

Progression in recount texts							
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Moving Beyond
<p>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</p>	<p>Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'</p> <p>Listen to other's recounts and ask relevant questions to find out more about the event being recounted</p>	<p>Discuss the sequence of events recounted in texts at a level beyond which they can read independently Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day</p> <p>Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</p> <p>Create simple timelines to record</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events</p> <p>□ Note the inclusion on relevant, but non-essential detail, to interest and engage the reader</p> <p>□ Continue to build banks of words supporting chronology,</p>	<p>Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspective</p>	<p>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, reflecting on the level of formality required</p> <p>□ Practise writing recounts with word limits so that pupils are forced to consider the conciseness of</p>	<p>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</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV;</p>	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p>

<p>of pictures illustrating an event</p> <p>Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip</p>	<p>Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when</p> <p>Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three</p>	<p>the order of events</p> <p>Write narratives about personal experiences and those of others, in role (real and fictional)</p> <p>Grammar Focus</p> <p>Explore and collect commonly used pronouns e.g. I, we, our</p> <p>Extend sentences using co-ordination (using or, and, but)</p> <p>Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines</p>	<p>noting those that indicate specific timings e.g. at 3pm, after two hours</p> <p>□ Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</p> <p>□ 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</p>	<p>Grammar Focus:</p> <p>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</p>	<p>their writing, whilst still trying to maintain the engagement of the reader</p> <p>Grammar Focus:</p> <p>Explore the use of reported versus direct speech and compare the effect e.g. reported - for summing up opinions and glossing over detail; direct speech - for impact e.g. sharing a pertinent view or influential quote</p> <p>Explore the use of personal versus</p>	<p>composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</p> <p>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.</p> <p>Grammar Focus:</p> <p>Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create</p>	<p>When writing biography, carry out independent research across a range of sources. Awareness of bias, reliability and veracity of sources informs choices in terms of material selected. Re-form notes into prose that provides fluid, engaging accounts of key events in lives of</p>
---	---	--	--	---	--	---	--

<p>Grammar focus Break the flow of speech into words Write simple sentences that can be read by themselves and others Attempt to write short sentences in meaningful contexts e.g. I saw...../I went.....</p>	<p>chronological 'events' in order, maintaining past tense and consistent use of first person Grammar Focus 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 Separation of words with spaces</p>	<p>Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Hertfordshire, Greenbrook School 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</p>	<p>letter, a news report □ Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest Grammar Focus Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because - see above]</p>	<p>behalf of the whole class, 'That was the best school trip ever!' □ Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a</p>	<p>impersonal writing and decide when each is appropriate Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks Relative clauses beginning with</p>	<p>dramatic cliff hangers e.g. It was at that point that his life was thrown out of control. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, for example, 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</p>	<p>notable figures across the curriculum (significant figures in the fields of science, mathematics, religion). □ Quote directly and selectively from research, using appropriate referencing conventions . May quote to illuminate, give insight into contemporaneous perspectives, qualify impact of</p>
--	---	---	--	--	---	--	--

	<p>Introduce capital letters and full stops Join words and joining clauses using and Capital letters for names and for the personal pronoun I</p>		<p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], □ Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] 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</p>	<p>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). Fronted adverbials - explore general phrase/clause order in</p>	<p>who, which, where, when, whose, that, or an omitted relative pronoun, for example, experiment with omitting the additional , non-restrictive detail (in the form of relative clauses) from recounts and consider the effect on engaging the reader Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs</p>	<p>him, he managed to stay positive. Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] 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!' 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:</p>	<p>the subject's life and work or for emotional effect. 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</p>
--	---	--	--	---	---	--	--

			<p>Tortoiseshell and Emperor. Introduction to paragraphs as a way to group related material e.g. 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</p>	<p>greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader (who? What? Where? When? etc) can be re-ordered to best hook the reader's interest Use of paragraphs to organise ideas around a theme e.g.</p>	<p>using adverbials of time [for example, later], place [for example, nearby] 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 (begun in year 4) Dashes or commas to indicate parenthesis, for example explore how dashes are less commonly used</p>	<p>she quit university and established her own company.</p>	<p>shelter for homeless boys in Stepney Causeway...</p>
--	--	--	--	--	--	---	---

			<p>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>	<p>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</p>	<p>in more formal texts experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both Explore the use of short, simple sentences to summarise; orientate the</p>		
--	--	--	--	--	---	--	--

				<p>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>	<p>reader; dramatic impact Explore the use of longer, complex sentences (with multiple clauses) to convey complex information</p>		
--	--	--	--	---	---	--	--

				Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			