

## Key subject knowledge

- Usually written in the past tense
- Events are in chronological order
- May use adverbs of time to support sequence
- Opening usually establishes context – who, where, when, why, what
- Details are included about events taking place and may include opinion
- Could be first or third person
- May include quotes or reported speech
- Closing may include a summary or a personal viewpoint
- Language may depend on the context of the recount
- Title to inform the reader about the context

## Purpose for writing

- To retell events. Can be used to inform and/or entertain

## Ideas for publication

- Real life event/incident
- Diary account
- Letter
- Biography or auto-biography
- Newspaper or magazine article

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

## Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

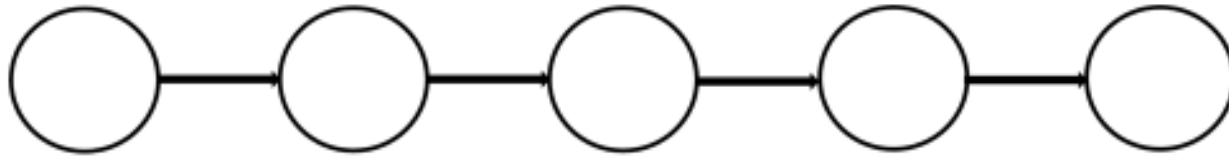
<p><b>Year 1</b></p>	<p>Link what they read or hear to own experiences            Retell key stories, fairy stories and traditional tales            Discuss the significance of title and events            Say and compose sentences about own experiences            Sequence and/or write sentences about an event            Discuss writing with the teacher or other pupils            Read writing out loud            Re-read to check for sense            Use 'and' to join clauses            Punctuate using capital letters and full stops (<i>other punctuation <b>could</b> be used: question marks, exclamation marks</i>)            Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>
<p><b>Year 2</b></p>	<p>Discussing the sequence of events in books and how items of information are related            Be introduced to non-fiction books that are structured in different ways            Write narratives about personal experiences and those of others (real and fictional)            Write about real events            Write recounts for different purposes            Before writing, say and note key ideas and appropriate vocabulary            Punctuate using capital letter and full stops (<i>other punctuation <b>could</b> be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>)            Write statements (<i>other sentence types <b>could</b> be used: commands, questions, exclamations</i>)            Noun phrases to describe and specify            Conjunctions            May use adverbs of time to support sequence            Evaluate writing for sense, correct verb form, including the progressive (where appropriate)            Proof-read for spelling, punctuation and grammar            Read aloud with appropriate intonation to support meaning</p>

# Non-fiction: Recount

<b>Year 3/4</b>	<p>Read and discuss a variety of recounts that are structured in different ways and have different purposes</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Evaluate own and other’s writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p><u>Year 3 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Express time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>As appropriate (e.g. newspaper report): Introduction to inverted commas to <b>punctuate</b> direct speech</p>
	<p><u>Year 4 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p> <p>As appropriate (e.g. newspaper report): Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>]</p>	

<p><b>Year 5/6</b></p>	<p>Read and discuss a wider range of recounts with different structures and purposes          Recommend and compare recounts: this one is clear because....          Identify how language, structure and presentation contribute to meaning          Distinguish between statements of facts and opinion          Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own          Note initial ideas          Select appropriate grammar and vocabulary, giving attention to enhancing meaning          Evaluate how effective their own and others' writing is          Propose changes to vocabulary, grammar and punctuation to clarify meaning          Ensure consistent and correct use of tense throughout          Ensure appropriate register for writing          Proof-read for spelling and punctuation errors</p>	<p><u>Year 5 (Grammar specific)</u>          Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun          Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]          Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]          Brackets, dashes or commas to indicate parenthesis          Use of commas to clarify meaning or avoid ambiguity          Use expanded noun phrases to convey complicated information concisely          Use the perfect form of verbs to mark relationships of time and cause</p>
		<p><u>Year 6 (Grammar specific)</u>          The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]          Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].          The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]          Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b>          Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]          Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]          Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> of bullet points to list information          How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]          Use expanded noun phrases to convey complicated information concisely          Use the perfect form of verbs to mark relationships of time and cause</p>

# Non-fiction: Recount






Recount planning frames