

Progression in recount

Purpose: to retell a sequence of events (from the point of view of someone who was there)

Recounts are the most common kind of texts readers encounter and writers create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform.

Text structure:

- orientation – an opening to set the scene (Who? What? Where? When?)
- sequence of events – recount of the events as they occurred, usually in strict time order
- reorientation – a closing statement to bring the writing to a conclusion (What an amazing day we all had!)

Language features:

- past tense e.g. I travelled
- in chronological order, using connectives that signal time, for example: first, next, then, after, meanwhile
- usually in first person (third person may also be used to create a more formal voice)
- focused on individual or group participants, for example, in first person (I, we) or third person (he, they, Class 2)

Recounting or retelling personal events - the desire to talk about things which have happened to us - is arguably part of what makes us human and is fundamental to young children's lives. Children love to talk about things which they have done or experienced: writing recounts is therefore a good way to develop enthusiasm for writing as they know exactly what it is they want to write!

Before writing recounts, younger children need to have had a range of opportunities to become familiar with the details and sequence of events, for example through the use of puppets, role-play, freeze-frame and oral retelling in response to photographs sequenced on a timeline. Planning this type of text using a timeline is a helpful way to reinforce the chronological organisation required. Writing recounts can provide a purposeful opportunity for pupils to focus on past tense verbs and apply their knowledge of common irregular past tense spellings. In KS2, recounts can be written about historical events or based on events in a novel, using the third person or taking on a role in the story and maintaining the perspective of that character in the first person as they relate the things which happened.

	Progression in recount texts	Writing targets (related to key learning from English PoS)
FS2	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. (Place these pictures on a timeline to reinforce the chronological organisation of the text.) • Use experience of simple recounts as a basis for shared composition with an adult, retelling a short sequence of events to scaffold simple independent writing. 	<p>I attempt to write captions or short sentences in meaningful context.</p> <p>Sequence a series of photographs or pictures to retell a real-life experience using a timeline planning skeleton to support chronological order. Write key words, captions or sentences beneath each one to support oral retelling of the recount. Begin to use words to order events. (First, then, next)</p> <p>I can leave a finger space between each word in my sentence.</p> <p>I can write sentences and read them back accurately.</p> <p>Read together a simple recount to retell a real-life experience and use the 'Talk for Writing' (Pie Corbett) technique to draw simple pictures/symbols to represent the words in the recount. These can then be used to talk the text, helping children to internalise key language features before using shared writing to construct simple sentences to recount a different event.</p>
Y1	<ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Listen to and read personal recounts and begin to recognise the structure of the text e.g. ordered sequence of events, use of words like <i>first, next, then, finally</i>. 	<p>I can put words together to make a sentence.</p> <p>Sequence a series of photographs or pictures to retell a real-life experience using a timeline planning skeleton to support chronological order. Write key words, captions or sentences beneath each one to support oral retelling of the recount. Construct sentences and use words to indicate chronological order. (First, after that, then, next, finally)</p> <p>I can join 2 sentences using 'and'.</p> <p>I can separate the words in my sentences using finger spaces.</p>

	<ul style="list-style-type: none"> • Write simple first-person recounts linked to the wider curriculum and to real-life experiences, using the language of texts read as models for own writing, maintaining consistency in tense and person. 	<p>I can use a capital letter to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>(Next, I went to the see the lions and I saw a lion cub playing with his mummy.)</p>
Y2	<ul style="list-style-type: none"> • Listen to and read personal recounts and discuss the generic structure of the text e.g an opening to tell the reader who, what, where, when; a series of sentences to retell a sequence of events in time order; use of words like <i>first, next, after, when, finally</i>. • Write first person recounts linked to the wider curriculum or to real-life experiences, using the language of texts read as models for own writing, maintaining consistency in tense and person. • Begin to group sentences describing the same part of the sequence into paragraphs. 	<p>I can begin to talk about models of the text I intend to write and explain some of the structure and language features of the text. (Opening to show who, what, when, where; time order; past tense verbs; adjectives to <i>engage</i>)</p> <p>I can write for different purposes, including to recount real events.</p> <p>I can plan and discuss the content of my writing and record my ideas using key words.</p> <p>Use a timeline planning skeleton to plan a recount in chronological order by writing 'memory joggers' onto the timeline to order events. Each line on the timeline will then become a paragraph in the recount. NB Model planning in the tense required (past tense or present).</p> <p>I can use the past tense correctly and check that I have kept to the same tense.</p> <p>I can use different sentence types correctly - statement, exclamation, question (Can you guess what we saw next? What an amazing time we had!).</p> <p>I can almost always use capital letters and full stops correctly.</p> <p>I can use capital letters for all proper nouns (Barbara Hepworth, Wakefield)</p> <p>I can use question marks correctly where they are needed in my writing.</p>

		<p>I can use coordinating conjunctions (and, or) to link ideas in my writing.</p> <p>Extend sentences from the 'memory joggers' on the plan to link ideas and describe events more fully using 'and' or 'but'. (Wakefield was very busy and we started to think we would never get there.)</p> <p>I sometimes use subordinating conjunctions (when, because) to connect ideas in my writing. (We saw a big, shiny, steel wall when the bus stopped at the traffic lights. We had arrived at the gallery at long last!)</p>
	<p>N.C. English Y3/4: <i>'Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar'.</i></p>	
<p>Y3/4</p>	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. • Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a newspaper report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader and which reflect the 	<p>Y3:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure and grammatical features of the text.</p> <p>I can compose sentences which develop ideas in a logical sequence.</p> <p>I am starting to use paragraphs to organise my writing.</p> <p>I can suggest improvements to my writing using what I know about the organisation and grammar of the text type.</p> <p>I can use adverbials and prepositions to express time.</p> <p>I always use full stops and capital letters accurately to demarcate sentences.</p> <p>I can use sentences with more than one clause by using a range of subordinating conjunctions.</p> <p>(When we arrived in the first room of the upstairs gallery, we stopped to look at a huge marble sculpture.)</p>

	<p>viewpoint of the character in whose voice the recount is told.</p> <ul style="list-style-type: none"> • Write a recount of a school visit but in the third person to add a degree of formality. 	<p>Y4:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure, grammatical features and use of vocabulary in the text.</p> <p>I can compose sentences using a range of structures appropriate to the text type I am writing.</p> <p>I use paragraphs to organise my writing, grouping the content of a text effectively.</p> <p>I can use expanded noun phrases and precise adjective choices and powerful verbs to add impact.</p> <p>Make choices to describe events and avoid repetition, for example of 'went' in the recount. (Last Wednesday, the pupils of Class 4 travelled on a big red bus all the way to Wakefield to visit the famous Hepworth Gallery.)</p>
<p>N.C. English Y5/6: <i>'Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own'.</i></p>		
Y5/6	<ul style="list-style-type: none"> • Identify the features of recounted texts such as sports reports, diaries, police reports: an introduction to set the scene; chronological order; varied but consistent use of past tense (e.g. 'As he was running away, he noticed..'); degree of formality adopted; and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • Write recounts based on the same subject such as a field trip, a match or a historical 	<p>Y5:</p> <p>I can use the organisation, grammatical features and vocabulary appropriate for a range of text types.</p> <p>I can adapt my writing to suit the audience and the purpose of the text.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I can establish a writer's voice commenting on or describing events consistently.</p>

<p>event for two contrasting audiences such as a close friend and an unknown reader.</p> <p>Y6</p> <ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. 		<p>I can build cohesion in and between paragraphs by using pronouns correctly. (Maintain 1st or 3rd person - we/the pupils - in recount of same event for different audience.)</p> <p>I can choose vocabulary and word order to engage the reader. (Trying their best to resist the temptation to touch the cool marble, all the pupils marvelled at the smooth curves and gleaming surfaces of Barbara Hepworth's sculptures.)</p> <p>Y6:</p> <p>I use grammatical structures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear.</p> <p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I sustain and develop ideas logically... using a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can maintain an impersonal voice in order to convey information using a formal register.</p> <p>I can convey complicated information concisely using expanded noun phrases.</p> <p>I can use <u>hyphens</u> to avoid ambiguity.</p> <p>Write a recount of a visit to be included in the school newsletter or a newspaper, using third person and choosing the appropriate level of formality. (Last week, the pupils of Oak Class at Wellgreen Primary School had the privilege of visiting the <u>world-renowned</u> 'Harley Gallery', *the home of many of the works of Barbara Hepworth.)</p> <p>I can use a variety of <u>relative pronouns</u> or *implied pronouns to write relative clauses which convey information clearly.</p>
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	<ul style="list-style-type: none">• Use the language conventions and grammatical features of the different types of text as appropriate.	<p>(The sculptures <u>which were on display</u> in this final room had all been created by the artist in her studio in St Ives (a little fishing village situated on the Cornish coast).)</p>
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