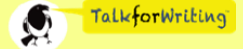


Recount Toolkit



Nursery/Reception	Y1/2: as in N/R & ...	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To recount an event:			
<ul style="list-style-type: none"> Tell the reader where you went or what you did: Yesterday, we went to the zoo. Tell people the order in which you did things by using time openers: First, ... Next, ... After that, ... Finally, ... Describe what you saw: First, we saw a snake. Talk about what images and objects looked like using adjectives (describing words): First, we saw a <u>long</u> snake. Talk about what you liked: I liked the pandas best. They were funny. 	<ul style="list-style-type: none"> Choose key events that will interest or engage the reader – don't include everything! Put the events in the correct order using time adverbials: First, ... Next, ... Then, ... After that, ... Finally, ... Write about what happened, using verbs in the past tense: went, arrived, climbed, ate, etc. Help the reader picture what happened with carefully chosen adjectives, the <u>ginormous</u>, <u>wooden</u> drawbridge Hint how you felt about the events through carefully chosen verbs: We <u>raced</u> up the spiral staircase Add your own comments: I thought the hippos looked amazing because ... Write from your point of view, using first person pronouns: I/me; we/us (for biography writing use 3rd person consistently: he/she; they/them) <p>For news articles:</p> <ul style="list-style-type: none"> Create a snappy headline to engage the reader: Witch Outwitted Write about what has happened to others using the third person: <u>She</u> arrived at <u>her</u> grandmother's cottage ... 	<ul style="list-style-type: none"> Address the reader using the pronoun 'you': <u>You</u> will never guess where... Zoom in on the important events and move the action forward through fronted adverbials: Whilst, ... Later on, ... That afternoon, ... Eventually, ... Meanwhile, ... Bring the description alive through similes: the road twisted like a corkscrew Add authenticity by using specific names of people or places: Our guide, <u>Mr. Jenkins</u> showed us around <u>Knowle House</u>. Include what other people said or thought about what happened: Mrs. Cater said that she enjoyed ... Drop in asides, thoughts and relevant details through relative clauses or parenthesis: The castle, which was a bit of a ruin really, was ... <p>For news articles:</p> <ul style="list-style-type: none"> Hook and intrigue the reader by creating an interesting or catchy headline through rhyme, alliteration or word play: Boy ... Box ... Baffled! Look ahead to what might happen next by using the present tense appropriately: With residents in uproar, the police are now looking for Kazam's travelling circus that vanished without a trace. 	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect: <ul style="list-style-type: none"> formal and professional for a police witness report formal and friendly when recounting facts for friends informal and chatty for diary entries. Entertain the reader by writing about fascinating, surprising, unusual or funny things. Weave in subject-specific and technical vocabulary where appropriate to add precision and accuracy to the description, The tractors ran on <u>diesel</u> fuel and had specially designed <u>caterpillar tracks</u> to climb the steep <u>inclines</u> left by the <u>quarrying</u> ... Add authenticity to the recount by including direct or reported speech: Despite his efforts, the next thing I heard was a shout of, "Coward!" from Tybalt and then the mutterings of disbelief from the crowd. <p>For news articles:</p> <ul style="list-style-type: none"> Hook the reader/listener throughout news articles/flashs by being pacy and adding engaging detail: The council is concerned that this could lead to dragon infestation. Further updates in the six o'clock news.

Recount – structure



Nursery/Reception	Y1/2: as in N/R & ...	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To structure a recount:			
<ul style="list-style-type: none"> Compose a series of simple sentences that tell the reader about what happened, what you did or what you saw. Describe things in the order you saw or did them, using the time openers: <ul style="list-style-type: none"> First, ... Next, ... After that, ... Finally, ... 	<ul style="list-style-type: none"> Use a simple title: Our trip to the zoo <p>Beginning</p> <ul style="list-style-type: none"> Set the scene by telling the reader: <ul style="list-style-type: none"> when it happened, e.g. Last week, who was there, e.g. our class where you went, e.g. went to the zoo what you went to do, e.g. to learn about animals. <p>Middle</p> <ul style="list-style-type: none"> Write about what happened, what you did, what you saw and what you learned: First, we saw the tractors. They had enormous wheels. Add in any personal feelings: It was really exciting! <p>End</p> <ul style="list-style-type: none"> Add in a personal feeling: What a great day! I am really looking forward to my next adventure. <p>For news articles:</p> <ul style="list-style-type: none"> Hook the reader in one pacy sentence telling the reader the who/what/where/ why/when of the latest news: Yesterday, local lumberjack hero Jim Stevenson was awarded a medal at the palace for his bravery in rescuing Little Red Riding Hood from the jaws of a terrifying Wolf. 	<ul style="list-style-type: none"> Use an interesting title to catch your reader's interest: Bristol Zoo – the bee's knees! <p>Beginning</p> <ul style="list-style-type: none"> Set the scene by summarising the day, including when, who, where, what, why. This could include a personal reflection: What an amazing day! <p>Middle</p> <ul style="list-style-type: none"> Write about the event from your perspective: I couldn't believe that ... Keep the events in the correct order. You might separate each event in a new paragraph. <p>End</p> <ul style="list-style-type: none"> Talk to the reader by using <i>you</i> and suggest why they might be interested in the event: You must buy tickets as you will love the artwork on display! <p>For news articles:</p> <ul style="list-style-type: none"> Hook and intrigue the reader by creating an interesting or catchy headline through rhyme, alliteration or word play: Boy... Box... Baffled! Include key details of the backstory in the middle paragraph. 	<ul style="list-style-type: none"> Manipulate the organisation of your writing to suit the audience: a postcard, letter, diary, autobiography, newspaper report, science experiment, etc. Experiment with flash backs and forwards: As I jumped from the plane, I pictured how all this had begun ... Consider how you may feature other non-fiction purposes, such as paragraphs of explanation and information based on what happened as part of the event. Consider how other purposes can be incorporated as part of the main text or as additional asides. <p>For news articles:</p> <ul style="list-style-type: none"> End with a pointer that suggests how the news story may continue or how readers may help: If you have any information on the identity of the two criminals, please contact your local police station.