



# Recounts

## Purpose

To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of events often consist of a recount that includes elements of explanation.

## Common examples of the text type

- Retelling stories from English lessons and also in other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries
- Encyclopaedia entries

## Generic Text Structure

Structure often includes:

- Often written in the **first or third person**. E.g. **Third person** 'they all shouted, she crept out, it looked like an animal of some kind.' **First person** e.g. 'I was on my way to school.'
- Clear beginning, middle and ending.
- A strong opening (paragraph in KS2) to hook the reader.
- 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, often in chronological order (The first person to arrive was ...)
- Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.

## Planning and Preparation

- Plan how you will organise the way you retell the events. You could use a timeline to help you plan.
- Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include.
- Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).
- Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?
- Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

<ul style="list-style-type: none"> <li>• Some additional detail about each event (He was surprised to see me.)</li> <li>• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• 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</li> </ul>	
<b><u>Progression in skills</u></b>	
Nursery	<ul style="list-style-type: none"> <li>• Can retell a simple past event in the right order.</li> <li>• Uses talk to recall and relive past experiences.</li> <li>• Explains who, what, when, in recounts of events.</li> <li>• Begins to use the past tense when recalling events</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Uses language to recreate experiences in play situations.</li> <li>• Links statements and sticks to a main theme.</li> <li>• Uses the past tense accurately when talking about events. (ELG)</li> <li>• Answers 'how' and 'why' questions about his/her experiences and in response to recounting events. (ELG)</li> <li>• Writes simple sentences which can be read by himself/herself and others (ELG)</li> <li>• Uses key features of recount in his/her writing when writing about an event at home e.g. what happened at the weekend/ birthday party or a shared experience in school e.g. visitor or trip. (ELG Exc).</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar. These should:</li> <li>• Use the past tense accurately.</li> <li>• Use the <b>conjunction</b> 'and' to join sentences.</li> <li>• Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>• Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Use <b>past and present tense</b> as appropriate throughout writing.</li> <li>• Use <b>progressive</b> forms of verbs e.g. the children <u>were playing</u>, I <u>was hoping</u>...</li> <li>• Use <b>conjunctions</b> for <b>coordination and subordination</b> e.g. we went to the park so we could play on the swings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of <b>noun phrases</b> e.g. some people, most dogs, blue butterflies to interest the reader.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> (e.g. then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>• <b>Inverted commas can be used to punctuate direct speech</b> e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter....</li> <li>• Use of <b>paragraphs</b> to organise ideas</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Effective use of <b>expanded noun phrases</b></li> <li>• <b>Fronted adverbials</b> used to sequence events in time order e.g. First, Next, Later that day, Just before that,</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Use of the <b>past perfect</b> e.g. I was walking ... the children <u>had tried</u>... earlier in the day , the owls <u>had hunted</u></li> <li>• <b>Modals</b> can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>• Create <b>cohesion within paragraphs</b> using adverbials e.g. therefore, however.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Use of the <b>past perfect progressive</b> form of verbs e.g. the children <u>had been singing</u>... we <u>had been hoping</u></li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary.</li> <li>• Some forms may use the <b>present tense</b>, e.g. informal anecdotal storytelling ‘just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of <b>formality and informality</b>. In these cases, it is also possible to extend opportunities to writing using the <b>present progressive</b> e.g. I <u>am</u> really <u>hoping</u></li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials e.g. therefore, however</li> </ul>