

# Progression in recount

## Purpose

Recounts (or accounts as they are sometimes called) 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 (either current or historical). 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 opening, for example, *I went to the shop...*
- events – recount of the events as they occurred, for example, *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details
- reorientation – a closing statement: *When I got back, I told my mum* (with elaboration in more sophisticated texts)

## 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 connectives 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? Use a time-line to plan the sequence
- 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 in recount texts

Recounting or retelling personal events is fundamental to young children's lives. The readiness and ease with which they do it orally makes it an obvious starting point for developing writing. In fact, for most children, sharing each other's personal recounts and writing them down probably precedes their reading many of them. Personal recount is an early text for children to write but it branches into many forms in upper KS2. Opportunities to listen to, speak, read and write recount texts occur in all areas of the curriculum.

## 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

## Links to key aspects of learning

Units of work on recount will involve children in using elements from many of the cross curricular, key aspects of learning explored in *Learning and Teaching in the Primary Years* - creative thinking, communication, empathy, enquiry, evaluation, information processing, managing feelings, motivation, problem solving, reasoning, self awareness and social skills. In speaking and writing recount texts children will particularly use **communication** and

- self-awareness  
Example Y1/2 Write simple first person recounts linked to topics of interest/study or to personal experience
- empathy  
Example Y3/4: 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.
- reasoning  
Example FS Write sentences to match pictures or sequences of pictures illustrating an event
- evaluation  
Example Y6: 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

## Cross curricular links

Across the age phases *many* opportunities for exploring recount texts occur in all other of areas of the curriculum. For example:

- **history/ knowledge and understanding of the world (FS)**  
FS: remember and talk about significant things that have happened to them  
KS1 POS: place events and objects in chronological order  
KS2 POS: recall, select and organise historical information
- **citizenship/personal, social and emotional development(FS)**  
FS stepping stone; have a strong sense of self as a member of different communities  
KS1/KS2 guidelines: meet and talk with people (e.g. outside visitors)

It is important to encourage recounts that reflect the diversity in children's identities, cultural heritages and community experiences as well as extending their understanding of the world through rich experiences.

## Children with Special Educational Needs and/ or Learning Difficulties/ Disabilities

Learning objectives should be chosen which are related to the aspect on which the whole class is working. If with appropriate access strategies and support a child can not work towards the same learning objective as the rest of the class, teachers may want to track back to an earlier objective. The structure and the new electronic format of the renewed frameworks for literacy and mathematics support **multi-level curriculum planning**, and allow teachers to easily track back through a progression strand to locate earlier learning objectives. It also makes direct links to a wealth of other useful materials which will help to plan teaching and children's learning. Further guidance and principles on tracking back can be found in *Including all children in the literacy hour and daily mathematics lesson: management guide* (Ref: 0465)

Further useful references for children working significantly below age related expectations can be found in the QCA/DfES documents *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA/01/736 [www.nc.uk.net/ld](http://www.nc.uk.net/ld) and the QCA DVD 'Using the P scales' QCA/05/1589.

Planning for individual children or groups of children based on assessment for learning will be informed by knowledge of their priorities. For the majority of the time it will be appropriate for children to work on objectives that are similar and related to the whole class. However, at other times you will also have to consider whether the children have other priority needs that are central to their learning, for example a need to concentrate on some key skills.

For further guidance on planning for children with SEN/LDD see the library section and *Learning and teaching for children with special educational needs in the primary years* (ref 0302/2004 G) *Teaching the literacy hour and daily mathematics lesson in special settings* *Teaching the daily mathematics lesson for children with severe or profound and multiple learning difficulties* (ref: 0033/2003)

## Children who are gifted and talented

Children who are working well above the overall level of their class or group will benefit from planning that may:

- add breadth (for example enrichment through a broader range of content, tasks and resources)
- increase depth (for example extension through complexity)
- accelerate the pace of learning by tracking forward to later objectives within or across key stages

The structure and the new electronic format of the renewed frameworks for literacy and mathematics support **multi-level curriculum planning**, and allow teachers to easily track forward through a progression strand to locate later learning objectives. It also makes direct links to a wealth of other useful materials which will help to plan teaching and children's learning.

For further guidance on planning for gifted and talented children see the library section and [www.nc.uk.net/gt/general/05\\_environment.htm](http://www.nc.uk.net/gt/general/05_environment.htm).

## Children learning English as an additional language (EAL)

Children learning EAL must be supported to access curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. With the exception of children learning EAL who also have SEN, it is critical to maintain a level of cognitive challenge which is consistent with that of the rest of the class. Children who are /have become conversationally fluent will continue to require explicit attention to the development of the academic language associated with the subject and of specific aspects within the subject. Planning should identify the language demands of the objectives and associated activities and making sure EAL learners know and can use the language demanded by the curriculum content of the unit/lesson then becomes an additional objective. In order to identify the language demands, teachers and practitioners should consider the language children will need to understand in order to access this activity, and the language they will need to be able to produce, either oral or written, in order to demonstrate success in achieving the learning intentions.

Children learning English as an additional language may require 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 use of adjectival and adverbial phrases and using the mobility of the adverbials for effect

For further guidance on planning for children learning EAL see the overview of planning for each year group, the library section and also *Learning and teaching for bilingual children in the primary years: Unit 1 Planning and Assessment for Language and Learning and Unit 2: Creating the Learning Culture, Making it work in the classroom*.

<b>Progression in recount texts</b> <i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i>	
<b>Foundation Stage</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write sentences to match pictures or sequences of pictures illustrating an event.</li> <li>• 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.</li> </ul>
<b>Year 1 / Year 2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.</li> <li>• 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 and person.</li> </ul>
<b>Year 3 / Year 4</b>	<ul style="list-style-type: none"> <li>• 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 event 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.</li> <li>• Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the...</i></li> <li>• Include recounts when creating paper or screen based information texts.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '<i>As he was running away he noticed...</i>', possible supporting illustrations, degree of formality adopted and use of connectives.</li> <li>• Use the language features of recounts including formal language when recounting events orally.</li> <li>• 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.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use the language conventions and grammatical features of the different types of text as appropriate.</li> </ul>