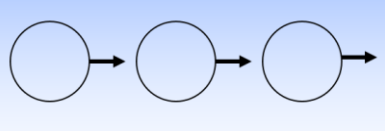



# Writing Progression Text Level: Recount (To retell events in chronological order)

Year group/ Age	Purpose/Audience Examples of this text type	Possible planning format	Language features	Organisational features
Year 1 expected	<p><b>Personal recounts</b>  <b>Purpose</b> - to retell events in chronological order/            To record, reflect or entertain  <b>Audience</b> - self or known reader  <b>Examples of text type</b> - Diary/ Journal, letter, write up of trip/activity,  <b>Impersonal Recount/ Fictional Recount</b> - retelling events in a story from point of view of a character</p>	 	<p>Written in simple past tense  <i>In the morning I got up and brushed my teeth. Then I went downstairs.</i>            Events being recounted are written in chronological order so temporal conjunctions are used:  <i>First, Then, Next, After that, Finally</i>            Use of first or third person depending if recount is personal or impersonal (use of I or the character's name)  <i>I scampered through the forest.</i>  <i>Scruffy the dog scampered through the forest.</i>            Named people, places or things (proper nouns) - Use of capital letter  <i>Last week, we went to the Eden project in Cornwall.</i>            Writing may begin to entertain (when children are ready) through use of descriptive sentences types from progression in sentence level  <i>e.g. Feeling happy, I skipped outside.</i>  <i>It was a beautiful morning for a walk, so I set off quite happily. First I put in my long, shiny boots.</i></p>	<p>Simple series of sentences in chronological order            Writing may have a title e.g <i>Our trip to the Zoo.</i></p>

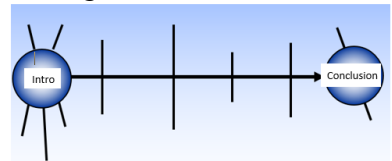
# Writing Progression Text Level: Recount (To retell events in chronological order)

Year 2 expected

**Personal recounts**  
**Purpose** - to retell events in chronological order/ To record, reflect or entertain  
**Audience** - self or known reader  
**Examples of text type** - Diary/ Journal, letter, write up of trip/activity,  
**Impersonal Recount/ Fictional Recount** - retelling events in a story from point of view of a character  
 Basic Newspaper report



Moving onto ...



Plan uses an introduction and conclusion to encourage use of paragraphs

Written in simple past tense which is maintained consistently

*In the morning I got up and brushed my teeth. Then I went downstairs.*

Temporal/ time conjunctions/ openers

*First, Then, Next, After that, Finally, After breakfast, Just before bedtime, Several days later, After a while*

Encourage children to create their own temporal conjunctions/ openers that signal time *e.g. Just after I had got dressed...*

Use of first or third person depending if recount is personal or impersonal

*I scampered through the forest.*

*Scruffy the dog scampered through the forest.*

- investigate varying forms of first and third person

**E.g. First person**

Singular - I, me, my, mine, myself

Plural - We, us, our, ours, ourselves

**E.g. Third person**

Singular - He, She, it, him, her, his, its hers, herself

Plural - they, them, their, theirs, themselves

Named people, places or things (proper nouns) -

Use of capital letter

*Last week, we went to the Eden project in Cornwall.*

Writing may begin to entertain through use of descriptive sentences types from progression in sentence level

*e.g. Feeling happy, I skipped outside.*

*It was a beautiful morning for a walk, so I set off quite happily. First I put in my long, shiny boots.*

*After a while, I met a tall, awkward man.*

*Next I bumped into a dragon, he was as tall as a skyscraper. He was huge!*

Writing may have a title - e.g. **Our trip to the Zoo**. If a newspaper report this may be a basic headline. E.g. **Giant green egg found!**

Introduction – Use of who what where when and why if children are writing a newspaper report

*E.g. Yesterday, Mr Kiddle from Sandon Primary Academy found an enormous green egg on his school farm in Stoke On Trent.*

Simple introduction if not a newspaper report

*E.g. It was the school holidays. We went to the park.*

Events written in time order. Some events maybe be developed with description

Basic conclusion such as a closing statement. *I hope I can go to the park again next week. It was fun!*

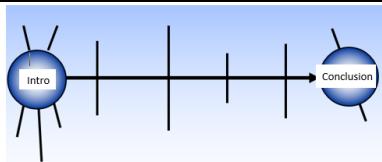
*e.g. When he got home, Scruffy the Dog fell asleep from all the excitement and dreamt of all the things that had happened that day.*

For newspaper report – Use a summary of events or comment about what happened  
*It is safe to say that Mr Kiddle won't look at another egg the same way again!*

# Writing Progression Text Level: Recount (To retell events in chronological order)

Year 3  
expecte  
d

**Personal recounts**  
**Purpose** - to retell events in chronological order/  
 To record, reflect or entertain  
**Audience** - self or known reader  
**Examples of text type** - Diary/ Journal, letter, write up of trip/activity,  
**Impersonal Recount/ Fictional Recount** - retelling events in a story from point of view of a character  
 Newspaper report



Plan uses an introduction and conclusion to encourage use of paragraphs

Written in simple past tense which is maintained consistently  
 More complex Temporal/ time conjunctions/ openers used  
*First, Then, Next, After that, Finally, After breakfast, Just before bedtime, Several days later, After a while, Within hours, Soon afterwards*  
 Encourage children to create their own temporal conjunctions/ openers that signal time through use of when e.g. *When I finally reached the end of tunnel....*  
 Use of first or third person depending if recount is personal or impersonal  
*I scampered through the forest.*  
*Scuffy the dog scampered through the forest.*  
 Continue to investigate varying forms of first and third person  
**E.g. First person**  
 Singular - I, me, my, mine, myself  
 Plural - We, us, our, ours, ourselves  
**E.g Third person**  
 Singular - He, She, it, him, her, his, its hers, herself  
 Plural - they, them, their, theirs, themselves  
 Named people, places or things (proper nouns) - Use of capital letter  
*Last week, we went to the Eden project in Cornwall.*  
 Use of descriptive language (from sentence level progression) or opinion to increase interest level for reader  
*Confused I didn't know what had happened.*  
*Amazingly, Horrid Henry didn't fall off the swing when he was trying to trick the teacher.*  
*It was the best trip of my life!*  
 Additional details given to further engage the reader  
*He was surprised to see me.*  
*We were back at half past three, just in time for the bell.*  
 Use of by line for Newspaper reports (writers name)  
 Experiment with headlines (telling the story in as few words as possible)  
 Use of facts - simple, true statements

Writing may have a title - e.g. **Our trip to**

Introduction – Use of who what where when and why if children are writing a newspaper report

*E.g. Yesterday, Mr Kiddle from Sandon Primary Academy found an enormous green egg on his school farm in Stoke On Trent.*

Simple introduction if not a newspaper report

*E.g. It was the school holidays. We went to the park.*

Events written in time order. Some events maybe be developed with description/ additional details/ opinion of writer or witnesses (if Newspaper report) Use of Facts

Basic conclusion such as a closing statement. *I hope I can go to the park again next week. It was fun!*  
 e.g. *When he got home, Scuffy the Dog fell asleep from all the excitement and dreamt of all the things that had happened that day.*

For newspaper report – Use a summary of events or comment about what happened  
*It is safe to say that Mr Kiddle won't look at another egg the same way again!*

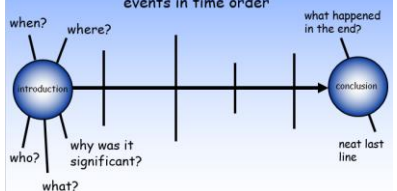
# Writing Progression Text Level: Recount (To retell events in chronological order)

			<p><i>The Tomatosphere project involves 2,500 secondary school classrooms across Canada growing 400,000 seeds, half of which made the trip to space.</i></p> <p>Begin to think about punctuation of direct speech</p>	<p><b>the Zoo.</b> If Newspaper report this will be a headline. E.g. <b>Alien egg found on school farm!</b></p>
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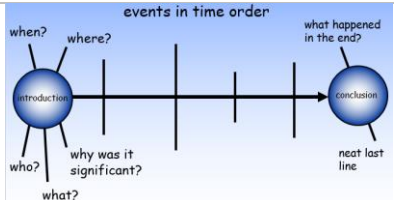
# Writing Progression Text Level: Recount (To retell events in chronological order)

<p>Year 4 expected</p>	<p><b>Personal recounts</b>  <b>Purpose</b> - to retell events in chronological order/          To interest and inform the reader  <b>Audience</b> - Is it a personal or impersonal recount?          How old is the reader? What do you want them to know?          What level of formality is needed?  <b>Examples of text type</b> - Diary/ Journal, letter, write up of trip/activity,  <b>Impersonal Recount/ Fictional Recount</b> - retelling events in a story from point of view of a character          Newspaper report          Simple Biography/          Autobiography          Magazine article about a trip/ experience</p>		<p>Written in simple past tense which is maintained consistently          Temporal/ time conjunctions used with consistent use of comma  <i>First, Then, Next, After that, Finally, After breakfast, Just before bedtime, Several days later, After a while, Within hours, Soon afterwards</i>          Encourage children to create their own temporal conjunctions that signal time through use of <b>fronted adverbials</b> e.g.  <i>As soon as he could, Tom walked down the street.</i>          Use of first or third person depending if recount is personal or impersonal          Use of proper nouns          Use of descriptive language (from sentence level progression) to increase interest level for reader  <i>e.g. The snarling beast, whose breath smelled like rotting eggs, roared at me with all his might.</i>          Use of Powerful verbs to interest the reader          Additional details given to further engage the reader  <i>He was surprised to see me.</i>  <i>We were back at half past three, just in time for the bell.</i>          Use of by line for Newspaper reports (writers name)          Experiment with headlines (telling the story in as few words as possible, use of humour)          Begin to use quotations in writing to give further opinions (newspaper report). Use of speech marks  <i>"The man, while breaking into the car, had locked himself in the car and couldn't get out," South Australian police said.</i>  <i>"They're lucky to be alive!" said Sam Fenton, (35) Chief Fire Officer for Greater Manchester Fire Service.</i>  <b>Biography/ Autobiography</b>          Use of formal language          Use of facts/ dates  <i>Use phrases such as for historical biographies: 'It is believed', 'It was thought', 'Many people claimed', 'There was a rumour that'</i></p>	<p>Writing may have a title - e.g. <b>Our trip to</b></p>
			<p>Plan uses an introduction and conclusion</p> <p>Other areas along the line can be grouped with coloured pen to organise into paragraphs to make up the main body of text</p>	<p>Introduction –          Introduces the topic. Use the 5ws Who. What. Where. When and Why to give clear information (newspaper report)  <i>A bungling Australian car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said on Wednesday.</i>          Other recounts – brief outline of what the recount is about with some details  <i>Last Friday, our class travelled in the school bus to visit the Eden project in Cornwall. It was a long ride to get there so we had to be at school an hour early, at eight o'clock. We brought our breakfast to eat on the bus.</i>  <i>Or....</i>  <i>My name is Jessica Martin and I am six years old. I live in York with my mum and my little brother Baz. This is the story of my life so far.</i>  <b>Orientation</b> - scene-setting or establishing context</p>
			<p>Use of formal language          Use of facts/ dates  <i>Use phrases such as for historical biographies: 'It is believed', 'It was thought', 'Many people claimed', 'There was a rumour that'</i></p>	<p>Main body of text – explaining the events with details/ description to create paragraphs/ Use of feelings          Use of facts and opinions          Use of Quotations if newspaper report</p>
			<p>Use of formal language          Use of facts/ dates  <i>Use phrases such as for historical biographies: 'It is believed', 'It was thought', 'Many people claimed', 'There was a rumour that'</i></p>	<p>Basic conclusion such as a closing statement with elaboration. <i>I hope I can go to the park again next week. It was fun!</i>          For newspaper report – Use a summary of events or comment about what happened <b>Use an opinion</b> to support conclusion</p>

# Writing Progression Text Level: Recount (To retell events in chronological order)

				<p>the Zoo. If Newspaper report this will be a headline. E.g. Alien egg found on school farm!</p>
<p><b>Year 5 expected</b></p>	<p><b>Purpose</b> - to retell events in chronological order/ To interest and inform the reader  <b>Audience</b> - Is it a personal or impersonal recount?          How old is the reader? What do you want them to know?          What level of formality is needed?  <b>Examples of text type</b> - Diary/ Journal, letter, write up of trip/activity,  <b>Impersonal Recount/ Fictional Recount</b> - retelling events in a story from point of view of a character          Newspaper report          Simple Biography/          Autobiography          Magazine article about a trip/ experience</p>	 <p>Plan uses an introduction and conclusion</p> <p>Other areas along the line can be grouped with coloured pen to organise into paragraphs to make up the main body of text</p>	<p><b>Majority of features in line with year 4</b>  <b>Additional Year 5 language features may include:</b>  <b>Use of direct and reported speech, punctuated correctly.</b>          Reported speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.  <i>She said, "I saw him."</i> (direct speech)  <i>She said that she had seen him.</i> (reported speech/ indirect speech)          Use of parenthesis  <i>e.g The president (and his assistant) were expected to arrive by private jet.</i>          Use of descriptive language (from sentence level progression) to increase interest level for reader and elaborate details.          More complex use of language and careful selection of sentence types for effect          For example          Vary sentence length, sentence type, sentence openings          Questions may be used to engage reader where appropriate</p> <p><b>Fictional recounts</b>          Structure sometimes reorganises the</p>	<p>See year 4 organisation</p>

# Writing Progression Text Level: Recount (To retell events in chronological order)

			<p>chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time.</p> <p>Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling</p> <p><b>Just imagine - I'm in the park and I suddenly see a giant bat flying towards me!</b></p>	
<p><b>Year 6 expected</b></p>	<p><b>Purpose</b> - to retell events in chronological order / To interest and inform the reader</p> <p><b>Audience</b> - Is it a personal or impersonal recount? How old is the reader? What do you want them to know? What level of formality is needed?</p> <p><b>Examples of text type</b> - Diary/ Journal, letter, write up of trip/activity, <b>Impersonal Recount/ Fictional Recount</b> - retelling events in a story from point of view of a character Newspaper report Simple Biography/ Autobiography</p>	 <p>Plan uses an introduction and conclusion</p> <p>Other areas along the line can be grouped with coloured pen to organise into paragraphs to make up the main body of text</p>	<p>See year 4/5 for main features</p> <p><b><u>Additional Year 6 language features may include:</u></b></p> <p>Pupils experiment with audience and purpose and learn the impact on writing style.</p> <p>Use a range of cohesive devices including adverbials, within and across sentences and paragraphs</p> <p>Use a wide range of clause structures, sometimes carrying their position within the sentences for effect</p> <p>Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p>	<p>See Year 4/5</p>

# Writing Progression Text Level: Recount (To retell events in chronological order)

	Magazine article about a trip/ experience			
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