

# Tickhill Estfeld English Progression Map: Recounts

## Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> <li>• Informally recount incidents in own life to other children or adults and listen to others doing the same</li> <li>• Experiment with writing in a variety of play, exploratory and role-play situations</li> <li>• Write sentences to match pictures or sequences of pictures illustrating an event</li> <li>• Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'</li> <li>• Listen to other's recounts and ask relevant questions to find out more about the event being recounted</li> <li>• Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when</li> <li>• 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</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Discuss the sequence of events recounted in texts at a level beyond which they can read independently Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day</li> <li>• Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</li> <li>• Create simple timelines to record the order of events</li> <li>• Write narratives about personal experiences and those of others, in role (real and fictional)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• 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</li> <li>• Note the inclusion of relevant, but non-essential detail, to interest and engage the reader</li> <li>• Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours</li> <li>• Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</li> <li>• Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report</li> <li>• Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• 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</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• 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</li><li>• 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</li></ul> |
|--|---|