



# Toolkit Focus: Recount

To create a recount that retells an event in a clear, chronological and interesting way, you might want to:

EYFS	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<p>Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared...</p> <ul style="list-style-type: none"> <li>Using maps and props, adapt model(s) to retell other experiences in sequence</li> <li>Use complete sentences in sequence</li> <li>Use past tense</li> <li>Use some simple time signposts/ conjunctions e.g. first, then, after that, finally</li> </ul>	<p>Organise recounts in sequence:</p> <ul style="list-style-type: none"> <li>Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event <i>e.g. Last Thursday afternoon Mrs James took us to the fire station to see the fire engines.</i></li> <li>A middle section to expand opening and describe events in detail, <i>e.g. We went by coach after lunch. The fire officer, who was called Mr Bunday, showed us the fire engine. I sat in the driver's seat then.... Next we looked at the ladders and hoses... Luckily there were no fires so... etc.</i></li> <li>A conclusion to round it off, and show how it felt. <i>When we got back to school my mum was waiting. I liked the blue flashing light and the siren but... etc</i></li> <li>Use past tense consistently and correctly</li> <li>Use a range of time signposts and conjunctions to sequence sentences: <i>first, after that, when, but, then, so, or, because etc.</i></li> <li>Use technical vocabulary for accuracy <i>e.g. fire engine, bucket chain, fire-breaker.</i></li> <li>Choose adjectives and similes to add detail and precision <i>e.g. brass nozzles, flashing blue light, as high as...</i></li> <li>Add information using who/which (relative) clauses: <i>The fireman, who showed us his helmet, said...</i></li> </ul>	<ul style="list-style-type: none"> <li>'Create well-crafted openings using complex sentences to capture reader's attention.</li> <li>Organise text into paragraphs introduced with topic sentences</li> <li>Link paragraphs appropriately with a range of conjunctions and sentence signposts to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: <ul style="list-style-type: none"> <li>sequence events: <i>firstly, secondly, later, etc...</i></li> <li>add information: <i>also, additionally, furthermore, not only... etc.</i></li> <li>change direction: <i>but, however, although etc.</i></li> <li>conclude and summarise: <i>finally..., in the end..., at last..., etc.</i></li> </ul> </li> <li>Use pronouns to avoid repetition.</li> <li>Use past tenses verbs appropriately and consistently</li> <li>Create 1st person recounts based on individual and shared experiences, show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes.</li> <li>Create 3rd person recounts for specific audiences e.g. newspaper reports police reports</li> <li>Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect e.g. <ul style="list-style-type: none"> <li>long and short sentences: <i>We left the house full of energy and looking forward to trying out the raft for the first time...; 'Got it', he shouted... etc.</i></li> <li>sentences with 'drop-in' phrases and clauses: <i>The beaver, with the rope between his teeth, was heading for the weir... etc.</i></li> <li>a variety of sentence openers: <i>The beaver began chewing hungrily..., Hungrily, the beaver began chewing..., etc.</i></li> <li>Questions and exclamations: <i>Why would he swim so close to the raft? we wondered..., Look out, or he'll start eating the rope!</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create recounts for a wide range of purposes with varying degrees of formality <i>e.g. letters to friends; reporting facts accurately to inform others; an official police report</i></li> <li>Use recounts to explore alternative points of view e.g. from stories or linked to other subjects of the curriculum, writing in role as a character <i>e.g. as an evacuee, a Greek hero etc.</i></li> <li>Use 1st and 3rd persons to recount and report, and as well as using past tense for narrating, experiment with using present tense, as in a sports commentary – explore the effects of changing from one tense to another.</li> <li>Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate <i>e.g. The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying...</i></li> <li>Use past tenses verb appropriately e.g. <ul style="list-style-type: none"> <li><i>We climbed up the slope...</i> (simple past);</li> <li><i>While we were climbing up the slope,...</i> (continuous past);</li> <li><i>When we had climbed up the slope...</i> (past perfect);</li> <li><i>We had been climbing up the slope while...</i> (past perfect continuous);</li> </ul> </li> <li>Use direct and reported speech appropriately: <ul style="list-style-type: none"> <li><i>"Don't put your fingers near the machinery", said our guide; (direct) ...</i></li> <li><i>Our guide told us to keep our fingers away from the machinery... (indirect/reported) etc.</i></li> </ul> </li> <li>Vary sentence structure, length and type e.g. <ul style="list-style-type: none"> <li>complex sentences to combine information effectively: <i>we decided, without thinking about what might be inside, to force open the lid...</i></li> <li>Sentences with lists of three: <i>...then the box, the shelf and the chair all came crashing down...</i></li> <li>Active and passive voices: <ul style="list-style-type: none"> <li>Active: <i>Jack left the ladder where it was.</i></li> <li>Passive: <i>The ladder was left where it was [by Jack].</i></li> <li>Active then passive: <i>Jack pushed the gate but it had been fastened with a piece of wire [by someone else].</i></li> </ul> </li> <li>Subjunctive,/ conditional and hypothetical (if...then) sentences <i>e.g.: If we had wanted (Had we wanted...) to take the dog with us, we could not have gone on the bus...</i></li> <li>Varied sentence openers...</li> <li>Questions and exclamations...</li> </ul> </li> </ul>



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## Typical ingredients of recount text:

<b>Audience</b>	<ul style="list-style-type: none"> <li>Someone who wants to know what happened</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To retell a real event in an interesting and engaging way.</li> </ul>
<b>Typical Structure</b>	<ul style="list-style-type: none"> <li>A beginning, middle and end in chronological order.</li> <li>Opening paragraph to hook and orientate the reader (often includes Who? What? Where? Why? When?)</li> <li>Paragraphs often begin with a topic sentence</li> </ul>
<b>Typical Language Features</b>	<ul style="list-style-type: none"> <li>Past tense.</li> <li>Time sentences signposts for coherence</li> <li>Specific and descriptive – often in style of information or explanation</li> <li>Direct speech.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>Trip to local museum</li> <li>Autobiography</li> <li>Newspaper article</li> <li>Retelling of historic event</li> <li>Diary</li> <li>Letters/postcards</li> </ul>

