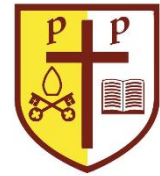


## Progression in Writing - Recounts



### **Audience**

Always consider your audience before beginning to plan and write.

### **Purpose**

To provide an account of events.

Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation

### **Common examples of the 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 (see separate guidance)
- Newspaper reports (see separate guidance)
- Magazine articles
- Obituaries
- Encyclopaedia entries

### **Generic Text Structure**

### **Planning and preparation**

<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>• 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: 'I was on my way to school.'</li> <li>• Clear beginning, middle and ending.</li> <li>• A strong opening (paragraph in KS2) to hook the reader.</li> <li>• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• An account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <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>• Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>• 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.</li> <li>• 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).</li> <li>• Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?</li> <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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**Progression in skills**

<p align="center"><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• Title (may be given)</li> <li>• Simple sentence or sentences about an event.</li> <li>• Appropriate vocabulary</li> <li>• Written in past tense</li> </ul>
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<p align="center"><b>KS1</b></p>	<ul style="list-style-type: none"> <li>• An introduction which answers who, what, when where and why.</li> <li>• Time adverbials (first, next, then etc.)</li> <li>• Use a range of punctuation where appropriate (!?)</li> <li>• Use coordinating and subordinating conjunctions (Y2)</li> </ul> <p><b><u>Suggested layout:</u></b></p> <p><b><u>Introduction</u></b></p>
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	<p>Which clearly states: who? What? When? Where? Why?</p> <p><b><u>Main body</u></b> Different sentences in time order.</p> <p><b><u>Conclusion</u></b> What did you think about the event?</p>
LKS2	<ul style="list-style-type: none"> <li>• An introductory paragraph which answers who, what, when where and why</li> <li>• More complex adverbials of time e.g. much later, shortly after that,</li> <li>• Written in past tense.</li> <li>• First person or third person</li> <li>• Describes clearly what has happened.</li> <li>• Chronological order</li> <li>• Use of paragraphs or subheadings to organise writing.</li> <li>• Begin to use present perfect tense to place events in time e.g. this week we have visited the park.</li> <li>• Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery.</li> <li>• End with a closing statement or paragraph to re orientate the reader (see above).</li> </ul> <p><b><u>Suggested layout:</u></b></p> <p><b><u>Introduction</u></b> Which clearly states: who? What? When? Where? Why?</p> <p><b><u>Main body</u></b> Different paragraphs in time order. Some elaboration.</p> <p><b><u>Conclusion</u></b> What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>
UKS2 As for LKS2 plus:	<ul style="list-style-type: none"> <li>• Higher level adverbials of time</li> <li>• Cause and effect connectives e.g. consequently, as a result</li> <li>• Elaborate on events so the reader is able to visualise the experience.</li> <li>• Include personal reflections on the event throughout.</li> <li>• Indirect speech</li> <li>• Be able to change 'writing voice' for different audiences</li> <li>• A closing paragraph to explain feelings about the event.</li> </ul>

**Suggested layout:**

**Introduction**

Which clearly states: who? What? When? Where? Why?

**Main body**

Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout.

**Conclusion**

A paragraph of reflection: What did you think about the event?  
What was your favourite part? Would you like to go again? Why?