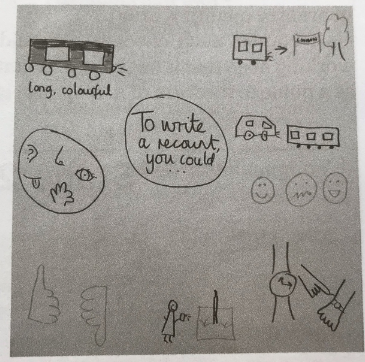
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| To create a recount that retells an event in a clear, chronological and interesting way, you might want to: | | | |
| **EYFS** | **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared…   * Using maps and props, adapt model(s) to retell other experiences in sequence * Use complete sentences in sequence * Use past tense * Use some simple time signposts/ conjunctions e.g. first, then, after that, finally | Organise recounts in sequence:   * Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event *e.g. Last Thursday afternoon Mrs James took us to the fire station to see the fire engines.* * A middle section to expand opening and describe events in detail, *e.g. We went by coach after lunch. The fire officer, who was called Mr Bunday, showed us the fire engine. I sat in the driver’s seat then…. Next we looked at the ladders and hoses…Luckily there were no fires so… etc.* * A conclusion to round it off, and show how it felt. *When we got back to school my mum was waiting. I liked the blue flashing light and the siren but…etc* * Use past tense consistently and correctly * Use a range of time signposts and conjunctions to sequence sentences: *first, after that, when, but, then, so, or, because etc.* * Use technical vocabulary for accuracy *e.g. fire engine, bucket chain, fire-breaker.* * Choose adjectives and similes to add detail and precision *e.g. brass nozzles, flashing blue light, as high as…* * Add information using who/which (relative) clauses: *The fireman, who showed us his helmet, said…* | * ‘Create well-crafted openings using complex sentences to capture reader’s attention. * Organise text into paragraphs introduced with topic sentences * Link paragraphs appropriately with a range of conjunctions and sentence signposts to steer readers through the sequence, and provide hooks inviting them to read on e.g. to:   + sequence events: *firstly, secondly, later, etc…*   + add information: *also, additionally, furthermore, not only… etc.*   + change direction: *but, however, although etc.*   + conclude and summarise: *finally…, in the end…, at last…, etc.* * Use pronouns to avoid repetition. * Use past tenses verbs appropriately and consistently * Create 1st person recounts based on individual and shared experiences, show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes. * Create 3rd person recounts for specific audiences e.g. newspaper reports police reports * Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect e.g.   + long and short sentences: *We left the house full of energy and looking forward to trying out the raft for the first time…,; ‘Got it’, he shouted… etc.*   + sentences with ‘drop-in’ phrases and clauses: *The beaver, with the rope between his teeth, was heading for the weir… etc.*   + a variety of sentence openers: *The beaver began chewing hungrily…, Hungrily, the beaver began chewing.., etc.*   + Questions and exclamations: *Why would he swim so close to the raft? we wondered…, Look out, or he’ll start eating the rope!* | * Create recounts for a wide range of purposes with varying degrees of formality *e.g. letters to friends; reporting facts accurately to inform others; an official police report* * Use recounts to explore alternative points of view e.g. from stories or linked to other subjects of the curriculum, writing in role as a character *e.g. as an evacuee, a Greek hero etc.* * Use 1st and 3rd persons to recount and report, and as well as using past tense for narrating, experiment with using present tense, as in a sports commentary – explore the effects of changing from one tense to another. * Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate *e.g. The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying…* * Use past tenses verb appropriately e.g.   + *We climbed up the slope…* (simple past);   + *While we were climbing up the slope,…* (continuous past);   + *When we had climbed up the slope…* (past perfect);   + *We had been climbing up the slope while…* (past perfect continuous); * Use direct and reported speech appropriately:   + *“Don’t put your fingers near the machinery”, said our guide; (direct) …*   + *Our guide told us to keep our fingers away from the machinery… (indirect/reported) etc.* * Vary sentence structure, length and type e.g.   + complex sentences to combine information effectively: *we decided, without thinking about what might be inside, to force open the lid…*   + Sentences with lists of three: *…then the box, the shelf and the chair all came crashing down…*   + Active and passive voices:   *Active: Jack left the ladder where it was.*  *Passive: The ladder was left where it was [by Jack].*  *Active then passive: Jack pushed the gate but it had been fastened with a piece of wire [by someone else].*   * + Subjunctive,/ conditional and hypothetical (if…then) sentences *e.g.: If we had wanted (Had we wanted…) to take the dog with us, we could not have gone on the bus…*   + Varied sentence openers…   + Questions and exclamations… |

**Typical ingredients of recount text:**



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| **Audience** | * Someone who wants to know what happened |
| **Purpose** | * To retell a real event in an interesting and engaging way. |
| **Typical Structure** | * A beginning, middle and end in chronological order. * Opening paragraph to hook and orientate the reader (often includes Who? What? Where? Why? When?) * Paragraphs often begin with a topic sentence |
| **Typical Language Features** | * Past tense. * Time sentences signposts for coherence * Specific and descriptive – often in style of information or explanation * Direct speech. |
| **Examples** | * Trip to local museum * Autobiography * Newspaper article * Retelling of historic event * Diary * Letters/postcards |

