



English Curriculum Progression in Recount

Generic text structure

The structure of a recount text is often (but not always):

- orientation – scene setting opening, for example, *I went to the shop...*
- events – recount of the events as they occurred, for example, *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details
- reorientation – a closing statement: *When I got back, I told my mum* (with elaboration in more sophisticated texts)

Language features

The language features of a recount text are often (but not always):

- written in the past tense, e.g. I went
- in chronological order, using connectives that signal time, for example, then, next, after, meanwhile
- focused on individual or group participants, for example, in first person: I, we, or third person: he, she, they

Knowledge for the writer

- details are vital to bring incidents alive
- use specific names of people, places, objects, etc
- pick out incidents that will amuse, interest or that in some way are significant
- you can write as if you were 'telling the story' of what happened
- plan by thinking, noting or drawing – when? who? where? what? and why? Use a time-line to plan the sequence
- end by summarising and/or commenting on events
- recognise that recount texts can be adapted or combined with other text types depending on the audience and purpose

| Progression in recount texts | |
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| Foundation Stage | <ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing. |
| Year 1 / Year 2 | <ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. |
| Year 3 / Year 4 | <ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i> • Include recounts when creating paper or screen based information texts. |
| Year 5 | <ul style="list-style-type: none"> • Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. 'As he was running away he noticed...'; possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. |
| Year 6 | <ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate. |