



Non-fiction: Recount

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



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Progression

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

Year 1	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 could be used: question marks, exclamation marks</i>) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
Year 2	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 could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>) Write statements (<i>other sentence types could 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



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

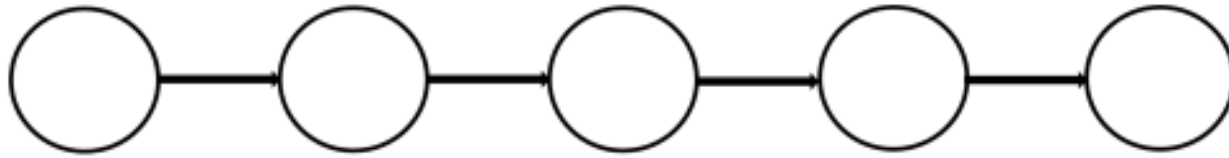


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Year 5/6	Read and discuss a wider range of recounts with different structures and purposes Recommend and compare recounts: this one is clear because.... Identify how language, structure and presentation contribute to meaning Distinguish between statements 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	<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 <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</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>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 subjunctive 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 cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis 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 clauses [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 Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>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
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Recount planning frames