ENGLISH

Lesson 12

Year 4

Topic: Language in literary recounts

Writing historical events from someone's perspective

Today you will:

- ► understand how to rewrite a literary description from a character's perspective.

Resources

Digital

Video — Point of view (4:17)

Video — Perspectives (3:57)

Find and prepare

Sheet 2 — Historical description of convict Thomas Richardson (from previous lesson)

Sheet 8 — Perspectives

Exercise book

Key terms

direct speech, indirect speech, language features, opinion, perspective, point of view, pronouns, reported speech, verbs

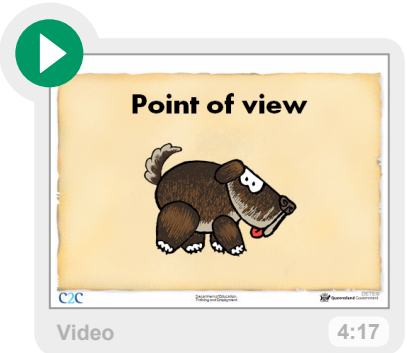
For definitions and explanations of terms, please see the Glossary.

Lesson

Re-read and discuss section of a literary historical description

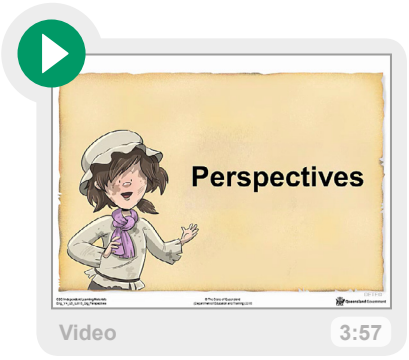
1. Open and read the instructions on **Sheet 8 —** Perspectives.
2. Re-read **Sheet 2 —** Historical description of convict Thomas Richardson. If possible, have someone read this to you.
3. Complete **Sheet 8** using the questions to help you think about the main character.
4. Watch the **Video — Point of view**.

   This video examines how recounts set in the past are often written from a particular point of view or perspective. It shows how two people can have very different perspectives about the same event.



Identify type of language used in first-person descriptions

5. View the **Video — Perspectives**.



   This video examines how recounts set in the past are written in the first person. It identifies language used in first-person recounts such as:

   - first-person pronouns, for example, *I*, *we*, *us*, *me*
   - opinions expressed by the author, for example, *in my opinion*, *to me*
   - thinking and feeling verbs to describe thoughts and feelings, for example, *I felt*, *I couldn't believe*
   - direct speech and reported speech said or told by the author and the other people present
   - new words or language from the time.

Identify events in a literary description

6. Use the following table to list the language features used by the author in **Sheet 2**:

first-person pronouns	
opinions expressed by the author	
thinking and feeling verbs	
direct/reported speech	



Now that you have an understanding of recounts, you are going to try writing a short recount yourself.

Rewrite a recount from the perspective of the main character

7. Look at the following checklist, which lists all of the structural and language features that would appear in a literary recount.

   a. Construct a short recount of no more than three paragraphs, based on one event from **Sheet 2**. The recount will be from Thomas Richardson's perspective. Remember to write in first person, imagining that you are telling the recount as Thomas. You could write about his time on the ship or his work clearing the land.

   b. Organise your ideas by writing notes in your exercise book.

   c. Use these notes to write your short recount.

   d. When you have finished, use the checklist below to see if you have used all of the structural and language features that would appear in a literary recount.

Structural features		Language features	
☐	title	☐	first-person pronouns
☐	orientation/introduction — sets the scene	☐	express opinions, thoughts and feelings
☐	sequence of events — in the order they occur	☐	examples of words or language from the time
☐	concluding statement, opinion, thought or comment	☐	direct speech, reported speech
		☐	details about setting
		☐	details about people/characters
		☐	details about events

Reading

Remember to complete your daily reading. You can read when you first wake up, during free time or at bedtime. You can read texts of any type but you might like to read some recounts set in the past as you complete this unit.

At the end of your daily reading time, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.