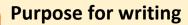




Key subject knowledge

- 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



 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

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

Year 3 (Grammar specific)

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, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of] 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

Year 4 (Grammar specific)

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. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Fronted adverbials [for example, <u>Later that day</u>, I heard the bad news.]

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, *the girl's name*, *the girls' names*]

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: *The conductor shouted, "Sit down!"*]

Year 3/4



Read and discuss a wider range of		
recounts with different structures	and	d
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

Year 5 (Grammar specific)

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

Year 6 (Grammar specific)

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* 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 *on the other hand*, *in contrast*, or *as a consequence*], 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, It's raining; I'm fed up]

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, man eating shark versus man-eating shark, or recover versus re-cover]

Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause

Year 5/6