

Progression in Recount

Possible outcomes:

- Letter
- Newspaper
- Diary
- Eye witness accounts
- Biography/autobiography

Purpose:

Recounts are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events. Recounts can entertain and/or inform.

Like all text types, variants of recounts can occur and they can be combined with other text types. For example, newspaper 'reports' on an event often consist of a recount of the event plus elements of explanation or other text types.

Audience:

Children should listen to, speak, read and write recount texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Generic text structure:

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

- Orientation – scene setting open, for example, I went to the shop...
- Events – recount of the events as they occurred, for example, I saw a vase...
- Reorientation – a closing statement: When I got back,...

Progression in Recount

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 conjunctions 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?
- 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 is achieved through:

- Speaking and listening preceding reading and writing
- Teacher modelling and scribing preceding 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 various text-types to fulfil a writing purpose
- Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- Increasing ability to evaluate texts and their own work

Progression in Recount

Children learning English as an additional language may require some support in developing:

- Accuracy and consistency in subject use of past tense and subject-verb agreements and prepositions
- Accuracy in the use of range of pronouns and consistency in use for text cohesion
- Greater detail through the use of adjectival and adverbial phrases and using the mobility of the adverbials for effect

Year group	Progression in recounts	Grammar (to include revision from previous year groups)	
Reception	<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 	<p>ELG</p> <ul style="list-style-type: none"> • Pupils write simple sentences that can be read by themselves and others • Speaking: Pupils develop their own narratives and explanations by connecting ideas or events • Speaking: Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Pupils use their phonic knowledge to write words in ways which match their spoken sounds • Some words are spelt correctly and they are phonetically plausible • Pupils can write some irregular common words • Pupils handle equipment and tools effectively, including pencils for writing 	<p>Exceeding</p> <ul style="list-style-type: none"> • Pupils use key features of narrative in their own writing • Speaking: Pupils recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events • Pupils can spell phonetically regular words of more than one syllable • Pupils can spell many irregular but high frequency words • Pupils hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size

Progression in Recount

Year group	Progression in Recounts	Grammar (to include revision from previous year groups)
1	<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 first, next, after, when 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. 	<ul style="list-style-type: none"> Coordinating conjunction – and Adverbials of time Past tense Exclamations Exclamation marks Compound sentences Personal pronoun 'I' questions

Year 1 Recount:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in past tense.</p> <p>Focused on individual or group participants e.g I, we</p>	<p>Simple conjunctions are used to construct simple sentences e.g and, but, then, so</p>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p>	<p><u>Noun</u></p> <p>What a noun is</p> <p>Regular plural nouns with 'er'</p> <p><u>Verbs</u></p> <p>Third person, first person singular</p> <p>Ending added to verbs where there is change to root</p> <p>Simple past tense 'ed'</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word</p>

Progression in Recount

			<u>Conjunctions</u> Join words and sentences using and/then <u>Tense</u> Simple past tense 'ed'
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Year 1 Letter:

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped in sentences in time sequence	Sentences using simple pronouns and conjunctions	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so When	<u>Noun</u> What a noun is Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word <u>Conjunctions</u> Join words and sentences using and/then <u>Tense</u> Simple past tense 'ed'

Progression in Recount

Year 1 Biography:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped in sentences in time sequence</p> <p>Written in first person.</p> <p>Written in past tense</p> <p>Focussed on individual or group participants e.g I, we</p>	<p>Sentences using simple conjunctions to construct simple sentences</p>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>When he/she was born...</p> <p>When he/she was...</p> <p>An interesting thing about...</p> <p>A fact about...</p> <p>He/she will be remembered for</p>	<p><u>Noun</u></p> <p>What a noun is</p> <p>Regular plural nouns with 'er'</p> <p><u>Verbs</u></p> <p>Third person, first person singular</p> <p>Ending added to verbs where there is change to root</p> <p>Simple past tense 'ed'</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p> <p>Join words and sentences using and/then</p> <p><u>Tense</u></p> <p>Simple past tense 'ed'</p>

Progression in Recount

Year 1 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped in sentences in time sequence</p> <p>Attempts at third person writing e.g The man was run over.</p> <p>Beginning describes what happened</p>	<p>Simple conjunctions are used to construct simple sentences e.g and, but, then, so</p>	<p>On Monday...</p> <p>The accident...</p> <p>People felt...</p> <p>Happened</p> <p>Angry</p> <p>Upset</p> <p>First</p> <p>Next</p> <p>After</p> <p>When</p> <p>Then</p> <p>So</p> <p>But</p> <p>It was</p>	<p><u>Noun</u> What a noun is Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Join words and sentences using and/then</p> <p><u>Tense</u> Simple past tense 'ed'</p>

Year group	Progression in recounts	Grammar (to include revision from previous year groups)
2	Write simple first and third person recounts linked to topics of interest/study or to personal experience, using the language of	<ul style="list-style-type: none"> apostrophes for possession (singular) and omission Coordinating conjunctions

Progression in Recount

	texts read as models for own writing, maintaining consistency in tense and person	<ul style="list-style-type: none"> • Subordinating conjunctions • Exclamations • Exclamation marks • Time conjunctions • Past tense
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Year 2 Recount:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion</p> <p>Written in the past tense e.g I went...</p> <p>I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using conjunctions that signal time.</p>	<p>Subject/verb</p> <p>Sentences e.g He</p> <p>Was... They were...</p> <p>It happened....</p> <p>Some modal verbs introduced e.g would, could, should</p> <p>Use simple adverbs e.g quickly, slowly</p> <p>Use simple noun phrases e.g large tiger</p>	<p>Afterwards</p> <p>After that</p> <p>When</p> <p>Suddenly</p> <p>Just then</p> <p>Next</p> <p>Much later</p> <p>I found it interesting when</p> <p>I found it boring when</p> <p>I didn't expect</p>	<p><u>Noun</u></p> <p>Form nouns using suffixes and compounding</p> <p>Expand noun phrases for description</p> <p>Add 'es' to nouns</p> <p><u>Verbs</u></p> <p>Progressive form of verbs in the past and present tense</p> <p>Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but</p> <p><u>Tense</u></p>

Progression in Recount

			<p>Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>
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Year 2 Letter:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion</p> <p>Written in the past tense e.g I went...</p> <p>I saw...</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words</p>	<p>Subject/verb e.g I think... We went...</p> <p>Some modal verbs introduced would, could, should</p> <p>Use simple adverbs e.g yesterday, today</p> <p>Use simple noun phrases e.g red shoes</p>	<p>And, then, but, so, when</p> <p>Dear Mr/Mrs</p> <p>Dear Sir/Madam...</p> <p>Yours Sincerely</p> <p>Yours faithfully</p> <p>Later</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p>

Progression in Recount

		<p>I would like to</p> <p>We felt</p>	<p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>
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Year 2 Biography:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion</p> <p>Written in the past tense e.g He went... she travelled</p> <p>Main ideas organised into groups</p> <p>Ideas organised in chronological order using conjunctions that signal time</p>	<p>Subject/verb e.g He was... They were... It happened</p> <p>Some modal verbs introduced eg would, could, should</p> <p>Use simple adverbs e.g quickly, slowly</p> <p>Use simple noun phrases e.g large crowd</p>	<p>As a child...</p> <p>As a teenager...</p> <p>At a young age...</p> <p>Many years later...</p> <p>One of the most interesting things ...</p> <p>His/her life was...</p> <p>I believe...</p> <p>He/she was...</p> <p>He/she became...</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p>

Progression in Recount

			<p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>
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Year 2 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion</p> <p>Written in the past tense e.g He went... she travelled</p> <p>Main ideas organised into groups</p> <p>Using sequencing techniques – time related words</p> <p>A photo with a caption</p>	<p>Subject/verb e.g He was... They were... It happened</p> <p>Some modal verbs introduced eg would, could, should</p> <p>Use simple adverbs e.g yesterday, today</p> <p>Use simple noun phrases e.g large crowd</p>	<p>It was a terrible..</p> <p>The scene was...</p> <p>Many passers-by....</p> <p>Some children</p> <p>Shocking</p> <p>Awful</p> <p>Amazing</p> <p>Incredible</p> <p>Afterwards</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p>

Progression in Recount

			<p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>
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Year group	Progression in recounts	Grammar (to include revision from previous year groups)
3	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 events 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.	<ul style="list-style-type: none"> • Inverted commas for direct speech • Paragraphing • Commas after fronted adverbials • Fronted adverbials • pronouns

Year 3 Recount:

Text Structure	Sentence	Useful Vocabulary	Word Classes
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Progression in Recount

<p>Clear introduction</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description</p> <p>Some complex sentences using when, if, as etc</p> <p>Tense consistent e.g modal verbs can/will</p> <p>Adverbials e.g When we arrived, the tour guide gave us a chocolate bar</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes Nouns and pronouns used to avoid repetition</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> Introduce/revise adverbs Express time and cause; then, next, soon</p>
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Year 3 Letter:

Progression in Recount

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place</p> <p>Topic sentences</p> <p>Some letter layout features included</p>	<p>Simple sentences with extra description</p> <p>Some sentences using when, if, as etc</p> <p>Tense consistent e.g modal verbs can/will</p> <p>Adverbials e.g When they have a problem, we played after tea</p> <p>It was scary in the tunnel.</p>	<p>While, if, as, when</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>

Year 3 Biography:

Progression in Recount

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction</p> <p>Organised into paragraphs shaped around key events</p> <p>A closing statement to summarise the overall impact</p>	<p>Simple sentences with extra description</p> <p>Some sentences using when, if, as etc</p> <p>Tense consistent e.g modal verbs can/will</p> <p>Adverbials</p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>

Progression in Recount

Year 3 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place</p> <p>Topic sentences</p> <p>Some newspaper layout features included</p> <p>A bold eye-catching headline</p>	<p>Simple sentences with extra description</p> <p>Some sentences using when, if, as etc</p> <p>Tense consistent e.g modal verbs can/will</p> <p>Adverbials e.g As the police arrived, the crowd scattered.</p>	<p>While, if, as, when</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by...</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunately</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>

Progression in Recount

Year group	Progression in recounts	Grammar (to include revision from previous year groups)
4	<ul style="list-style-type: none"> Write newspaper style reports, e.g about school events or an incident from a story, using a wider range of conjunctions, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader Include recounts when creating paper or screen based information texts 	<ul style="list-style-type: none"> Apostrophes for plural possession Commas after fronted adverbials Paragraphing Adverbial conjunctions Inverted commas for quotations

Year 4 recount:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised correctly around key events</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g While we watched the sea lion show...</p> <p>Use embedded/relative clauses e.g Penguins, which are very agile...</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p> <p>Sentences build from a general idea to more specific</p> <p>Use emotive language to show personal response e.g fabulous, showcase inspired me</p>	<p>Later on...</p> <p>Before long...</p> <p>At the very moment</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by....</p> <p>I felt overwhelmed when...</p> <p>I was personally affected...</p> <p>This has changed how I feel about...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p>

Progression in Recount

			<u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials
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Year 4 Letter:

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion Links between key ideas in the letter. Paragraphs organised correctly into key ideas All letter layout features included	Variation in sentence structures e.g While we were at the park... As we arrived... Use relative clauses e.g Mrs Holst, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g additionally, frequently, rarely	As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... I look forward to hearing from you in due course Use modal verbs to hint future action of possibilities e.g should, would, could	<u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases <u>Verbs</u> Standard English forms for verbs <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions <u>Tense</u> Correct use of past and present tense <u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials

Progression in Recount

			Comma after fronted adverbials
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Year 4 Biography:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised around key events</p> <p>Elaboration is used to reveal the writer's emotions and responses</p>	<p>Variation in sentence structures</p> <p>Use relative clauses e.g Penguins, which are very agile,...</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p> <p>Sentences build from a general idea to more specific</p> <p>Use emotive language to show personal response e.g fabulous, showcase inspired me to...</p>	<p>In his/her early years</p> <p>By the time he/she has</p> <p>In his/her final years</p> <p>What is clear is that</p> <p>Even though he/she was not popular at the time</p> <p>Although feeling ran high in the community</p> <p>In many ways it wasn't until</p> <p>He/she might have been</p> <p>His/her one regret was that</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials</p>

Progression in Recount

Year 4 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader</p> <p>Paragraphs organised around key events</p> <p>All newspaper layout features included</p> <p>Bold eye-catching headline which includes alliteration</p>	<p>Variation in sentence structures e.g While the witness was distracted... As the police arrived...</p> <p>Use relative clauses</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p>	<p>John Smith (64), a retired community officer, said...</p> <p>Within minutes....</p> <p>The school confirmed that...</p> <p>She claimed that...</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials</p>

Progression in Recount

Year group	Progression in recounts:	Grammar (to include revision from previous year groups)
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, varies but consistent use of past tense e.g 'As he was running away, he noticed...', possible supporting illustrations, degree of formality adopted and the use of conjunctions 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 	<ul style="list-style-type: none"> Commas for clarity Punctuation for parenthesis – commas, dashes, brackets Conjunctions for cohesion Clauses – incl. relative Relative pronouns

Year 5 Recounts:

Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction and conclusion including elaborated personal response.	Sentence length varies e.g short/long	As it happened	<u>Noun</u> Locate and identify expanded noun phrases
Description of events are detailed and engaging.	Active and passive voice used deliberately to heighten engagement	As a result of	<u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify
The information is organised chronologically with clear signals to the reader about time, place and personal response.	Wide range of subordinate conjunctions	Consequently	Convert adjectives in verbs using suffixes; ate, ise, ify
Purpose of the recount: an experience revealing the writer's perspective.		Subsequently	<u>Adjectives</u> Choose appropriate adjectives
		Unlike the rest of	<u>Conjunctions</u>
		The group, I	
		Felt.... In a flash....	
		Presently	

Progression in Recount

		<p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall...</p>	<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know was an adverbial phrase is. Fronted adverbials Comma after a fronted adverbial Adverbials of time, place and number</p>
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Year 5 letter:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the letter layout features</p> <p>Paragraphs developed with prioritised information</p> <p>Purpose of letter clear and transparent for reader</p> <p>Formal language used throughout to engage the reader</p>	<p>Sentence length varies e.g short/long</p> <p>Active and passive voice used deliberately to heighten engagement</p> <p>Wide range of subordinate conjunctions</p> <p>Sentences that use well known economic expression e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate</p> <p>Whilst we were waiting</p> <p>Your concern</p> <p>Until this is resolved</p> <p>Despite speaking to the duty manager</p> <p>This is a disgrace</p> <p>Unfortunately</p> <p>Many other people also</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u></p>

Progression in Recount

		I am delighted to inform you that	<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know was an adverbial phrase is. Fronted adverbials Comma after a fronted adverbial Adverbials of time, place and number</p>
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Year 5 Biography:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response</p> <p>Description of events are detailed and engaging</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response</p> <p>Purpose of the recount an experience revealing the writer's perspective</p>	<p>Sentence length varies e.g short/long</p> <p>Active and passive voice used deliberately to heighten engagement</p> <p>Wide range of subordinate conjunctions</p> <p>Wide range of subordinate conjunctions</p>	<p>In (year) at the age of...he/she ...</p> <p>The time came for....</p> <p>In his/her later years...</p> <p>Once he/she had....</p> <p>Nobody is sure....</p> <p>In spite of....</p> <p>His/her lasting legacy is that....</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u></p>

Progression in Recount

			<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know was an adverbial phrase is. Fronted adverbials Comma after a fronted adverbial Adverbials of time, place and number</p>
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Year 5 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction and conclusion using all the newspaper's layout features	Sentence length varies e.g short/long	Until this is resolved...	<u>Noun</u> Locate and identify expanded noun phrases
Paragraphs developed with prioritised information into columns	Active and passive voice used deliberately to heighten engagement	Unfortunately...	<u>Verbs</u> Use modal verbs
Subheadings are used as an organisational device	Wide range of subordinate conjunctions	Chaos ensued...	Prefixes for verbs: dis, de, mis, over, ise, ify
Formal language used throughout to engage the reader	Wide range of subordinate conjunctions	Many panicked when...	Convert adjectives in verbs using suffixes; ate, ise, ify
Quotations are succinct/emotive		He disputed...	<u>Adjectives</u> Choose appropriate adjectives
		She refused to accept that...	<u>Conjunctions</u>
		The parent agreed that...	
		Witnesses...	

Progression in Recount

		<p>Pupils emphasised...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know was an adverbial phrase is. Fronted adverbials Comma after a fronted adverbial Adverbials of time, place and number</p>
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Year group	Progression in recounts	Grammar (to include revision from previous year groups)
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 	<ul style="list-style-type: none"> Range of conjunctions Emphasis through word order Tenses Colons to mark boundaries Semi-colons to mark boundaries

Progression in Recount

	<ul style="list-style-type: none"> • 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 • Hybrid texts 	
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Year 6 Recounts:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the reader's questions</p> <p>The writer understands the impact and thinks about the response</p> <p>Information is prioritised according to importance and a frame of response set up or the reply</p>	<p>Verb forms are controlled and precise e.g it would be regrettable of the wild life funds come to an end</p> <p>Modifiers are used to intensify or qualify e.g insignificant, exceptionally</p> <p>Sentence length and type varied according to purpose</p> <p>Fronted adverbials use to clarify writers position</p> <p>Complex noun phrases used to add detail</p> <p>Prepositional phrases used cleverly e.g in the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they</p> <p>I will attempt to</p> <p>This article will frame</p> <p>It can be difficult to</p> <p>Each paragraph</p> <p>More than half</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u></p>

Progression in Recount

			Link ideas across a text using cohesive devices such as adverbials
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Year 6 Letter:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Letter well-constructed that answers the reader's questions</p> <p>The writer understands the impact and thinks about the response</p> <p>Information is prioritised according to importance and a frame of response set up for the reply</p>	<p>Verb forms are controlled and precise e.g It would be helpful if you could let me know as this will enable us to take further action</p> <p>Modifiers are used to intensify or qualify e.g insignificant amount, exceptionally</p> <p>Sentence length varied according to purpose</p> <p>Fronted adverbials used to clarify writers position e.g As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g the dilapidated fencing around the enclosure was extremely dangerous</p> <p>Prepositional phrase used cleverly e.g In the event of a fire</p>	<p>Please do not hesitate to contact me</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>

Progression in Recount

Year 6 Biography:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response</p> <p>Description of events are detailed and engaging</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response</p> <p>Purpose of the recount an experience revealing the writer's perspective</p>	<p>Verb forms are controlled and precise</p> <p>Modifiers are used to intensify or qualify e.g insignificant amount, exceptionally</p> <p>Sentence length varied according to purpose</p> <p>Fronted adverbials used to clarify writers position e.g As a consequence of your actions...</p> <p>Complex noun phrases used to add detail</p> <p>Prepositional phrase used cleverly</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never</p> <p>They are very</p> <p>Generally</p> <p>Be careful it you</p> <p>Frequently they</p> <p>I will attempt to</p> <p>This article will frame</p> <p>It can be difficult to</p> <p>Each paragraph</p> <p>More than</p> <p>Less than half</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>

Progression in Recount

Year 6 Newspaper:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Newspapers well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply</p> <p>Headlines include puns</p>	<p>Verb forms are controlled and precise</p> <p>Modifiers are used to intensify or qualify e.g insignificant amount, exceptionally</p> <p>Sentence length varied according to purpose</p> <p>Fronted adverbials used to clarify writers position</p> <p>Complex noun phrases used to add detail</p> <p>Prepositional phrase used cleverly</p>	<p>The impact of</p> <p>Despite continued efforts</p> <p>Subsequently</p> <p>The appointed spokesman</p> <p>In addition</p> <p>Mrs Hedges emphasised</p> <p>Crisis situation</p> <p>Epic proportions</p> <p>Many parents refused to</p> <p>The horror...</p> <p>Politicians also spoke of how...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>