

Recount texts

Purpose: to retell events. May also look to entertain/inform – or more rarely to persuade.

Suggested contexts: reports, diaries, newspaper reports, eye witness accounts

Recounts vary in purpose according to genre, but are usually there to provide an account of events that have taken place. Oral recounting and retelling is usually familiar, even to very young children, in the course of their every day lives and this should be used as a starting point for writing. This can be used as the foundation for many recount types as children progress through ks1 and ks2.

Generic Structure	<ul style="list-style-type: none"> • Introduction to set the scene. • An account of the events that took place, usually in chronological order. • May include quotes or reported speech. • Additional details about key events. • Closing statement. • Fictional recounts may involve more complex structures, including flashbacks or jumping around in time.
Language Features	<ul style="list-style-type: none"> • Usually written in past tense. (Present tense may be used to reflect on feelings eg I love exploring.) • Reported speech or direct quotes are common. • Sequencing words used when told in chronological order. • Focus on individual or group experience. • May switch between first and third person. (I was amazed to see the animals being fed. They were crowding around the zoo keeper.)
Knowledge for the Writer	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help. • A simple list of events will not work – you need detail for a recount. (Who, where, what, why, when questions can help.) • Consider how to finish your recount. You could use a summary or a personal comment on an experience you have had. • Check your text. If you didn't know anything about the events being recounted, would it be clear? • Does the style fit the genre?
Key Elements	<ul style="list-style-type: none"> • Speaking and listening before reading and writing. • Teacher modelling, scribing and shared writing before children's independent attempt. • Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of writing to fulfil its purpose. • Increasing complexity, length and challenge of task and/or adding additional features (eg diagrams). • Increasing ability to evaluate texts (their own and others).

Reception	<ul style="list-style-type: none"> • Informally recount events from own lives to others and listen to others doing the same • Write sentences to match pictures or sequences of pictures showing an event • Participate in shared composition with an adult about a known event • Write simple sentences in and on meaningful contexts
Year 1	<ul style="list-style-type: none"> • Describe incidents from own life in chronological order using basic sequencing words (after, then, next) • Read personal recounts and begin to identify features • Write simple first person, past tense recounts linked to interests or experiences with a least 3 chronological events
	<ul style="list-style-type: none"> • First person • Joining words and clauses including 'and' and 'because' • Sequencing sentences to form short passages • Oral rehearsal of sentence structure • Word spaces, capital letters and full stops in sentences • Capital letters for names and the pronoun 'I' • Regular plural noun suffixes (s, es)
Year 2	<ul style="list-style-type: none"> • Discuss sequences of events recounted in texts and collect words to support chronology (next, after, soon, finally) • Create simple timelines for events • Write narratives about personal experiences and write in role about those of others
	<ul style="list-style-type: none"> • Statements, commands, exclamations and questions (inc rhetorical) as sentence types. • Expanded noun phrases to describe and specify – experiment with providing extra detail, eg old toys, large room, enormous robots. • Coordinating and subordinating conjunctions (and, or, but, when, if, that, because) • Correct choice and use of past or present tense • Past, progressive form to report events • Use of present progressive in direct speech • Capitalisation of proper nouns • Capital letters, full stops, question marks, exclamation marks to demarcate sentences • Commas in a list • Apostrophes for singular possession • Formation of nouns by compounding
Year 3	<ul style="list-style-type: none"> • Watch, listen to and read third person recounts and identify sequences of key events • Discuss inclusion of non-essential detail to interest the reader • Read examples of third person recounts and retell in a different form (eg newspaper article to diary entry, letter to narrative) • Write impersonal newspaper style reports about eg school events or an incident from a story including detail to add interest
	<ul style="list-style-type: none"> • Use of present and past perfect verbs to report events or quote direct speech • Explore introductory paragraphs and importance of answering 5 ws • Explore ending paragraphs and summing up sentences • Use of examples – 'such as' 'like' • Adverbs and conjunctions to express cause and time • Subordinate clauses and conjunctions

	<ul style="list-style-type: none"> • Rhetorical questions • Inverted commas to punctuate direct quotes • Introduction of paragraphs as a way to organise related information • Headlines and subheadings • Use of 'a' or 'an' according to whether the next word starts with a vowel • Nouns using prefixes (super, anti, auto)
Year 4	<ul style="list-style-type: none"> • Write own recounts in different forms, selecting and including appropriate detail to interest reader • Explore and compare texts that recount events from different points of view
	<ul style="list-style-type: none"> • Wider range of subordinating and coordinating conjunctions • Prepositions, conjunctions and subordinate clauses to express time and cause (during, because, next, soon, when, while etc) • Manage shift between past and present tense sometimes needed – eg Class 9 enjoyed (past) visiting Cheddar Gorge last week. There are (present) many interesting attractions there. • Paragraphs to organise ideas around a theme – including a summing up paragraph that also gives a view on the impact of events or looks to the future • Appropriate use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Headlines and subheadings • Use of articles (a, an, the) and possessive pronouns (my, his, her) • Standard form of English verb inflections • Commas after fronted adverbials • Inverted commas where speech is preceded by the speaker and exploration of how direct speech can be used to engage the reader. (One year 3 pupil spoke for the whole class when she said 'That was the best school trip ever!') • Apostrophes for plural possession
Year 5	<ul style="list-style-type: none"> • Write recounts on the same subject for different audiences • Consider further ways to engage the reader
	<ul style="list-style-type: none"> • Relative clauses beginning who, which, where, when, whose, that • Modal verbs to indicate degree of certainty • Adverbs of degree • Preposition phrases, subordinate clauses, noun phrases to indicate time, place, manner or frequency • Explore use of direct versus reported speech and compare impact (reported more for summing up, direct more for impact) • Personal versus impersonal writing and when each is appropriate • Long sentences with lots of information versus shorter sentences to summarise or add interest. (Both are needed!) • Devices, such as time conjunctions, to build cohesion within a paragraph and link ideas across paragraphs • Brackets, dashes and commas to indicate parenthesis • Experiment with moving clauses around the text, considering impact • Commas to clarify meaning or avoid ambiguity • Verb prefixes 'dis', 'de', 'mis', 'over', 're'
Year 6	<ul style="list-style-type: none"> • Distinguish between biography and autobiography, third and first person, fact and opinion • Practice biographical and autobiographical writing through eg fictional cvs, police descriptions, school reports • Write biographies and autobiographies, in role where necessary, adopting distinctive voices • When planning recounts, select appropriate styles and forms for audience and purpose

- Difference between formal and informal vocabulary and structure
- Use of passive voice to affect presentation of information, eg to create a dramatic cliff hanger– ‘It was at that point, we realised we were in for a wild ride.’
- Subjunctive form for reported speech
- Reported speech
- Wider range of cohesive devices to link ideas across paragraphs such as repetition of word/phrase, ellipsis, wider range of conjunctions to create contrast within and between events. (‘He was nervous, yet he rose to the occasion.’)
- Opening and closing lines of paragraphs support one another
- Wider range of layouts for structure eg headings and subheadings, columns and captions
- Use of colon, semi colon or dash to mark boundaries between clauses
- Colons to introduce key quotes and reveal important actions (Eg It was at that moment she finally made her decision: she would leave home and seek work in London.)