

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, eg. 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

Progression in recount

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 fulfill 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

Progression in recount

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, inquiry, 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.

Progression in recount texts

This progression should be considered in relation to progression in narrative as the study of nonfiction and fiction recounts complement each other.

Year 6

- Distinguish between biography and autobiography, recognizing 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.

Progression in recount

- Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, eg. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, eg. police description, school report, newspaper obituary.
- 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.
- Use the language conventions and grammatical features of the different types of text as appropriate.

Activities

Children 'recount' real events and experiences in response to the DVD-ROM and play by:

- Writing in role, eg. A day in the life of a weaver (or job of their choice), diary entries, autobiography.
- Newspaper report/accident report.
- Writing a list of mill rules.
- Research and find meanings of Lancashire dialect and slang terms.
- Poetry writing.