

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

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Year 3/4	<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 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>]</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 punctuate 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>Fronted adverbials [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 pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> <p>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>]</p>

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<p>Year 5/6</p>	<p>Read and discuss a wider range of recounts with different structures and purposes</p> <p>Recommend and compare recounts: this one is clear because....</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of facts and opinion</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>	<p><u>Year 5 (Grammar specific)</u></p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p><u>Year 6 (Grammar specific)</u></p> <p>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>]</p> <p>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>].</p> <p>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]</p> <p>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, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>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>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>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>]</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>
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