Progression in Recount Texts

Purpose:
To provide an account of events.
Recounts can be combined with other text types, for example, newspaper reports of events often consist of a recount and elements of explanation.

Common Examples:
- Retelling known stories or events from other curriculum areas
- Give accounts of sporting events, science experiments and trips out
- Write historical accounts
- Letters and postcards
- Biographies and autobiographies
- Diaries and journals
- Newspaper / magazine articles
- Obituaries
- Encyclopaedia entries

Generic Structure:
- Often written in the first or third person eg. Third person – *'they all shouted, she crept out'.* First person – *'I was on my way to school.'*
- Clear beginning, middle and ending
- A strong opening (paragraph in KS2) to hook the reader.
- Orientation (scene setting or establishing context eg. *It was the school holidays. I went to the park…*
- An account of events that took place, often in chronological order
- Time sentence signposts for coherence that become more complex as children get older eg. *first, next, then* progressing to more complex fronted adverbials.
- Some additional detail about each event
- Reorientation eg. *closing statement may include elaboration (I hope I can go to the park again next week).*

Planning and Preparation:
- Planning will help organise the ways to retell events
- Details are important to create a recount rather than simple list of events. When? Where? Who? Why?
- Consider how to finish the recount – a summary or comment on what happened
- Read the text as if you don't know anything about what it is being recounted. Is it clear what happened and when?
- Is the style right for the genre using? (technical/formal language to recount a science experiments, powerful verbs and vivid descriptions to recount an adventure, informal, personal language to tell friends about something funny that has happened to you.

Progression in Recount Texts

Progression in grammatical features	
EYFS	• Uses language to recreate experiences in play situations • Uses past tense accurately when talking about events • Uses key features of recounts when talking about events eg. what happened at the weekend or a shared event such as a trip
Year 1	• Use past tense accurately • Use conjunctions to join sentences eg. and, then, so, but • Use capital letters for names of people, places, days of the week and personal pronoun 'I' • Begin to use full stops, question marks and exclamation marks where appropriate.
Year 2	• Use past and present tense as appropriate throughout writing • Use progressive forms of verbs eg. *the children were playing, I was hoping…* • Use conjunctions for coordination and subordination eg. *we went to the park so we could play on the swings* • Use noun phrases eg. *some people, most dogs, blue butterflies* to interest the reader.

Year 3	• Express time, place and cause using:
	  - Conjunctions eg. *so, when, because*
	  - Adverbs and prepositions eg. *then, next, first, afterwards, just before that, at least, meanwhile*
	• Inverted commas can be used to punctuate direct speech eg. *eye-witness reports in newspapers, retelling a conversation in diary or letter…*
	• Use of paragraphs to organise ideas.

Year 4	• Use of paragraphs to organise ideas • Effective use of expanded noun phrases • Fronted adverbials used to sequence events in time order eg. *First, Next, Later that day, Just before that*
Year 5	• Use of the past perfect eg. *I was walking … the children had tried… earlier in the day, the owls had been hoping* • Modals can be used to indicate degrees of possibility eg. *I <u>should</u> never have… they <u>must</u> be allowed…* • Create cohesion within paragraphs using adverbials eg. *therefore, however.*
Year 6	• Use of past perfect progressive form of verbs eg. *the children <u>had been singing</u>… we <u>had been hoping</u>* • Adapt degrees of formality and informality to suit the form of the text eg. *high formality in newspaper compared to informal in diary* • Some forms may use the present tense, eg. *informal anecdotal storytelling 'just imagine – I'm in the park and I suddenly see a giant bat flying towards me!* This enables writing to meet different levels of formality and informality. • Create cohesion across paragrapjs using a wider range of cohesive devices eg. *therefore, however*