



Aston-on-Trent Primary School Recount Progression Map



Non-Fiction: Recounts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Informally recount incidents in own life to other children or adults and listen to others doing the same	Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.		Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events.		Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘As <i>he was running away he noticed... ‘</i> , possible supporting illustrations, degree of formality adopted and use of conjunctions.	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.
Experiment with writing in a variety of play, exploratory and role-play situations.	Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i> .		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 ensuring agreement in the use of pronouns			
Write sentences to match pictures or sequences of pictures illustrating an event.	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.		Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of conjunctions, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the..</i>			
Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading			Include recounts when creating paper or screen based information texts		Use the language features of recounts including formal language when recounting events orally.	Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through

to simple independent writing.			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.	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. 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. Use the language conventions and grammatical features of the different types of text as appropriate.
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