

## Non-fiction toolkit – Recount

N/YR Y1/2	Y3/4	Y5/6
<p><b>N/YR</b> 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 connectives e.g. first, then, after that, finally</li> </ul> <p><b>Y1/2</b></p> <p><b>Building on N/YR work:</b> Organise recounts in sequence:</p> <ul style="list-style-type: none"> <li>– <b>opening to describe</b> <i>When? Who? What? Where?</i> to create introductory sentences which capture the main event <i>Last Thursday afternoon Mrs James took us to the fire station to see the fire engines.</i></li> <li>– <b>a middle section to expand opening and describe events in detail</b> <i>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...</i></li> <li>– <b>a conclusion</b> 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...</i></li> </ul> <p><b>Use first person consistently:</b> we, us for shared experiences; I, me for personal experiences.</p> <p><b>Use past tense consistently and correctly.</b></p>	<p><b>Building on Y1/Y2 work:</b> Create well-crafted openings using complex sentences to capture reader’s attention.</p> <p>Organise text into paragraphs introduced with topic sentences.</p> <p>Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on:</p> <ul style="list-style-type: none"> <li>– <b>sequence events:</b> <i>firstly, secondly, later, etc...</i></li> <li>– <b>add information:</b> <i>also, additionally, furthermore, not only...</i></li> <li>– <b>change direction:</b> <i>but, however, although</i></li> <li>– <b>conclude and summarise:</b> <i>finally..., in the end..., at last...,</i></li> </ul> <p>Use <b>past tenses verb</b> appropriately <i>We climbed up the slope... (simple past); While we were climbing up the slope,... (continuous past); when we had climbed up the slope...(past perfect); We had been climbing up the slope while...(past perfect continuous)</i></p> <p>Create <b>1st person recounts</b> 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.</p> <p>Create <b>3rd person recounts</b> for <b>specific audiences</b> e.g. newspaper reports, police reports...</p> <p><b>Use sentences of different types and lengths</b> to vary the pace, combine information, create emphasis, effect:</p>	<p><b>Building on Y3/4 work:</b> Create recounts for a wide range of purposes with <b>varying degrees of formality</b> e.g. letters to friends; reporting facts accurately to inform others; an official police report</p> <p>Use recounts to <b>explore alternative points of view</b> e.g. from stories or linked to other subjects of the curriculum, writing in role as a character e.g. as an evacuee, a Roman soldier etc.</p> <p>Use <b>1st and 3rd persons</b> to recount and report, and as well as using past tense for narrating, experiment with using present tense, as in a sports commentary – <b>explore the effects of changing from one tense to another.</b></p> <p>Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate <i>The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying</i></p> <p><b>Use direct and reported speech appropriately:</b> <i>‘Don’t put your fingers near the machinery’, said our guide; (direct) ...our guide told us to keep our fingers away from the machinery... (indirect/reported)</i></p> <p><b>Vary sentence structure, length and type:</b></p> <ul style="list-style-type: none"> <li>– <b>complex sentences</b> to combine information effectively: <i>we decided, without thinking about what might be inside, to force open the lid...</i></li> <li>– <b>sentences with lists of three:</b> <i>...then the box, the shelf and the chair all came crashing down...</i> – <b>Active and passive voices:</b> <i>Jack left the ladder where it was... but the gate had been fastened with a piece of wire...</i></li> <li>– <b>conditional and hypothetical</b> (if...then) sentences <i>If we had wanted (Had we wanted...) to take the dog with us, we could not have gone on the bus...</i></li> </ul>

<p><b>Use a range of time connectives and conjunctions</b> to sequence sentences <i>first, after that, when, but, then, so, or, because...</i></p> <p>Use <b>technical vocabulary</b> for accuracy <i>windscreen, siren, valve.</i></p> <p>Choose <b>adjectives and similes</b> to add detail and precision <i>brass nozzles, flashing blue light, as high as...</i></p>	<p>– <b>long and short sentences:</b> <i>We left the house full of energy and looking forward to trying out the raft for the first time 'Got it', he shouted...</i></p> <p>– <b>a variety of sentence openers:</b> <i>The beaver began chewing hungrily..., Hungrily, the beaver began chewing..</i></p> <p>– <b>Questions and exclamations:</b> <i>Why would he swim so close to the raft we wondered? Look out, or he'll start eating the rope!</i></p>	<p>– <b>Varied sentence openers...</b></p> <p>– <b>Questions and exclamations...</b></p>
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