

Recounts



Sharing Aspirations Inspiring Learners

Purpose

To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, 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 (**see separate guidance**)
- Newspaper reports (**see separate guidance**)
- 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:** '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 ...)

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

<ul style="list-style-type: none"> • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • 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 	<p>description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</p>
<u>Progression in skills</u>	
EYFS	<ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in past tense
KS1 As for EYFS plus:	<ul style="list-style-type: none"> • An introduction which answers who, what, when where and why • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (.!?) • Use coordinating and subordinating conjunctions (Y2) <p><u>Suggested layout:</u></p> <p><u>Introduction</u> Which clearly states: who? What? When? Where? Why?</p> <p><u>Main body</u> Different sentences in time order.</p> <p><u>Conclusion</u> What did you think about the event?</p>
LKS2 As for KS1 plus:	<ul style="list-style-type: none"> • An introductory paragraph which answers who, what, when where and why • More complex adverbials of time e.g. much later, shortly after that, • Written in past tense • First person or third • Describes clearly what has happened

	<ul style="list-style-type: none"> • Chronological order • Use of paragraphs or subheadings to organise writing • Begin to use present perfect tense to place events in time e.g. this week we have visited the park • End with a closing statement or paragraph to re orientate the reader (see above). <p><u>Suggested layout:</u></p> <p><u>Introduction</u> Which clearly states: who? What? When? Where? Why?</p> <p><u>Main body</u> Different paragraphs in time order. Some elaboration</p> <p><u>Conclusion</u> What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>
<p style="text-align: center;">UKS2 As for LKS2 plus:</p>	<ul style="list-style-type: none"> • Higher level adverbials of time • Cause and effect connectives e.g. consequently, as a result • Elaborate on events so the reader is able to visualise the experience. • Include personal reflections on the event throughout. • Indirect speech • Be able to change ‘writing voice’ for different audiences • A closing paragraph to explain feelings about the event <p><u>Suggested layout:</u></p> <p><u>Introduction</u> Which clearly states: who? What? When? Where? Why?</p> <p><u>Main body</u> Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout.</p> <p><u>Conclusion</u> A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>