

RECOUNTS

"The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade."



Recounts are sometimes referred to as 'accounts'. 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.

Recounting or retelling personal events is fundamental to young children's lives. The readiness and ease with which they do it orally makes it an obvious starting point for developing writing. Personal recount is an early text for children to write but it branches into many forms in upper KS2.

Generic Structure

Structure often includes:

- Orientation/ introduction such as scene-setting or establishing context
- An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech;
- some additional detail about each event;
- Reorientation, e.g. a closing statement/ conclusion that may include elaboration.

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.

Language Features

- Usually written in the past tense. Some parts may use present tense.
- Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile).
- The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind).
- Reported speech or direct quotes may be used. These can include the use of perfect and progressive verb forms.

Suggested Contexts

- KS1: Eye-witness accounts, diary entries
- LKS2: newspaper reports, diary entries in role, biography & autobiography
- UKS2: application across a range of subject areas and contexts - biography & autobiography, newspaper reports, formal & informal letters

WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Formation of nouns by compounding	Formation of nouns using a range of prefixes (super-, anti-, auto-) Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel	Standard forms of English verb inflections (we were rather than we was, I did rather than I done) Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	Verb prefixes (dis-, de-, mis-, over-, re-)	Difference between formal and informal vocabulary and structures

SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Oral rehearsal of sentence structure Joining words and joining clauses using ‘and’ and ‘because’ First person	Functions of sentence types: statement, command, exclamation or question Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)	Use of prepositions (during, in, because of, before, after), e.g. provide further detail through giving examples beginning with ‘such as’, ‘like’ e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor. Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause Formation of subordinate clauses using	Use of a wider range of subordinating conjunctions Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause Use of subordinate clauses as adverbials to express time and cause Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going	Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use of modal verbs to indicate degree of certainty, adverbs of degree Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. Explore the use of reported versus direct speech and compare the effect e.g. reported – for	Use of the passive voice to affect the presentation of information in a sentence , for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown out of control. Use of subjunctive form for formal speech and structures Reported speech

	First & third person	subordinating conjunctions	events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).	summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote	
	Subject/ verb agreements	Use of rhetorical questions		<p>Explore the use of personal versus impersonal writing and decide when each is appropriate</p> <p>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</p> <p>Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact</p> <p>Explore the use of longer, complex sentences (with multiple clauses) to convey complex information</p>	

TEXT

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Sequencing sentences to form short passages	<p>Correct choice and use of present tense or past tense throughout writing</p> <p>Use of past progressive form to report events</p> <p>Use of present progressive in direct speech</p>	<p>Introduce paragraphs as a way to group related information</p> <ul style="list-style-type: none"> - explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures. - Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a butterfly expert. The whole class enjoyed a great day. <p>Use of present and past perfect verb forms to reports events or quote direct speech</p> <p>Headlines and subheadings</p>	<p>Use of paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> - develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.' - support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5) <p>Appropriate choice of pronoun (person or possessive) or noun, within and across</p>	<p>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</p> <p>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</p> <p>Tense choice to link ideas (perfect and progressive forms, simple past & present tense)</p> <p>Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</p>	<p>Use of a wider range of cohesive devices to link ideas across paragraphs</p> <ul style="list-style-type: none"> - repetition of a word or phrase - use of a wider range of adverbials for effect - ellipsis - use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive. <p>Opening and closing lines of paragraphs support movement across the text e.g. The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in Stepney</p>
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			sentences to aid cohesion and avoid repetition		Causeway...
			Headlines and subheadings		Use of a range of layout devices to structure text
					- headings & subheadings
					- columns & captions

PUNCTUATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Separating words with spaces	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of inverted commas to punctuate direct quotes	Use of commas after fronted adverbials	Brackets, dashes and commas to indicate parenthesis	Use of semi-colon, colon or dash to mark the boundary between independent clauses
Use of capital letters and full stops to demarcate sentences	e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Merton, Chaucer Centre		Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!'	- explore how dashes are less commonly used in more formal texts	- Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!'
Use of capital letters for names and the pronoun I	Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building			- experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader	- Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university
	Apostrophes for singular possession		Apostrophes for plural possession	Use of commas to clarify meaning or avoid ambiguity	

and established her
own company.



Life In All Its Fullness