

Recount – Experiences, diary, police reports, sports reports

Year	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organized in groups. Ideas organized in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	The report is well constructed and answers the readers questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Variation in sentence structures e.g. While we watched the sea-lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position



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					Use emotive language to show personal response e.g. fabulous, showcase inspired me to....		e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...
Useful Vocabulary		First Next After Finally The best part was The worst part was I liked I didn't like	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Later on... Before long.. At that very moment.. At precisely... When this was complete... I was gripped by.. I felt overwhelmed when.. I was personally affected by... This has changed how I feel about...	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash.. Presently Meanwhile In conclusion The experience overall..	They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...
Word Classes		Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense.	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.



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		<p>Simple past tense 'ed'</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Join words and sentences using and/then.</p> <p>Tense</p> <p>Simple past tense 'ed'.</p>	<p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb.</p>	<p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>
Punctuation							

