



Writing: Recount Success Criteria (Levels 1–3)



	Level 1	Level 2	Level 3
Requirements	I can:	In a limited and specified range of forms, I can:	In a range of specified forms and for specified audiences and purposes, I can:
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better <i>(This may include feedback from the teacher and/or self and peer assessment based on the success criteria.)</i>	a. talk about and plan my recount using prompts <i>(Pupils may wish to use the '5 W questions' as prompts – Who was involved? What did they do? Where did it happen? When did it happen and Why?)</i> try to use ideas from my plan when writing my recount b. improve my work by making changes linked to the success criteria
2 Content Organisation	a. use simple sentences, pictures or words to retell what I did and how I felt about it	a. use my own ideas to write a recount <i>(This will be within the pupil's experience.)</i> use words to write about what I thought and how I felt <i>(This may include words related to, for example, a trip, event or experience.)</i> b. use a writing frame to help me write the things that happened in order	a. use vocabulary relevant to my recount which allows me to express my thoughts, feelings, ideas and opinions about the experience b. structure my recount writing in the agreed form <i>(This will include using a plan so that the writing has a beginning, middle and ending.)</i> c. add appropriate and relevant vocabulary to make my writing more interesting for the reader
3 Purpose Audience	Not Applicable	a. write in the form of a recount using a writing frame <i>(A writing frame is appropriate for use at this level.)</i>	a. write appropriately in the given recount form <i>(This may be in the form of, a diary, letter, report etc.)</i>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know <i>(This will include sounds which the letters represent.)</i> b. use words which I know to help me write about my experience c. write lower and upper case letters <i>(This should include evidence of some control over letter formation.)</i>	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my recount	a. start sentences in different ways to make my recount more interesting <i>(This may include the use of linking words such as, afterwards, next, finally etc.)</i> b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i> use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs. In recount writing, pupils should use the past tense.)</i> c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i>



Writing: Recount Success Criteria (Levels 3–5)



	Level 3	Level 4	Level 5
Requirements	In a range of specified forms and for specified audiences and purposes, I can:	In a range of forms, for different audiences and purposes, I can:	In a range of forms, for different audiences and purposes, including informal situations, I can:
1 Talk Plan Edit	<p>a. talk about and plan my recount using prompts <i>(Pupils may wish to use the '5 W questions' as prompts – Who was involved? What did they do? Where did it happen? When did it happen and Why?)</i></p> <p>try to use ideas from my plan when writing my recount</p> <p>b. improve my work by making changes linked to the success criteria</p>	<p>a. plan my writing independently and refer to my plan to help me</p> <p>b. improve my writing, taking account of feedback from my teacher/classmates</p> <p>redraft my work to improve my spelling, punctuation, content and meaning</p>	<p>a. redraft my work taking account of feedback to improve my recount <i>(This should include technical accuracy, expression, structure and content.)</i></p>
2 Content Organisation	<p>a. use vocabulary relevant to my recount which allows me to express my thoughts, feelings, ideas and opinions about the experience</p> <p>b. structure my recount writing in the agreed form <i>(This will include using a plan so that the writing has a beginning, middle and ending.)</i></p> <p>c. add appropriate and relevant vocabulary to make my writing more interesting for the reader</p>	<p>a. write about what I think about the experience or event giving reasons for my thoughts, feelings, ideas and opinions</p> <p>b. organise my writing using paragraphs in the order which things happened so that it flows clearly</p> <p>c. write a detailed recount that is easily understood</p> <p>use appropriate vocabulary when writing about significant events</p>	<p>a. use precise and relevant vocabulary to clearly convey my experience <i>(This may include the use of figurative language such as simile and metaphor.)</i></p> <p>b. compose an extended piece of recount writing, maintaining structure and ensuring clarity throughout, using the appropriate form <i>(This will include the appropriate use of paragraphs.)</i></p>
3 Purpose Audience	<p>a. write appropriately in the given recount form <i>(This may be in the form of, a diary, letter, report etc.)</i></p>	<p>a. select and use an appropriate form to retell an event or experience</p> <p>use language which appeals to the reader and makes my recount more interesting <i>(This may include the use of recount writing techniques such as, a title to grab the reader's attention, setting the scene, describing time, place and significant events and using a concluding paragraph to sum up the recount. Recounts may include, a diary, letter, report, biography, autobiography and journal.)</i></p>	<p>a. write a recount for the intended audience using the appropriate form</p> <p>use language appropriate to the form which has impact on the audience</p> <p>b. sustain the style appropriate to recount writing and present the relevant information effectively <i>(This is likely to be an extended piece of writing and the style may be formal or informal depending on the purpose and intended audience.)</i></p>
4 Spelling Punctuation Grammar Handwriting	<p>a. start sentences in different ways to make my recount more interesting <i>(This may include the use of linking words such as, afterwards, next, finally etc.)</i></p> <p>b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i></p> <p>use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs. In recount writing, pupils should use the past tense.)</i></p> <p>c. use spelling strategies to help me spell familiar and topic related words correctly</p> <p>d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i></p>	<p>a. write interesting sentences about the experience or event</p> <p>use linking words to improve my sentence structure <i>(This may include words and phrases such as, as soon as, when, later, the following etc.)</i></p> <p>b. use commas, speech marks and apostrophes accurately in my recount</p> <p>c. use the past tense appropriately when writing my recount</p> <p>spell the majority of commonly used words accurately</p>	<p>a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly</p> <p>b. use more advanced punctuation in an accurate and proficient way to enhance my writing <i>(This will include consistent use of accurate punctuation.)</i></p> <p>c. ensure my grammar and spelling are accurate throughout my recount writing</p>



	WRITING: RECOUNT Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to retell what I did and how I felt about it	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to help me write about my experience	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>



	WRITING: RECOUNT Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input checked="" type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to retell what I did and how I felt about it	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to help me write about my experience	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>

	WRITING: RECOUNT Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write a recount use words to write about what I thought and how I felt b. use a writing frame to help me write the things that happened in order	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the form of a recount using a writing frame b. use a writing frame to help me write the things that happened in order	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my recount	<input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: RECOUNT Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write talk to my teacher or classmates about how I am going to write b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write a recount use words to write about what I thought and how I felt b. use a writing frame to help me write the things that happened in order	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the form of a recount using a writing frame b. use a writing frame to help me write the things that happened in order	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my recount	<input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: RECOUNT Level 3: What I need to do In a range of specified forms and for specified audiences and purposes, I can:	Self/Peer Assessment 
Requirements/ Key Skills 1 Talk Plan Edit	a. talk about and plan my recount using prompts try to use ideas from my plan when writing my recount b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use vocabulary relevant to my recount which allows me to express my thoughts, feelings, ideas and opinions about the experience b. structure my recount writing in the agreed form c. add appropriate and relevant vocabulary to make my writing more interesting for the reader	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given recount form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my recount more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: RECOUNT Level 3: What I need to do In a range of specified forms and for specified audiences and purposes, I can:	Self/Peer Assessment 
Requirements/ Key Skills 1 Talk Plan Edit	a. talk about and plan my recount using prompts try to use ideas from my plan when writing my recount b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use vocabulary relevant to my recount which allows me to express my thoughts, feelings, ideas and opinions about the experience b. structure my recount writing in the agreed form c. add appropriate and relevant vocabulary to make my writing more interesting for the reader	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given recount form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my recount more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 Requirements/ Key Skills	WRITING: RECOUNT Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1 Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. write about what I think about the experience or event giving reasons for my thoughts, feelings, ideas and opinions b. organise my writing using paragraphs in the order which things happened so that it flows clearly	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	c. write a detailed recount that is easily understood use appropriate vocabulary when writing about significant events a. select and use an appropriate form to retell an event or experience use language which appeals to the reader and makes my recount more interesting	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write interesting sentences about the experience or event use linking words to improve my sentence structure b. use commas, speech marks and apostrophes accurately in my recount c. use the past tense appropriately when writing my recount spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



 Requirements/ Key Skills	WRITING: RECOUNT Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1 Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. write about what I think about the experience or event giving reasons for my thoughts, feelings, ideas and opinions b. organise my writing using paragraphs in the order which things happened so that it flows clearly	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	c. write a detailed recount that is easily understood use appropriate vocabulary when writing about significant events a. select and use an appropriate form to retell an event or experience use language which appeals to the reader and makes my recount more interesting	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write interesting sentences about the experience or event use linking words to improve my sentence structure b. use commas, speech marks and apostrophes accurately in my recount c. use the past tense appropriately when writing my recount spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: RECOUNT Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my recount	<input type="radio"/>
2 Content Organisation	a. use precise and relevant vocabulary to clearly convey my experience b. compose an extended piece of recount writing, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
3 Purpose Audience	a. write a recount for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience b. sustain the style appropriate to recount writing and present the relevant information effectively	<input type="radio"/> <input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly b. use more advanced punctuation in an accurate and proficient way to enhance my writing c. ensure my grammar and spelling are accurate throughout my recount writing	<input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: RECOUNT Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my recount	<input type="radio"/>
2 Content Organisation	a. use precise and relevant vocabulary to clearly convey my experience b. compose an extended piece of recount writing, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
3 Purpose Audience	a. write a recount for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience b. sustain the style appropriate to recount writing and present the relevant information effectively	<input type="radio"/> <input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly b. use more advanced punctuation in an accurate and proficient way to enhance my writing c. ensure my grammar and spelling are accurate throughout my recount writing	<input type="radio"/> <input type="radio"/> <input type="radio"/>