

## Recount- experiences, diary and reports

### Year 1

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas grouped together for similarity.</p>	<p>How words can combine to make sentences.</p> <p>How and can join words and join sentences.</p>	<p>First...</p> <p>Next...</p> <p>After...</p> <p>Finally...</p> <p>The best part was...</p> <p>The worst part was...</p> <p>I liked...</p> <p>I didn't like...</p>	<p><u>Noun</u> Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun.</p> <p><u>Verbs</u> Ending added to verbs where there is change to the root. Simple past tense "ed"</p> <p><u>Adjectives</u> Add "er" and "est" to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and.</p> <p><u>Tense</u> Simple past tense "ed"</p>	<p>Separation of words with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names.</p> <p>Read words with contractions.</p>

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### Year 2

Text structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the past tense eg. I went... I saw...</p> <p>Correct choice and consistent use of present tense or past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming / he was shouting.</p>	<p>Subordination using when, if, that, because.</p> <p>Co-ordination using or, but, and.</p> <p>Sentences with different forms: statement and exclamation.</p> <p>Expanded noun phrases for description and specification.</p>	<p>Afterwards...</p> <p>After that...</p> <p>When...</p> <p>Suddenly...</p> <p>Just then...</p> <p>Next...</p> <p>Much later...</p> <p>I found it interesting when...</p> <p>I didn't expect...</p>	<p><u>Noun</u> Form nouns using suffixes. Expanded noun phrases for description. Add "es" to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add "es", "ed" and "ing" to verbs.</p> <p><u>Adjectives</u> Add "er" and "est" to adjectives where no change is needed to the root word.</p> <p><u>Conjunctions</u> Subordination- when, if, that, because, Co-ordination- or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past or present tense.</p> <p><u>Adverbs</u> "ly" added to adjective to form adverb.</p>	<p>Capital letters, full stops, exclamation marks and question marks used to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spellings.</p>

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### Year 3

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the past tense.</p> <p>A closing statement to summarise the overall.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as, etc.</p> <p>Tense consistent eg. modal verbs can/will</p> <p>Adverbials Eg. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week...</p> <p>During our school trip...</p> <p>Soon...</p> <p>Meanwhile...</p> <p>To begin with...</p> <p>I was pleased that...</p> <p>I didn't expect that...</p> <p>It was difficult to...</p>	<p><u>Noun</u> Form nouns using prefixes such as super-, anti-, auto-.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of "the".</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense.</p> <p><u>Adverbs</u> Express time and cause; then, next, soon.</p>	<p>Consolidate all previous learning.</p>

# Year 4

## Recount- experiences, diary and reports

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition.</p> <p>Fronted adverbials to vary sentence structures.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Later on...</p> <p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by...</p> <p>I felt overwhelmed...</p> <p>I was personally affected by...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use of past tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase. Use fronted adverbials with commas.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Use of commas after fronted adverbials.</p>

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