**Recount Assignment Sheet**

A recount is primarily an information text but has to be entertaining. It is a very free form and you can choose a wide range of style, audience as well as context of writing. It is a written text and may be a bit shorter than 1000 words. Remember you have to have a maximum of 4000 words over 4 pieces, three of which are creative texts.

Also, you must vary across these 3 pieces text types, audiences and purposes.

**What Is a Recount?** (<https://www.twinkl.com.au/teaching-wiki/recount>)

Recounting is a style of writing that recalls an event or experience. They’re usually based on the experience of the writer, and are therefore most often told from the first-person perspective. However, this isn’t always the case - sometimes they’re told on behalf of someone else. A recount is also told in the past tense, because the event or experience has already happened.

Recounts are usually told in chronological order, i.e. the events are described in the order they happened. This helps the reader or listener to understand what’s going on. To make this clearer, you can use adverbs like ‘firstly’, ‘next’, ‘then’ and ‘finally’ to signal the order of events to the reader.

To really bring the event or experience to life, it’s important to use descriptive language. This means using adverbs and adjectives. If you’re struggling to think about how you might describe an experience, think about how it affected the senses.

**Features of a Good Recount**

* A good introductory paragraph should briefly cover the important details, such as 'who', 'what', 'where', 'when' and 'why'.
* Recounts should always be written in the past tense.
* Time conjunctions can help to move the chronology along.
* Quotations can help bring the recount to life.
* A personal point of view can give the recount a unique perspective.

**What Are Different Types of Recount Writing?**

**Personal Recount**

A personal recount is what’s most likely to be covered in school. This type of recount writing is all about the writer’s recollection of a particular event or experience. It includes things like diary writing, but it’s also what we do whenever we tell someone a story about something that happened to us. We do this all the time without even thinking about it, for example when children are recounting a story that happened to them over the school holidays.

**Factual Recount**

A factual recount includes things like newspaper reports. The purpose of a factual recount is to inform the reader about a particular event, rather than to entertain them. Because of this, adverbs and adjectives are less important. You’ll often see facts and figures in this kind of recount writing.

**Imaginative Recount**

This kind of recount writing applies factual knowledge of an event to create a fictional account of that event. The purpose of an imaginative recount is to help the reader understand an event by providing a fictional recount that’s as true-to-life as possible. They’re perfect for creative writing lessons.

**Recount Performance Standards**

**Knowledge and Understanding**

2Thorough knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.

3 Extensive knowledge and understanding of a wide range of ways in which travel writing texts are created for different purposes, audiences, and contexts.

**Application**

1 Versatile and precise use of language and stylistic features to create a coherent travel writing text that addresses the purpose, audience, and context

3 Sophisticated use of accurate, clear, and fluent expression