



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Non-fiction Genre Skills Progression

Year 1– Year 6

V1 8-12-22

Progression in 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 storytelling 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.

PURPOSE – Writing to Inform/Entertain

The primary purpose of recounts is to retell events and give details about an event that has happened.

Text Types

Retelling stories in English lessons and 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 – all year groups

- 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 ...)
- Some additional detail about each event (He was surprised to see me.)
- Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)
- 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
- 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 a 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.)

Progression of Text Features

YEAR 1	<ul style="list-style-type: none"> • Listen to other's recounts and ask relevant questions to find out more about the event being recounted • Read recounts and summarise or sequence key events. • Write simple first-person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person
YEAR 2	<ul style="list-style-type: none"> • Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a range of words and phrases to support chronology e.g. <i>on Monday, last week, later on...</i> • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional)
YEAR 3	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events • Note the inclusion of relevant, but non-essential detail, to interest and engage the reader • Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. <i>at 3pm, after two hours</i> • Build banks of descriptive verbs to add detail and description; use well- chosen verbs in own recounts • Read examples of third person recounts such as letters, newspaper reports and diaries • Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest
YEAR 4	<ul style="list-style-type: none"> • Read examples of third person recounts such as letters, newspaper reports and diaries that recount the same event in a variety of ways, such as in the form of a story, a letter, a news report • Compare and evaluate texts that recount the same event: identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives • Write reports that seek to address the reader directly e.g. <i>Have you ever witnessed a volcanic eruption?</i>

YEAR 5	<ul style="list-style-type: none"> • 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, reflecting on the level of formality required • Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader • Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks • Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases • When writing biography, carry out independent research across a range of sources
YEAR 6	<ul style="list-style-type: none"> • 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 • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. 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
MOVING BEYOND	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none"> • Show an awareness of the diversity of contemporary opinions about the subject • Show an awareness of bias, reliability and veracity of sources informs choices in terms of material selected • Quote directly and selectively from research, using appropriate referencing conventions. May quote to illuminate, give insight into contemporaneous perspectives, qualify impact of the subject's life and work or for emotional effect

Progression in Grammar

YEAR 1	<ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>The sea was very cold!</i> • Joining words and joining clauses using <i>and</i> e.g. <i>We went to the zoo and saw a monkey.</i> • Sequencing sentences to form short narratives e.g. <i>We went to the park. We fed the ducks and swans. The swans were very greedy.</i> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Capital letters for names and for the personal pronoun I
YEAR 2	<ul style="list-style-type: none"> • Consistent use of past tense throughout writing and correct choice of verb forms e.g. <i>I walked, we ran, she spoke, they were watching</i> • Extend sentences using co-ordination (using or, and, but) e.g. <i>I ate my dinner but I did not like it</i> and sub-ordination (when, because, if, so that) e.g. <i>The lady gave us a prize when we got the answer right.</i> • Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, <i>old toys, large room, enormous machines</i> • Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, <i>a <u>tall, grand</u> building</i> or <i>We saw lions, tigers, bears and monkeys.</i> • Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper nouns used in recount texts e.g. <i>Butterfly Village, Hertfordshire, Greenbrook School</i>

YEAR 3	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. <i>The children ate their lunch <u>when</u> they got to the beach.</i> Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. <i>They visited the gift shop next.</i> Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. provide further detail through giving examples beginning with ‘such as’, ‘like’ e.g. <i>The children saw lots of butterflies <u>during</u> the visit. They had a demonstration of weaving <u>in</u> the hall.</i> Introduction to paragraphs as a way to group related material and introduce or round off a recount e.g. <ul style="list-style-type: none"> ➤ explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. <i>Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</i> ➤ Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. <i>The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.</i>
YEAR 4 (As for Y3 plus)	<ul style="list-style-type: none"> Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence e.g. <i><u>Last week</u>, a volcano erupted in Italy. <u>Because the lava flow is still so violent</u>, rescue teams are unable to reach the area.</i> Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition e.g. <i><u>Vesuvius</u> is... This <u>unpredictable volcano</u> is... It generally erupts....</i> Use of paragraphs to organise ideas around a theme. For example, <ul style="list-style-type: none"> ➤ investigate how the information needed in the introductory sentence to orientate the reader (Who? What? Where? When? Etc.) can be re- ordered to best hook the reader’s interest e.g. <i><u>Yesterday morning</u>, the Prime Minister announced that this country was at war with Germany.</i> ➤ develop the final paragraph as a way of summarising the event in greater detail. For example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. <i><u>Without a doubt</u>, this war will affect the lives of so many people for many years to come.</i> Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. For example, as the opening line (to draw the reader in immediately) or in the conclusion to support summarising e.g. <i><u>One tearful resident</u> told us, “I have lost everything in the bombing.”</i> Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. <i>Last week, London <u>suffered</u> ten severe bombing raids. Four thousand residents <u>are now</u> homeless and without basic supplies.</i>

- Develop cohesion of the whole text by:
 - using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph. e.g. ***Rio was born in London in 1987, although his family moved to Brighton two years later. As a young child, he showed early promise on the football field. Football soon became his passion.***
 - linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph. e.g. ***In addition to football, Rio enjoyed a variety of other activities including golf and maths. In 2001, he represented his school in the Brighton Maths Challenge, where he took first prize.***
 - varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology e.g. ***He lived in Brighton until the age of twenty. He was playing for a local team when a Manchester United scout discovered him. Today he lives in London and plays for Arsenal, but is hoping to sign with Real Madrid next season. If all goes to plan, he will move to Spain in June.***
- Explore the use of reported versus direct speech and compare the effect
e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote e.g. ***Many people said she was the greatest dancer that ever lived.*** vs. ***“I live only to dance.”***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, experiment with omitting the additional detail (in the form of relative clauses) from recounts and consider the effect on engaging the reader e.g. ***Sasha, who rose to fame as Max in Starstruck, first started acting at the tender age of five.***
- Explore a range of sentence type and length, and how to use these for best effect. For example, the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence

YEAR 6 (As for Y5 plus)	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive) e.g. <i>His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</i> • Opening and closing lines of paragraphs support movement across the text e.g. <i>The encounter affected him deeply and so he decided to focus his efforts on helping <u>destitute children</u>. //</i> <i>In 1870, Barnardo opened his first shelter for <u>homeless boys</u> in Stepney Causeway...</i> • Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at that point that his life was thrown out of control.</i> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] <ul style="list-style-type: none"> ➤ explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. <i>Throughout her life, her father's words remained with her: 'Reach for the stars!'</i> ➤ explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. <i>It was then that she made her most important decision: she quit university and established her own company.</i>
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Adapted from Herts For Learning non-fiction genre progression of skills documents.