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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…
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**Typical ingredients of recount text:**



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| **Audience** | * Someone who wants to know what happened
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| **Purpose** | * To retell a real event in an interesting and engaging way.
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| **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
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| **Typical Language Features** | * Past tense.
* Time sentences signposts for coherence
* Specific and descriptive – often in style of information or explanation
* Direct speech.
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| **Examples** | * Trip to local museum
* Autobiography
* Newspaper article
* Retelling of historic event
* Diary
* Letters/postcards
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