

Non-fiction Progression (Recounts – including biographical writing)

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| Purpose | To retell events in chronological order in fiction or non-fiction; to entertain and/or inform | | | |
| Audience | Those who wish to find out about how or why things have happened (historical/recent events) <i>e.g. attack of the Vikings of Lindisfarne</i> | | | |
| Generic Structure | Opening paragraph: <i>who, what, why, where, when</i> | Clear chronological order of events that is supported by paragraphing | Topic sentence(s) to start each paragraph with clear distinction between paragraphs | A satisfying conclusion which relates back to the purpose of the text <i>e.g. to inform/entertain</i> |
| | Progression | Language Features | Text Features | Knowledge for the Writer |
| EYFS | <ul style="list-style-type: none"> Informally retells incidents from their own life to other children and/or adults and listens to others doing the same Sequence pictures to retell an event With an adult scribing, create sentences which retell events. | | | |
| Year 1 build on previous study of recounts and... | <ul style="list-style-type: none"> Through reading of recounts, begin to recognise generic structure Orally recount a sequence of events from own experience, using basic temporal connectives/conjunctions <i>e.g. next, then</i> Write simple first person recounts linked to personal interests or experiences by sequencing sentences | Orally and through written work... <ul style="list-style-type: none"> Use simple past tense Write in first person Include basic temporal connectives/conjunctions (<i>e.g. First... Next... After... Then...</i>) | (See generic structure) <ul style="list-style-type: none"> Sequence of chronological sentences, some joined by 'and' | <ul style="list-style-type: none"> Include specific names of people, places and objects When talking about events, add some detail to bring the incident to life |
| Year 2 build on previous study of recounts and... | <ul style="list-style-type: none"> Develop recounts of a topic of interest or personal experience by expanding ideas and maintaining consistency in tense and person | Through written work, build on previous knowledge of recounts and... <ul style="list-style-type: none"> Include verbs in past progressive form Use a wider range of basic temporal connectives/conjunctions, punctuated properly. Basic use of of subordination <i>e.g. when, if, because</i> Add detail through some use of expanded noun phrases to describe and specify | Through written work, build on previous knowledge of recounts and... (See generic structure) <ul style="list-style-type: none"> Sequence of chronological sentences, some joined by conjunctions (coordinating and subordinating) | Build on previous knowledge of recounts and... <ul style="list-style-type: none"> Understand that details are important Pick out incidents that will amuse, interest or in some way are significant |
| Year 3 build on previous study of recounts and... | <ul style="list-style-type: none"> Through reading and media reports (<i>e.g. Newsround</i>), identify the sequence of main events and connectives used for coherence Clearly group ideas by organising paragraphs around a theme Begin to write third person recounts <i>e.g. letters</i>, choosing nouns or pronouns appropriately for clarity and cohesion | Through written work, build on previous knowledge of recounts and... <ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Begin to use fronted adverbials for cohesion and clarity <i>e.g. "Later in the day, ..."</i> Choose nouns or pronouns to avoid repetition Increasingly complex use of subordination <i>e.g. "When the day was coming to an end, ..."</i> Simple prepositions used to indicate position/time <i>e.g. "Before we visited the ..."</i> "Through the day," "Because it was raining," | Through written work, build on previous knowledge of recounts and... (See generic structure) <ul style="list-style-type: none"> Include an introductory statement followed by a sequence of ideas arranged around themes and a concluding statement | Build on previous knowledge of recounts and... <ul style="list-style-type: none"> Understand that details are important to create a recount rather than a simple list of events in order – compare with explanation texts <i>i.e. chronology</i> |
| Year 4 build on previous study of recounts and... | <ul style="list-style-type: none"> Begin to use a wider range of connectives <i>e.g. afterwards, while</i>, and include additional details to engage the reader Choose conjunctions effectively to express time and cause | Through written work, build on previous knowledge of recounts and... <ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity or cohesion Select temporal connectives/conjunctions and fronted adverbials for effect <i>e.g. "In his twilight years," "Shortly afterwards,"</i> Apostrophes to mark plural possession should now be accurate and used effectively to avoid confusion and aid clarity Increasingly complex use of subordination <i>e.g. "When the day was coming to an end, ..."</i> Use contextual language appropriate to the events <i>e.g. equipment in a science experiment</i> Expanded noun phrases used to describe and therefore add clarity to the noun being discussed. <i>E.g. "The world-renowned, influential scientist was born..."</i> | Through written work, build on previous knowledge of recounts and... (See generic structure) <ul style="list-style-type: none"> Include an introductory statement followed by a sequence of paragraphs that begin with a topic sentence and are arranged around a theme and a concluding statement | Build on previous knowledge of recounts and... <ul style="list-style-type: none"> Decide how you will finish the recount. You will need a definite ending, perhaps a summary or comment on what happened |
| Year 5 build on previous study of recounts and... | <ul style="list-style-type: none"> Through reading, identify the features of recounted text as a model for using in their own writing In own writing, include a clear introduction to set the scene, chronological sequence and varied but consistent use of the past tense Begun to develop biographical writing and consider combination of information texts (aspects of informing) and recount texts (aspects of chronological order) | Through written work, build on previous knowledge of recounts and... <ul style="list-style-type: none"> Use language features of recounts including formal language <i>e.g. passive voice 'The cast were given a standing ovation'</i> Varied but consistent use of verb forms <i>e.g. progressive and perfect as well as simple</i> Include the careful use of ellipses (the omission of a word or words that are able to be understood from contextual clues) to avoid unnecessary content and to move the writing on Use devices to aid cohesion across the text <i>e.g. adverbials of time, cause and place. "Secondly, finally, consequently"</i> Use relative clauses to add extra information about the noun being referred to <i>e.g. "Thunberg, who has a younger sister, lives in Stockholm."</i> Where appropriate, draw on the different language conventions and grammatical features of other non-fiction text types <i>e.g. information texts</i> Use brackets, dashes and parenthesis to add extra information. <i>E.g. "Rashford (by now already an England-under-18 star) played his first game for Manchester United in..."</i> | Through written work, build on previous knowledge of recounts and... (See generic structure) <ul style="list-style-type: none"> Write in paragraphs which start with a topic sentence and are carefully constructed to add detail to maintain the reader's interest. <i>E.g. "However, his life would take a dramatic turn in his teenage years."</i> Acting almost as a 'trailer' for the main chunk of the paragraph. | Build on previous knowledge of recounts and... <ul style="list-style-type: none"> Recognise that recounts can be adapted or combined with other text types, depending on audience and purpose |
| Year 6 build on previous study of recounts and... | <ul style="list-style-type: none"> In writing, recognise the effect on the reader of the choice between first and third person Develop the skills of biographical writing by adopting distinctive voices and understanding how the bias of the writer can affect how individuals are portrayed <i>e.g. propagandistic writing</i> Further develop biographical writing and consider combination of information texts (aspects of informing) and recount texts (aspects of chronological order) and other text types to aid engagement <i>e.g. fiction/narrative choices</i> | Through written work, build on previous knowledge of recounts and... <ul style="list-style-type: none"> Use language features of recounts including formal language <i>e.g. passive voice 'The cast were given a standing ovation'</i> Where appropriate, draw on the different language conventions and grammatical features of other non-fiction text types <i>e.g. information texts</i> Ensure cohesion within and between paragraphs through careful selection of connectives, pronouns/nouns, conjunctions, adverbials and verb forms Consider and maintain the appropriate tone of the writing Use the semi-colon, dash and colon to mark the boundary between independent clauses. | Through written work, master previous knowledge of recounts. (See generic structure and above – Year 5) | Master previous knowledge of recounts <ul style="list-style-type: none"> Recognise that recounts can be adapted or combined with other text types, depending on audience and purpose, including narrative and fiction text types to create a text that deliberately utilises the forms of two or more genres to engage the reader |