NON-FICTION TEXT – RECOUNT – WRITING TO INFORM & ENTERTAIN

Recount text is the retelling of events that have actually happened: in the first person if it is a personal recount in the third person if recounting events that have happened to others.

Purpose	Common examples of text type	Generic Text Structure / Language Features
To provide an account of events in an interesting and engaging way. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.	- Retelling stories in English as well as in other curriculum areas such as RE, History or Science - Giving accounts of educational visits, science experiments or sporting events - Writing biographies and autobiographies - Letters and postcards - Diaries and journals - Newspaper reports - Encyclopaedia entries - Biography/Autobiography	- Clear beginning, middle and end in chronological order - A strong opening (paragraph in KS2) to hook the reader (often includes Who? What? Where? Why? When?) - Paragraphs often begin with a topic sentence - Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park..) - Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. - Some additional detail about each event (He was surprised to see me.) - Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) - Past tense - Often written in the **first or third person** - Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.

Skills Progression		
EYFS	• Imitation: Learn and retell simple recounts based on real experiences that all children in the class have experienced • Use complete sentences in sequence	• Use past tense • Use simple time connectives e.g. *first, next, then, after that, finally*
KS1	**As EYFS, plus:** • An opening/introduction which captures the main event and answers the 5 Ws: who, what, when where and why • A middle section to expand opening and describe events in detail • A conclusion to round it off and explain what you felt • Use first person consistently: *we, us* for shared experiences; *I, me* for personal experiences • Use past tense consistently and correctly	• Use coordinating and subordinating conjunctions (Y2) • Use a range of time connectives and conjunctions to sequence sentences *first, after that, when, but, then, so, or, because* etc. • Use technical vocabulary for accuracy e.g. *windscreen, siren, valve* • Choose adjectives and similes to add detail and precision e.g. *brass nozzles, flashing blue light, as high as…* • Add information using *who/which* clauses: *The fireman, who showed us his helmet, said…* (Y2)

LKS2	**As KS1, plus:**
	• Create well-crafted openings using complex sentences to capture reader's attention (answering the 5 Ws)
	• Organise text into paragraphs introduced with topic sentences
	• Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to:
	  - sequence events: *firstly, secondly, later, etc…*
	  - add information: *also, additionally, furthermore, not only…* etc.
	  - change direction: *but, however, although* etc.
	  - conclude and summarise: *finally…, in the end…, at last…,* etc.
	• Use past tense verbs appropriately e.g. *We <u>climbed</u> up the slope*… (simple past); *While we <u>were climbing</u> up the slope,…* (past progressive); *when we <u>had climbed</u> up the slope…*(past perfect); *We <u>had been</u> <u>climbing</u> up the slope while…*(past perfect progressive)
		• Create 1st person recounts. Show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes
		• Create 3rd person recounts e.g. newspaper and police reports
		• Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect e.g.
		  - long and short sentences: *We left the house full of energy and looking forward to trying out the raft for the first time…; 'Got it', he shouted…* etc.
		  - sentences with 'drop-in' phrases and clauses *The beaver, with the rope between his teeth, was heading for the weir…* etc.
		  - a variety of sentence openers: *The beaver began chewing hungrily…, Hungrily, the beaver began chewing..,* etc.
		  - Questions and exclamations: Why *would he swim so close to the raft? we wondered…, Look out, or he'll start eating the rope!*

UKS2	**As LKS2, plus:**
	• Create recounts for a wide range of purposes with varying degrees of formality e.g. letters to friends; reporting facts accurately to inform
	• Use recounts to explore alternative points of view e.g. from stories or writing in role as a character e.g. as an evacuee, a Roman soldier etc.
	• Use 1st and 3rd persons to recount and report, and as well as using past tense for narrating, experiment with using present tense, as in a sports commentary – explore the effects of changing from one tense to another.
	• Use of paragraphs or subheadings to organise writing
	• Use technical vocabulary to make meaning precise and accurate e.g. *The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying…*
		• Use direct and reported speech appropriately: *'Don't put your fingers near the machinery', said our guide*; (direct) *…our guide told us to keep our fingers away from the machinery…* (indirect/reported) etc.
		• Vary sentence structure, length and type e.g.
		  - complex sentences to combine information effectively: *we decided, without thinking about what might be inside, to force open the lid…*
		  - Sentences with lists of three: *…then the box, the shelf and the chair all came crashing down…*
		  - Active and passive voices
		  - Conditional and hypothetical (*if…then*) sentences
		  - Varied sentence openers
		  - Questions and exclamations