



# Non-Fiction Writing Progression - Recount

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

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| <b>Purpose:</b><br>To retell events in chronological order in fiction or non-fiction<br>To entertain and/or inform   |  | <b>Examples of text types:</b><br>-Retelling stories in English lessons and other curriculum areas<br>-Giving accounts of schoolwork, sporting events, science experiments and trips out<br>-Writing biographies and autobiographies<br>-Letters and postcards<br>-Diaries and journals<br>-Newspaper reports  |  |
| <b>Audience:</b><br>Those who wish to find out about how or why things have happened (historical/recent events) <i>e.g. a school trip, the attack of the Vikings of Lindisfarne</i><br>•A general reader with some interest in the subject.  |  |  |  |
| <b>Generic Structure:</b><br>-The structure often includes:<br>• opening paragraph (orientation) such as scene-setting or establishing context <i>e.g. It was the school holidays. I went to the park ...</i><br>• an account of the events that took place, often in chronological order<br>• some additional detail about each event<br>• a reorientation, e.g. a closing statement that may include elaboration <i>e.g. I hope I can go to the park again next week. It was fun</i><br>-The 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 |  | <b>Knowledge for the writer:</b><br>-Plan how the recount will be organised. A timeline can be used as a planning tool.<br>-Details are important to create a recount rather than a simple list of events in order so include specific names of people, places and objects. Try using When? Where? Who? What? Why? questions to help in the planning stage.<br>-The recount will need a definite ending, perhaps a summary or a comment on what has happened.<br>-Ensure the language and tone is correct for the outcome and audience <i>e.g. technical/formal language to recount a science experiment; powerful verbs and vivid description to recount an adventure; informal, personal language to tell friends about something funny that happened</i><br>-When talking about events, add some detail to bring the incident to life. Pick out incidents that will amuse, interest or in some way are significant<br>-Recognise that recounts can be adapted or combined with other text types, depending on the audience and purpose. |  |
| <b>Genre progression</b>   |  | <b>Language and grammatical features</b>   |  |
| <b>EYFS (Orally and in simple sentences)</b>   |  |  |  |
| -Informally retell incidents from their own life in some detail and chronologically to other children and/or adults and listen to others doing the same<br>-Sequence pictures to retell an event<br>-When playing, use their print and letter knowledge to recount <i>e.g. keep their own diary or to write a letter/postcard to a friend recounting an event.</i>   |  |  |  |
| <b>Year 1 (Orally and in simple sentences)</b>   |  |  |  |
| -Through reading of recounts, begin to recognise generic structure<br>-Orally recount a sequence of events from own experience, using simple time connectives <i>e.g. then, next</i><br>-Write simple first-person recounts linked to personal interests or experiences by sequencing sentences  |  | -Usually written in the <b>simple past tense</b><br>-The subject of a recount tends to focus on individual or group participants, which requires the use of either <b>first</b> or <b>third</b> person <i>e.g. they all shouted, she crept out, it looked like an animal of some</i> (third person). In personal recounts, the first person is used <i>e.g. I was on my way to school ... We got on the bus...</i><br>-Include simple time <b>conjunctions, adverbs</b> and <b>prepositions</b> <i>e.g. First... Next... After... Then...</i><br>-Simple sentences are demarcated using <b>full-stops, capital letters</b> and <b>finger spaces</b> .<br>- <b>Capital letters</b> are used for the names of people, places and the days of the week.<br>- <b>Capital letters</b> are used for the personal pronoun 'I'   |  |
| <b>Year 2 build on previous year's learning and...</b>   |  |  |  |
| -Develop recounts of a topic of interest or personal experience by expanding ideas and maintaining consistency in tense and person   |  | -Usually written in the <b>past tense</b> with space for pupils to use the <b>past progressive form</b> of verbs, <i>e.g. the children were playing, I was hoping...</i><br>-Include simple time <b>conjunctions, adverbs</b> and <b>prepositions</b> <i>e.g. just before that, at last, meanwhile</i><br>- <b>Conjunctions</b> are useful for coordinating events and showing subordination <i>e.g. we went to the park so we could play on the swings...</i><br>-Add detail through use of <b>expanded noun phrases</b> to describe and specify <i>e.g. some people, most dogs, blue butterfly</i>   |  |
| <b>Year 3 build on previous year's learning and...</b>   |  |  |  |
|  |  | -Create a sequence of chronological sentences, some joined by conjunctions (coordinating and subordinating)<br>-Add detail through some use of expanded noun phrases to describe and specify   |  |

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| <p>-Through reading and media reports e.g. <i>Newsround</i>, identify the sequence of main events and connectives used for coherence</p> <p>-Clearly group ideas by organising paragraphs around a theme</p> <p>-Begin to write third-person recounts e.g. <i>letters, newspaper reports</i></p> <p>-When writing newspaper reports, children clearly identify that the 5Ws are used for opening paragraphs.</p>   | <p>-Choose nouns or <b>pronouns</b> to avoid repetition</p> <p>-Use increasingly complex <b>subordinating conjunctions</b> to create subordinate clauses e.g. <i>After the final attack...</i></p> <p>-Use <b>prepositions and adverbs</b> to indicate position and time e.g. <i>Before we visited the... Through the day...</i></p> <p>-<b>Apostrophes can be used for possession</b> in singular and plural nouns, e.g. <i>Granny's house, the three bears' house</i></p> <p>-<b>Noun phrases</b> can be used to create effective descriptions, e.g. <i>the deep, dark woods.</i></p>   | <p>-Include an introductory statement followed by a sequence of ideas arranged around themes and a concluding statement</p> <p>-Use 5Ws opening paragraph for newspaper reports</p>  |
| <p><b>Year 4 build on previous year's learning and...</b></p>  |   |  |
| <p>-Begin to use a wider range of connectives e.g. <i>afterwards, while....</i> and include additional details to engage the reader</p> <p>-Choose conjunctions effectively to express time and cause</p>  | <p>-Choose nouns or <b>pronouns</b> appropriately for clarity or cohesion</p> <p>-Select time <b>conjunctions, adverbs</b> and <b>prepositions</b> and <b>fronted adverbials</b> for effect e.g. <i>In his twilight years, Shortly afterwards</i></p> <p>-<b>Apostrophes</b> marking plural possession should be accurate and used effectively to avoid confusion and aid clarity</p> <p>-Use <b>fronted adverbials</b> for cohesion and clarity</p> <p>-Use <b>adverbials</b> e.g. <i>therefore, however</i> to create cohesion within and across paragraphs.</p> <p>-Use <b>contextual language</b> appropriate to the events e.g. <i>equipment in a science experiment</i></p> <p>-<b>Expanded noun phrases</b> are used to describe and add clarity to the noun being discussed e.g. <i>The world-renowned, influential scientist was born...</i></p> <p>-Accurately punctuate <b>direct speech</b> for quotations when writing newspaper reports</p>   | <p>-Include an introductory statement followed by a sequence of paragraphs that begin with a topic sentence and are arranged around a theme and a concluding statement</p> <p>-Develop the 5Ws opening paragraph for newspaper reports</p> |
| <p><b>Year 5 build on previous year's learning and...</b></p>  |   |  |
| <p>-Through reading, identify the features of recounted text as a model for using in their own writing</p> <p>-In independent writing, include a clear introduction to set the scene, chronological sequence and varied but consistent use of the past tense</p> <p>-Develop biographical writing</p> <p>-Newspaper reports include direct and reported speech</p> <p>-Explore the organisation of paragraphs in a newspaper report – focusing on ordering them in importance</p>  | <p>-<b>Commas</b> are used to clarify meaning or avoid ambiguity.</p> <p>-Use a varied but consistent use of <b>verb forms</b> e.g. <i>progressive as well as simple</i></p> <p>-Use devices to aid <b>cohesion</b> across the text e.g. <i>adverbials of time, cause and place. Secondly, finally, consequently</i></p> <p>-Use <b>relative clauses</b> to add extra information about the noun being referred to e.g. <i>Thunberg, who has a younger sister, lives in Stockholm</i></p> <p>-Where appropriate, draw on the different language conventions and grammatical features of other non-fiction text types e.g. <i>information texts</i></p> <p>-Use <b>brackets, dashes</b> and <b>commas</b> to add extra information. e.g. <i>Rashford (by now already an England-under-18 star) played his first game for Manchester United in...</i></p> <p>-Accurate use of <b>speech punctuation</b> when writing direct speech</p> <p>-<b>Modal verbs</b> can be used to suggest degrees of possibility e.g. <i>I should never have...they must be allowed...</i></p>   | <p>-Write in paragraphs which start with a topic sentence and are carefully constructed to add detail to maintain the reader's interest.</p> <p>-Order paragraphs in importance when writing a newspaper report</p>                        |
| <p><b>Year 6 build on previous year's learning and...</b></p>  |   |  |
| <p>-In writing, recognise the effect on the reader of the choice between first and third person</p> <p>-Develop the skills of biographical writing by adopting distinctive voices and understanding how the bias of the writer can affect how individuals are portrayed</p> <p>-Consider formality and impartiality when writing newspaper reports, and the effect it would have if this was not maintained.</p> <p>-Consider how newspaper reports have changed over time, with specific focus on authorial language and tone e.g. <i>Titanic 1912 newspaper reports vs Costa Concordia 2012 reporting years later.</i></p> <p>-Accurate and particular use of direct and reported speech for quotations when writing newspaper reports</p> | <p>-Use <b>passive voice</b> e.g. <i>The cast were given a standing ovation</i></p> <p>-Where appropriate, draw on the different language conventions and grammatical features of other non-fiction text types e.g. <i>information texts</i></p> <p>-Include the careful use of <b>ellipsis</b> to avoid unnecessary content and to move the writing on</p> <p>-Ensure <b>cohesion</b> within and between paragraphs through careful selection of connectives, pronouns/nouns, conjunctions, adverbials and verb forms</p> <p>-Use the <b>semi-colon, dash</b> and <b>colon</b> to mark the boundary between independent clauses.</p> <p>-<b>Direct speech</b> is organised effectively and punctuated accurately</p> <p>-Different degrees of <b>formality</b> may be required for different forms e.g. <i>high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.</i></p> <p>-Some outcomes may use <b>present tense</b>, e.g. <i>informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!)</i> which also enables writing to meet different levels of <b>formality and informality</b>. In these cases it is also possible to extend opportunities to writing using the <b>present progressive</b> e.g. <i>I am really hoping...</i></p> <p>-Opportunities also exist for the use of the <b>past perfect</b> e.g. <i>The children had tried...earlier in the day, the owls had hunted...</i> and <b>past perfect progressive</b> forms e.g. <i>the children had been singing... we had been hoping to go on this trip for a long time...</i></p> | <p>- Write in paragraphs which start with a topic sentence and are carefully constructed to add detail to maintain the reader's interest.</p>  |

