Non Fiction Progression Plan: Recounts (Writing to Inform/Entertain)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

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To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non- Fiction (Recounts)

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many story-telling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts, they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation. Rachel Clarke

Inspired by Rachel Clarkes progression documents www.primaryenglishshed.co.uk. This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

Reception	Year One	Year Two
Composition		
Planning • Say aloud what they are going to write about Drafting • Compose a sentence orally before they write it Evaluating and Editing • Discuss what they have written with the teacher and other pupils	Planning • Jot down key words and new vocabulary • Say aloud what they are going to write about. Drafting • Compose a sentence orally before they write it Evaluating and Editing • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher and other pupils	Planning • Plan or say aloud what they are going to write • Write down ideas/key words including new vocabulary Drafting • Encapsulate what they want to say sentence by sentence • Write narratives about personal experiences and those of others Evaluating and Editing • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation

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Handwriting		
Sit correctly at a table holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction starting and finishing in the correct place.	Sit correctly at a table holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction starting and finishing in the correct place. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting families (i.e. letters which are formed in a similar way) and to practise these. Begin to use diagonal and horizontal strokes to join letters (Summer Term)	Sit at a table holding a pencil comfortably and correctly. Form all lower case letters correctly. Formation of capital letters and digits 0-9 using the correct size and orientation. Use appropriate spacing between words. Begin to use diagonal and horizontal strokes to join letters.

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Writing a Recount (Writing to Inform)			
Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
Purpose: To retell events in time order To give an account of an event or experience To write in chronological order Types: Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal The structure of a recount often includes: ✓ A title	Reception Class: Oral retelling of events using time words and past tense. Simple sentences with pictures recounting the event spoken and then written.	Reception Class: Use of simple sentence structures. Nouns and verbs correct. Capital letters and full stops. Spaces Time conjunctions/adverbials	Reception Class: Focus on oracy. Opportunities to recount during carpet time i.e. What did you do at the weekend? Experience Share examples of simple recounts. Order pictures using time conjunctions (oracy) Learn key words (technical vocabulary specific to the experience and time conjunctions). Words displayed.

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✓ Orientation such as scene setting or establishing context (It was the school holidays. I went to the park) ✓ An account of the events that took place, in chronological order ✓ Some addition detail about each event (He was surprised to see me) ✓ Reorientation, e.g. a closing statement that may include elaboration or summary (I hope I can go to the park again next week because it was fun. Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving	Year One: Title Introductory sentence to show who, what, when, where and why Series of sequences demarcating the passage of time Simple ending	Year One: Use of simple sentence structures. Use of time conjunctions at the start.	Organise ideas verbally and rehearse as a class (TFW) Write Read own sentences Live feedback Independent write opportunities within continuous provision Year One: Although the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written. These should be written using the grammar and punctuation objectives

the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.		Noun Present tense verbs Adjectives Time conjunctions to show chronological order. Coordinating conjunctions to join sentences together Spaces to separate words Full stops Capital letters Exclamation marks Capital letters for start of sentences, names and personal pronoun I	listed in the National Curriculum for Year One. Immerse through experience Look at a simple example of recounts in order to identify features. Discuss purpose of features. Explicit teaching of associated grammar Learn and display key words (comprehension and spelling) Organise ideas verbally/use of pictures TFW/actions Modelled writing Read own sentences

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	Year Two: Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	**Year Two:** Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Noun and noun phrase Simple and progressive past tense verb form	Live feedback from teaching staff Big Write **Year Two:** Immerse through experience Look at examples of simple recounts. Children identify common features. Discuss purpose of features Learn and display key words/technical vocabulary (comprehension and spelling)

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		Subordinating and coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how Causal conjunctions to explain Addin 'er' and 'est' to show comparisons in adjectives First and third person Full stops Capital letters Exclamantion marks Apostrophe for contraction Possesive apostrophe for singular nouns Commas in lists	Explicit teaching of related grammar Modelled writing following the 'shape' of a recount Read and edit own sentences Live feedback from teaching staff/peer feedback Big Write Reading of recount to an audience

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