



CREATING RECOUNTS

- 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
- Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, composing a biographical account based on research or describing a person from different perspectives
- When planning writing, select appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types
- Use language conventions and grammatical features of the different types of text as appropriate

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CREATING RECOUNTS

- 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 he was running away he noticed...'
- Use language features of recounts including formal language when recounting events orally
- Write recount 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

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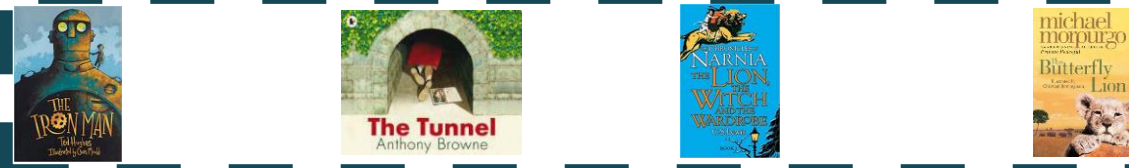


CREATING RECOUNTS

- Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events
- 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 reports ensuring agreement in the use of pronouns
- Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of conjunctions, such as *meanwhile*, *following*, *afterwards* and including detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the...*
- Include recounts when creating paper or screen based information texts

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CREATING RECOUNTS

- Describe incidents from own experiences using sequencing words such as *then*, *after that*. List to other's recounts and ask relevant questions
- Read personal recounts and begin to recognise generic structure – ordered sequence of events, use of words like *first*, *next*, *after*, *when*.
- Write simple first person recounts linked to topics of interest or personal experiences. Maintain consistency in tense and person

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CREATING RECOUNTS

- Informally recount incidents in own life and listen to others giving recounts
- Write sentences to match pictures or sequences of pictures illustrating an event
- Create shared recounts with an adult such as retelling, substituting or extending, leading to simple independent writing

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LANGUAGE FEATURES – recounts are often but not always:

- Written in the past tense
- In chronological order, using conjunctions that signal time
- Focused on individual or group participants, for example, in first person: *I*, *we*, or third person: *he*, *she*, *they*

PROGRESSION –

- Speaking and listening coming before writing
- Teacher modelling and scribing coming before children's independent writing
- Increased understanding the form and features of the text type
- Increased manipulation of these elements to create various text-types for different purposes
- Increased complexity, such as length, obscurity of task, adding additional features such as diagrams
- Increased ability to evaluate texts and their own work