

Unit 5 Recount: Police Report

Summary and context

This unit looks at a recount text in a form that is not often used in schools – a police report. It enables pupils to consolidate skills previously covered in recount work and apply them in a context which is unfamiliar and intriguing. The written outcome for pupils is a police report written from information in the form of witness statements.

Overview of objectives

Target statements for writing	NLS Framework objectives
<p>Style: sentence construction</p> <ul style="list-style-type: none"> Select appropriate word order in sentences to create interest and to increase precision, clarity and economy. 	Y4 T2 S3
<p>Style: language effects</p> <ul style="list-style-type: none"> Use appropriate grammatical features for different text types. 	Y4 T3 S4
<p>Purpose and organisation</p> <ul style="list-style-type: none"> Adapt writing to be concise and clear, and use an impersonal style. 	Y5 T2 T22
<p>Process</p> <ul style="list-style-type: none"> Map text structures and lines of development. 	

Outcomes

- Pupils write an account of an event in the form of a police report.

Resources

- Police report (attached)
- Transcript of a police interview with witnesses (attached)
- An example of a teacher demonstration (attached)

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Lesson 1

Lesson objectives

- to revise the key features of recounts;
- to identify some key points in a transcript of an interview.

Shared whole class work

- Read police report (example attached).
- Identify relevant text type: recount.
- Revise key features of recount texts.
- Evaluate shared text for clarity.

Key points to highlight

Recount texts usually:

- describe events as the writer believes they really occurred;
- use the past tense;
- describe events in chronological order;
- use connectives that signal time;
- focus on individuals or groups;
- include vital details;
- use specific names.

Independent/guided work

General task:

- Children, in pairs, read a transcript of an interview between a police officer and two witnesses. They identify and record four key points:
 1. What happened?
 2. Who did it?
 3. When did it happen?
 4. Where did it happen?

Focus task:

- Teacher works with focus group to identify the main pieces of information from this witness report in order to write a recount.

Plenary

- Each pair compares findings with another pair.

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Lesson 2

Lesson objectives

- to understand how connectives are used.

Shared whole class work

- Remind class of work done in lesson 1 (using a transcript of an interview with witnesses).
- Children work in pairs to organise the four key points (What? Who? When? Where?) into an introductory sentence for a report.
- Select four sentences, discuss and evaluate.
- Remind class of meaning of term 'connectives' and their use.
- Children search the police report used in lesson 1 for connectives.
- Text marking to highlight connectives found.

Key points to highlight

- A connective is a word or phrase that links clauses or sentences. It is used to link ideas, for example by indicating time passing or by explaining.

Independent/guided work

General task:

- Children re-read interview transcript, identifying main events and listing them in the order in which they happened.

Focus task:

- Teacher works with focus group to identify main events and compose short sentences to summarise those events.
- Conclude by discussing appropriate connectives to use in those sentences to highlight sequence.

Plenary

- Children work in pairs to compare their lists of main events.
- Then whole class review of main events identified.

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Lesson 3

Lesson objectives

- to begin to be able to write a recount in the form of a police report, using connectives, past tense and chronological order and including vital details.

Shared whole class work

- Revise main features of a recount.
- Teacher demonstration: write the introductory paragraphs of a police report based on the interview transcript used in lessons 1 and 2.
- Teacher scribing: children work in pairs to create opening sentence of third paragraph.
- Choose examples, discuss and evaluate.
- Select best example and add it to paragraphs written up so far.

Independent/guided work

General task:

- Children individually continue the police report started in the teacher demonstration.

Focus task:

- Teacher works with focus group as they continue the police report started in the teacher demonstration, guiding them to include key elements.

Plenary

- Choose examples, discuss and evaluate.

The National Literacy Strategy

Year 5 Booster Units

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Lesson 1 example

Teaching	Teaching and learning strategies
<p>Objectives Teacher: <i>Today we will be revising how to write recounts and how to make them clearer for the reader.</i></p>	
<p>Shared whole class work</p>	
<p>Display police report (example attached). Read to class. T: <i>Remembering all the work we have done on non-fiction text types, I want you to look at the clues in this text and decide what text type it is.</i> Take suggestions.</p>	<p>Analysing Making suggestions</p>
<p>T: <i>Let's make a list together of all the things we can remember about how recounts are written and what we need to include.</i> Recount texts usually: describe events as the writer believes they really occurred; use the past tense; describe events in chronological order; use connectives that signal time; focus on individuals or groups; include vital details; use specific names.</p>	<p>Highlighting key points</p>
<p>T: <i>Now let's look at our list. Who can find examples in our text of these features?</i> Teacher to annotate text.</p>	<p>Analysing</p>
<p>T: <i>I said earlier that we would be looking at ways of making recounts clearer for the reader. In pairs I would like you to discuss what the author has used to make this report clearer for the reader. Write down one example on your whiteboard.</i> Teacher to list examples from the class, e.g. chronologically written, clear introduction, connectives, paragraphs.</p>	<p>Text marking Paired discussion</p>
<p>T: <i>Can anyone see any part of the report that could have been made clearer?</i> Children to share ideas.</p>	<p>Listing</p>

Teaching	Teaching and learning strategies
<p>T: Let's remind ourselves which tense recounts are written in. Look carefully at the first paragraph – what changes do we need to make to turn this into the present tense? Teacher to rewrite part of text in present tense.</p> <p><i>T: We have learnt that recounts are written in chronological order and in the past tense, and they include details written clearly so that the reader can understand the report.</i> Teacher to scribe these key points.</p>	<p>Comparing ideas</p> <p>Highlighting key points</p>
<p>Independent task</p> <p>T: I am going to give you a written conversation between a police officer and two witnesses of a crime. I want you to read through the conversation. I want you to imagine you are the police officer who has got to pick out the main pieces of information in order to write a recount of the events of the crime. I want you, working with a partner, to highlight on the text these four things: what happened, who did it, when it happened and where it happened. When you have done this, write down the information in your books.</p>	<p>Analysing</p>
<p>Guided task</p> <p>Focus group:</p> <p>T: Together we are going to find out the main pieces of information from this witness report in order to write a recount.</p> <p><i>In pairs, I want you to look at the text that is highlighted. On your whiteboards write down what crime has taken place. Write down when it happened. Write down where it happened and who took part.</i></p> <p>Children to share ideas. Teacher to scribe correct information.</p>	<p>Teacher scribing</p>
<p>Plenary</p> <p>T: To help us review what we've learnt about recounts today I want to hear you tell another pair in the class the four key pieces of information from this witness account.</p> <p>Children to share information with another pair.</p>	<p>Talk partners</p>

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Lesson 2 example

Teaching	Teaching and learning strategies
<p>Objectives Teacher: <i>Today we will be starting to use the skills we identified yesterday to write our own recount.</i></p>	
<p>Shared whole class work</p>	
<p>Display witness report. Recap who, what, when and where. Go through the points highlighted yesterday that are found in a recount.</p>	<p>Revision</p>
<p>T: <i>From the work we did yesterday I want you to think about how you can arrange that information in a clear sentence so as to introduce the reader to the key pieces of information for your recount. Use your whiteboards to record your ideas. Take suggestions. Focus on four ways of rearranging information whilst retaining the meaning. Write them on whiteboard.</i></p>	<p>Transforming</p>
<p>T: <i>Now I want you to decide which opening you would want to use for your recount. Take suggestions, along with reasons why, e.g. focusing on clarity of recount.</i></p>	<p>Offering Ideas</p>
<p>T: <i>Now I want you to think about the rest of your recount and about putting together the details of the events in order. From our previous work on linking ideas together in sentences who can tell me the name given to the type of word that is used as a link between ideas? Take suggestions. Focus on connectives.</i></p>	<p>Evaluating</p>
<p>T: <i>With a partner I would like you to highlight on the police report all of the connectives that you can find. After five minutes share words and phrases found.</i></p>	

Teaching	Teaching and learning strategies
<p>Independent task</p> <p>T: <i>Now I would like you to go through your witness report and pick out the main events. Put them in the order that they happened. If you have time, begin to think about which connectives you could use to link the events together.</i></p> <p>Children to list sequence of events as told by witnesses in their conversation with the police. (Children can work with a partner or individually.)</p>	<p>Sequencing</p> <p>Listing</p>
<p>Guided task</p> <p>Focus group:</p> <p>Guide pupils in identifying main events in witness report.</p> <p>Guide composition of short sentences identifying main events, then revisit sentences and discuss appropriate connectives to add to those sentences to highlight sequence.</p>	
<p>Plenary</p> <p>T: <i>With a partner, share the order of events so that you reach agreement.</i></p> <p>Share order of events with class.</p>	

The National Literacy Strategy

Year 5 Booster Units

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Lesson 3 example

Teaching	Teaching and learning strategies
<p>Objective Teacher: <i>Today we will be writing a recount based on the account of that police interview we have been looking at.</i></p>	
<p>Shared whole class work T: <i>Let's remind ourselves of the main features of a recount text.</i> Take suggestions. T: <i>Now I am going to write my own recount, using those different parts that you have just mentioned.</i> Teacher demonstration: write the opening paragraph of the report, modelling opening statement and then focusing on the use of connectives to link subsequent points (e.g. see attached text – 'An example of a teacher demonstration').</p>	<p>Teacher demonstration</p>
<p>Independent task T: <i>Now I am going to ask you to continue this report of the events you have read about in the witness statement. Don't forget to include all of the parts of a recount that we have seen as important, in order to make it clear for the reader: the events in chronological order; connectives to link ideas together; the use of the past tense.</i></p>	<p>Independent writing</p>
<p>Guided task Teacher works with focus group as they continue the police report started in the teacher demonstration, guiding them to include the three key elements above.</p>	
<p>Plenary T: <i>I would now like to hear some of your reports.</i> Children to share sections of their final reports.</p>	<p>Presentation Evaluation</p>

Police report

Date: 15.8.99

Author: Magee 2187

On Tuesday August 6th, three men were involved in an armed robbery of a security van outside the Abbey National office in Lee High Street.

The men were seen by three witnesses who agree that they were of stocky build. Two of the men were over six feet tall and the third was shorter, about 5 foot 7. They all wore hoods which covered their faces and therefore we have no information on their features. Only one man spoke. It is said he spoke in a soft Irish accent, believed to be from southern Ireland. All three men wore dark clothes and two of them had jeans. The only distinguishable feature belonged to the slightly shorter man who had a tattoo on the lower part of his right leg. It is not known what this tattoo was.

It appears the men drove down the High Street in a Ford Fiesta. They were seen waiting in the car by a number of passers-by. As the security van approached, the two men in the back of the car were seen to leave the car and walk along the road towards the Abbey National. Then, when the van stopped, the guards got out and, straight away, the two robbers moved behind them. Each robber was seen producing a gun.

Next, the guards were told to lie on the floor and while one robber watched over them the other took the keys to open the van. While the van was being opened the driver of the getaway car was seen driving, at speed, to the Abbey National. The car stopped behind the van and the money was transferred to the car from the van.

After loading all the money the two robbers jumped back into the car and sped off down the High Street. Another witness spoke of seeing the blue Fiesta in question turn down Arnold Drive. Later the car was found abandoned on the site of the old Odeon cinema.

Neither guard received any injury and there were no shots fired.

Transcript of a police interview with witnesses

Date of Interview: 20/5/00

Detective: Tell us what you both saw this morning. Mrs Woodhall, you start.

Mrs Woodhall: It was terrible - he just didn't care. He walked calmly in and strode right up to the desk.

Mrs Loader: And the other chap, he followed him in, pushed right past me.

Detective: You mean there were two men?

Mrs Woodhall: Yes, very tall as well, over six foot I'd say, much taller than my Jimmy. And older, in their early thirties I'd say.

Detective: What time was this?

Mrs Loader: About 9.30, I reckon.

Mrs Woodhall: No, no, it was later than that. We went to the supermarket first and didn't leave there until 9.30.

Mrs Loader: Oh that's right. I remember now. We must have got to the bank at about 10 o'clock.

Detective: What happened then?

Mrs Woodhall: Well, I was just about to get my pension money out of my handbag - we do this every Thursday you see - when I heard one of these men, the one with the really deep voice, ask for the money.

Detective: Can you describe him a bit more for us please?

Mrs Loader: I can - my sight is much better than Doreen's. The one who spoke was the taller of the two; he was wearing jeans and a black jumper. I thought it strange because it was a very warm day. Anyway, he was definitely six foot and he had trainers on, designer

probably. He did all the talking while the other chap kept guard by the main door, looking out for the police probably. He asked for the money and the bank girl screamed. Poor thing. She only looked like a youngster.

Mrs Woodhall: There was a bit of screaming you know - that's when the second chap by the door panicked. He had jeans on too, but not with a jumper. He had a hooded jacket. He took a gun out and started waving it around. No need for that really, because there were only four people in there. Two old-age pensioners and a mother with her baby aren't going to do much, are they officer?

Detective: Please carry on.

Mrs Loader: Well, the manager came out then. He looked like a young 'un too. He did stay calm though; he opened the safe and gave them their money. I don't know how much.

Detective: Half a million.

Mrs Woodhall: Oh my, that is a lot!

Detective: What happened when they got the money?

Mrs Loader: They told us to lie down and keep quiet for five minutes or we'd get it!

Mrs Woodhall: It took me nearly five minutes to lie down; my back's not as good as it used to be, you know.

Detective: And then?

Mrs Woodhall: Well they ran out. That's all we know. You lot turned up ten minutes later, after it had all happened. Too late as usual.

Detective: We were chasing them down the High Street. When we arrived at the bank two men were seen fleeing down Burr ridge High Street, so we gave chase. Unfortunately they got away. Anyway, you have both been very helpful. Let us know if you think of anything else that might help us. We'll let you know when we have caught them.

An example of a teacher demonstration: showing the first paragraph of a report based on the transcript of the police interview with witnesses

An armed robbery took place at Barclays Bank on 20 May 2000. While four customers were waiting to be served, two men entered the bank at approximately 10am. After pushing past those customers, one of the men kept watch by the door while the other man went up to the desk. When the cashier was ordered to hand over money the manager opened the safe and then gave half a million pounds to the robbers.