

Progression in Recounts					
	Purpose: To retell a real event in an interesting and engaging way in chronological order.				
	Examples: Retelling stories in English lessons and other curriculum areas such as RE, giving accounts of schoolwork, sporting events, science experiments and trips out, writing historical accounts, biographies and autobiographies, letters and postcards, diaries and journals, newspaper reports, magazine articles, encyclopaedia entries				
Year	Genre Features	Text Features	Sentence Features	Grammatical Features	Punctuation
1	<ul style="list-style-type: none"> <li>Simple first person recounts linked to events from reading or personal experience</li> <li>Title, introductory sentence to show – who, what, when, where and why</li> <li>Series of sequences demarcating the passing of time</li> <li>Simple ending</li> <li>Ask relevant questions to find out more about a recounted event</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences to form short passages</li> <li>Chronological order using basic sequencing words and phrases, 'then', 'after that'</li> <li>Maintain past tense and consistent use of first person</li> </ul>	<ul style="list-style-type: none"> <li>Oral rehearsal of simple sentence structure</li> <li>Joining words and joining clauses using 'and'</li> <li>Combine words to make sentences</li> </ul>	<ul style="list-style-type: none"> <li>Time connectives; <i>first, next, after</i></li> <li>First person</li> <li>Past tense</li> </ul>	<ul style="list-style-type: none"> <li>Separating words with spaces</li> <li>Use of capital letters and full stops to demarcate sentences</li> <li>Use of capital letters for names and the pronoun I</li> </ul>
2	<ul style="list-style-type: none"> <li>Wider range of words and phrases to support chronology; <i>next, when, after, before, finally, at the end of the day</i></li> <li>Read recounts; <i>What happened first? What happened after that? What was the final event?</i></li> <li>Create simple timelines of the order of events</li> <li>Write narratives about personal experiences and those of others, in role (real and fictional)</li> <li>Clear introduction and conclusion</li> <li>Ideas organised to demonstrate the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Use of present tense or past tense throughout writing</li> <li>Past progressive form to report events</li> </ul>	<ul style="list-style-type: none"> <li>Functions of sentence types: statement, command, exclamation or question</li> <li>Expanded noun phrases to describe and specify</li> <li>Coordinating conjunctions; and, or, but</li> <li>Subordinating conjunctions when, if, that, because</li> <li>First &amp; third person</li> <li>Subject/ verb agreements</li> </ul>	<ul style="list-style-type: none"> <li>Past and present tense</li> <li>Progressive forms of verbs</li> <li>Conjunctions for coordination and subordination</li> <li>Noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capitalisation for proper nouns used in recount texts; <i>Butterfly Village, Merton, Chaucer Centre</i></li> <li>Commas to separate items in a list</li> <li>Apostrophes for singular possession</li> </ul>

3	<ul style="list-style-type: none"> <li>Identify the sequence of main events</li> <li>Note the inclusion on relevant, but non-essential detail, to interest and engage the reader</li> <li>Chronology words that indicate specific timings, <i>at 3pm, after two hours</i></li> <li>Descriptive verbs to add detail and description</li> <li>Retell third person recounts in a variety of ways; story, letter, diary</li> <li>Write impersonal reports about real events or an incident from a story</li> <li>Additional details to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Introduce paragraphs as a way to group related information</li> <li>Introductory paragraphs- identify answers to the questions: What? Who? When? Where?</li> <li>Finishing lines for a final paragraph indicate the conclusion of the recount, and include a simple summary</li> <li>Present and past perfect verb forms to report events</li> <li>Headlines and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions; <i>during, in, because of, before, after</i> - provide further detail; <i>such as, like</i></li> <li>Adverbs; <i>next, soon, therefore</i></li> <li>Conjunctions to express time and cause; <i>when, while, after, because, soon, while</i></li> <li>Subordinate clauses using subordinating conjunctions</li> <li>Rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>Time, place and cause conjunctions</li> <li>Adverbs</li> <li>Prepositions</li> <li>Direct speech</li> <li>First and third person</li> <li>Present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas to punctuate direct speech</li> </ul>
4	<ul style="list-style-type: none"> <li>Introduction to give a clear understanding of what the text will be about</li> <li>Concluding paragraph to summarise the overall impact</li> <li>Links between sentences and paragraphs to navigate the reader</li> <li>Evaluate how different texts recount the same event for different purposes: <ul style="list-style-type: none"> <li>- to engage the reader</li> <li>- to convey a specific viewpoint</li> <li>- to present recounts from different perspectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs to organise ideas around key events</li> <li>Elaboration within paragraphs to develop: description, action and feelings</li> <li>Final paragraph as a way of summarising the event in greater detail</li> <li>Select some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout</li> <li>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>Headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>A wider range of subordinating conjunctions Prepositions; <i>during, in, because of, before, after</i></li> <li>Adverbs; <i>next, soon, therefore</i></li> <li>Conjunctions; <i>when, while, after, because, soon, while</i></li> <li>Subordinate clauses as adverbials to express time and cause</li> <li>Explore and manage the shift between past and present tense in recounts; present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. <i>Butterfly Village houses a vast array of...(present)</i> <i>We visited this attraction last week... (past)</i></li> </ul>	<ul style="list-style-type: none"> <li>Effective use of expanded noun phrases</li> <li>Fronted adverbials</li> <li>Direct speech</li> <li>Nouns and pronouns for clarity and cohesion</li> <li>A wider range of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Inverted commas where speech is preceded by the speaker</li> <li>Apostrophes for plural possession</li> </ul>
5	<ul style="list-style-type: none"> <li>Fully developed introduction and conclusion to include personal responses</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph; <i>then, after, that, this, firstly</i></li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect</li> <li>Modals to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate</li> </ul>

	<ul style="list-style-type: none"> <li>Write recounts based on the same subject for two contrasting audiences; a close friend and an unknown reader; <ul style="list-style-type: none"> <li>levels of formality required</li> </ul> </li> <li>Recounts with word limits; <ul style="list-style-type: none"> <li>conciseness of writing</li> <li>engagement of the reader</li> </ul> </li> <li>Clear chronology - paragraphed events</li> <li>Information is prioritised to the reader</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs to link ideas across paragraphs: <ul style="list-style-type: none"> <li>time: soon, later, after</li> <li>place: nearby</li> <li>number: secondly</li> </ul> </li> <li>Tense choice to link ideas; <ul style="list-style-type: none"> <li>perfect and progressive forms</li> <li>simple past &amp; present tense</li> </ul> </li> <li>Indicate chronology by layout; detailed and engaging paragraphing and ordering, rather than chronology words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs to indicate degree of certainty, adverbs of degree</li> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency</li> <li>Compare reported speech (for summing up opinions and glossing over detail) and direct speech (for sharing a pertinent view or influential quote)</li> <li>Personal and impersonal tone</li> <li>Long sentences – complex information</li> <li>Short, simple sentences – summarise, orientate, dramatic impact</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion within paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>parenthesis (dashes less commonly used in more formal texts)</li> <li>Move clauses and phrases around in the text for impact</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
6	<p>Biography and autobiography</p> <ul style="list-style-type: none"> <li>First and third person,</li> <li>Fact, opinion and fiction,</li> <li>Implicit and explicit points of view and how these can differ</li> <li>Writing in role</li> <li>Adapt distinctive voices; historical characters, biographical account based on research, describing a person from different perspectives</li> <li>Appropriate style and form to suit a specific purpose and audience</li> <li>Draw on knowledge of different non-fiction text types</li> </ul>	<ul style="list-style-type: none"> <li>A wider range of cohesive devices to link ideas across paragraphs</li> <li>Repetition of a word or phrase</li> <li>A wider range of adverbials for effect</li> <li>Ellipsis</li> <li>Connectives to create contrast; <i>yet, however</i></li> <li>Opening and closing lines of paragraphs support movement across the text</li> <li>A range of layout devices to structure text</li> <li>Headings &amp; subheadings</li> <li>Columns &amp; captions</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice to affect the presentation of information in a sentence e.g dramatic cliffhanger</li> <li>Subjunctive form for formal speech and structures</li> <li>Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect progressive form of verbs</li> <li>Degrees of formality and informality to suit the form of the text</li> <li>Cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>Colons to increase the impact of key quotations which give an insight into a person's motives and life choices; <i>Her father's words remained with her: 'Reach for the stars!'</i></li> <li>Colons to lead to a 'big reveal' of a person's actions; <i>It was then that she made her decision: she quit university and established her own company.</i></li> </ul>