

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

<p>Year 1</p>	<p>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</p>
<p>Year 2</p>	<p>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</p>

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<p>Year 3/4</p>	<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>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>If appropriate: use simple organisational devices such as headings and sub-headings</p> <p>Use a wider range of conjunctions to explain and expand (<i>when, if, because, although</i>)</p> <p>As appropriate: use the present perfect form of verbs in contrast to the past tense</p> <p>Select nouns and pronouns for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>As appropriate: use fronted adverbials</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>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>Use a wide range of cohesive devices within and across paragraphs</p> <p>As appropriate: further organisational and presentational devices to structure text and guide the reader</p> <p>As appropriate: passive verbs, perfect form of verbs, expanded noun phrases, relative clauses, modal verbs and adverbs</p> <p>As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses</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>