

## SKILLS PROGRESSION: RECOUNT



### 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 that includes elements of explanation.

### Examples of text type:

- Retelling stories from English lessons and also in other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries
- Encyclopaedia entries

### Generic Text Structure

- Often written in the first or third person. E.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.'
- Clear beginning, middle and ending.
- A strong opening (paragraph in KS2) to hook the reader.
- Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- An account of the events that took place, often in chronological order (The first person to arrive was ...)

### Planning and Preparation

- Plan how you will organise the way you retell the events. You could use a timeline to help you plan.
- Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include.
- Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).
- Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?

<ul style="list-style-type: none"> <li>- Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.</li> <li>- Some additional detail about each event (He was surprised to see me.)</li> <li>- Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</li> </ul>
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EYFS	<ul style="list-style-type: none"> <li>- Uses language to recreate experiences in play situations.</li> <li>- Links statements and sticks to a main theme.</li> <li>- Uses the past tense accurately when talking about events. (ELG)</li> <li>- Answers 'how' and 'why' questions about his/her experiences and in response to recounting events. (ELG)</li> <li>- Writes simple sentences which can be read by himself/herself and others (ELG)</li> <li>- Uses key features of recount in his/her writing when writing about an event at home e.g. what happened at the weekend/ birthday party or a shared experience in school e.g. visitor or trip. (ELG Exc).</li> </ul>
YEAR 1	<ul style="list-style-type: none"> <li>- Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar.</li> <li>- These should:</li> <li>- Use the past tense accurately.</li> <li>- Use the conjunction 'and' to join sentences.</li> <li>- Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>

<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>- Use past and present tense as appropriate throughout writing.</li> <li>- Use progressive forms of verbs e.g. the children were playing, I was hoping...</li> <li>- Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings.</li> <li>- Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>- Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>- Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter...</li> <li>- Use of paragraphs to organise ideas</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas</li> <li>- Effective use of expanded noun phrases</li> <li>- Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>- Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted</li> <li>- Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>- Create cohesion within paragraphs using adverbials e.g. therefore, however.</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>- Use of the past perfect progressive form of verbs e.g. the children had been singing.... we had been hoping</li> <li>- Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary.</li> <li>- Some forms may use the present tense, e.g. informal anecdotal storytelling ‘just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping</li> <li>- Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however</li> </ul>

