

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.

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

Year 3/4	Year 5/6
Composition	
<p>Planning</p> <ul style="list-style-type: none"> ● Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. <p>Drafting</p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures ● Organise paragraphs around them. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing suggesting improvements. ● Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns). ● Proof read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Planning</p> <ul style="list-style-type: none"> ● Identify the audience and purpose of the writing and select the appropriate form. ● Note and develop initial ideas, drawing on reading and research, where necessary. <p>Drafting</p> <ul style="list-style-type: none"> ● Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. ● Longer passages/stamina for writing. ● Use a range of devices to build cohesion within and between paragraphs. ● Consider how other writers have developed their writing in a variety of different examples. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing. ● Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning.

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

	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. • Proof read for spelling and punctuation errors. <p>Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.</p>
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Handwriting

<p>Horizontal and diagonal strokes needed to join letters.</p> <p>Mostly joined/joined knowing not to join capital letters</p> <p>Increase consistency, legibility and quality of handwriting.</p>	<p>Writing legibly, fluently and with increased speed.</p> <p>Joined handwriting.</p> <p>Choosing a writing style for the task</p>
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Writing a Recount (Writing to Inform/Entertain)

Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
Purpose:	<u>Year 3 and 4</u> Title	<u>Year 3</u> Consistent past tense	Are you writing to entertain or writing to inform?

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<p>To retell events in time order To give an account of an event or experience To write in chronological order</p> <p>Types:</p> <p>Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal</p> <p>The structure of a recount often includes:</p> <ul style="list-style-type: none"> ✓ A title ✓ Orientation such as scene setting or establishing context (It was the school holidays. I went to the park) 	<p>Introduction to give a clear understanding of what the text will be about</p> <p>Paragraphs organised around key events</p> <p>Links between sentences and paragraphs to navigate the reader</p> <p>Elaboration within paragraphs to develop description, action and feelings</p> <p>Concluding paragraph to summarise the overall impact</p>	<p>Introduction to a wider range of conjunctions to express time, place and cause.</p> <p>Recap of expanded noun phrases.</p> <p>Adverbs (of time, place and manner)</p> <p>Prepositions</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>An awareness of variation of sentence structures</p> <p><u>Year 4</u></p> <p>Use of paragraphs to organise ideas</p>	<p>Discuss the structure of a recount using examples from a range of different genres (i.e. letters, newspaper reports, diary, journal, auto/biography). Choose the correct genre for purpose with the class.</p> <p>Focus on the purpose of each feature and begin to look for grammatical features that are particularly useful for the genre.</p> <p>Plan how you will organise the way you retell the events. Which events are important to include (timeline).</p> <p>Oral rehearsal of ideas.</p> <p>Details are important to create a recount rather than a simple list of events.</p>
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<ul style="list-style-type: none"> ✓ An account of the events that took place, in chronological order ✓ Some additional 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.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>		<p>Express time, place and cause using a wide variety of conjunctions.</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p>More frequent use of variation of sentence structures</p> <p>First and third person</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Apostrophes to mark singular and plural possession</p> <p>Commas in lists</p>	<p>Consider: When? Where? Who? What? Why?</p> <p>Make decisions about how the recount will be finished in order to secure a definite ending. Perhaps a summary or a comment on what happened.</p> <p>Encourage children to read the text through as if they don't know anything about what is being recounted. Is it clear?</p>
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<p>Purpose:</p> <p>To retell events in time order</p> <p>To give an account of an event or experience</p> <p>To write in chronological order</p> <p>Types:</p> <p>Retelling of stories in areas of the curriculum such as RE</p> <p>Letters and postcards</p> <p>Biography/Autobiography</p>	<p><u>Year 5/6</u></p> <p>Title</p> <p>Fully developed introduction and conclusion to include personal responses.</p> <p>Paragraphs organised around key events which are detailed and engaging.</p> <p>Clear chronology throughout the piece by directing the reader to time and place.</p> <p>Information is prioritised to the reader.</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Use of the past perfect. ● Modals can be used to indicate the degree of possibility ● Create cohesion within paragraphs using adverbials. ● Brackets, dashes or commas to indicate parenthesis. <p><u>Year 6</u></p>	<p><u>Year 5/6</u></p> <p>Are you writing to entertain, inform discuss or persuade?</p> <p>Children choose the correct genre for purpose with the class.</p> <p>Discuss the structure of a recount using examples from a range of different genres (i.e. letters, newspaper reports, diary, journal, auto/biography).</p> <p>KS2 – focus on/make decisions about the</p>

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<p>Write up of a trip or an account of a sporting event/science experiment Newspaper report Diary/Journal Writing historical accounts</p> <p>The structure of a recount often includes:</p> <ul style="list-style-type: none"> ✓ A title ✓ 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) 	<p>Concluding paragraph to summarise the overall impact. Linked to introduction to create cohesion.</p>	<ul style="list-style-type: none"> ● Use of the past perfect progressive form of verbs. ● Adapt degrees of formality and informality to suit the text. ● Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. ● Use of the semi-colon and dash to mark the boundary between independent clauses. ● Use of the colon to introduce a list and semi colons within the list. 	<p>particular style of genre required.</p> <p>Focus on the purpose of each feature and begin to look for grammatical features that are particularly useful for the genre.</p> <p>Plan how you will organise the way you retell the events. Which events are important to include and how can you ensure a clear chronology?</p> <p>Details are important to create a recount rather than a simple list of events in order for it to be engaging for the reader. Consider: When? Where? Who? What? Why?</p> <p>Make decisions about how the recount will be finished</p>
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<p>✓ 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.</p> <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>			<p>in order to secure a definite ending. Perhaps a summary or a comment on what happened.</p> <p>Encourage children to read the text through as if they don't know anything about what is being recounted. Is it clear?</p>
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