

Year 6: Recount

Key

Pupils participated in a Viking workshop as part of a history topic. They experienced a number of Viking activities, listened to Viking stories and wore traditional Viking clothing. Pupils used photographs taken during the workshop to plan and write a recount, informing parents of the day's events.

[C] composition
[GP] grammar and punctuation
[T] transcription

This first person recount of a school 'Viking Day' provides a straightforward chronological account of a special event at school. Written for a familiar audience (the children's parents), it is an example of informal writing, appropriately interspersed with simple personal comments and observation (*It was really fun; this really loud horn that I'm pretty much certain the whole school heard*), perhaps lacking the consistent tone that would be seen in the writing of a child working at greater depth.

An appropriate level of detail provides the intended reader with a clear picture of the day's events: the description of the 'Viking', the Viking words and clothing, and the activities in which the writer participated.

[C]

Morgan's vocabulary choices are accurate, but they lack the precision and breadth that would be expected in the work of a pupil working at greater depth (*very long; really funny; really fun; really hard; very interesting*).

[C]

Cohesion is further supported through synonymous references to the same subject (*a man dressed in linen; Gary; the man; he*).

[C]

Viking Day

When I walked into the hall, I turned my head a and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~welcome~~ welcoming, of ~~course~~ course, but had a lot of weapons ~~are surround~~ surrounding him. The first words he said were GO AR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had ~~the~~ to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really funny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics and ropes.

After break ~~the man~~ told us more about the Vikings and their lands and family. He also told

The opening paragraph successfully engages the reader and creates a sense of intrigue by deliberately withholding information (*When I walked into the hall, I turned my head and saw the most peculiar sight*).

[C]

Direct speech is not punctuated here.

[GP]

The text is organised chronologically over 4 paragraphs. Straightforward adverbials provide a sense of cohesion, steering the reader through the day's events in sequence (*When I walked into the hall; Firstly; During break; After break; After lunch; At the very, very end*). Confident use of pronouns that refer back to a preceding clause (*It was Viking language. I knew this by...; He also told us... It was really fun*) further supports the overall cohesion of the writing.

[C] [GP]

us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities including making oil lamps out of clay, learning to fight with a spear and ~~making~~ drawing a board game on a piece of cloth with charcoal (which was really hard). ~~and the~~ Gary kept on blowing this really loud horn that I'm pretty much certain ~~that~~ the whole school heard. But then the day came to an end and we had to give Gary back our tunics and pack away. Then Gary let us ~~answer~~ ~~some~~ ask a few questions, some of which ~~were~~ had very interesting answers.

Preposition phrases function adverbially, adding detail and specification, supporting the description of these unusual activities.
[GP] [C]

Brackets used effectively for parenthesis, commenting on the activities and giving a personal opinion.
[GP] [C]

At the very, very end Gary told us how to remember all the things we learnt about: sailors, farmers, raiders, settlers, traiders and crafters - and that was the end of the day.

The ending to the final paragraph is somewhat abrupt, underlining the difference between Morgan's current writing and the structural decisions and detail that are more likely to be evident in the writing of a pupil who is closer to 'working at greater depth'.
[C]

Spelling is mostly correct. *Traiders*, *completly* and *charchol* are the only errors. Handwriting maintains legibility and fluency with letters appropriately joined. Minor edits and corrections, made at the point of writing, improve clarity, accuracy and vocabulary choices.
[T]

Handwriting maintains legibility and fluency with letters appropriately joined. Minor edits and corrections, made at the point of writing, improve clarity, accuracy and vocabulary choices.
[T]

Commas and brackets for parenthesis are used correctly, as are commas for clarity, including after fronted adverbials. A colon is correctly used to introduce a list and a dash is used to mark the boundary between independent clauses.
[GP]