structure, eg optional evaluation/coda stages.</p>	<p>Narrative Composes texts where characterisation emerges through descriptions, actions, speech, thought and feelings. Begins to use optional stages of reflection, evaluation and flashback to convey an ethical or moral position.</p>	<p>Narrative Composes longer narratives using variations with confidence, eg incorporates complication and orientation in first stage; and/or composes effective short stories, creating a sense of drama and conveying clear social and cultural values.</p>	<p>Narrative Composes longer narratives using variations with greater confidence, eg begins with final resolution and continues as a flashback; and/or composes effective short stories, creating a sense of drama and conveying clear social and cultural values.</p>	<p>Narrative Composes narratives that play with language to evocatively create atmosphere and manipulate conventions to portray multiple characters/narrative viewpoints and/or to articulate a complex issue or idea and/or subvert reader expectation.</p>

