

# Recount



Quality First Education Trust

## 1

## Recount

Text Type & YG	Personal Recount – Y1
Purpose	Retelling an activity or event that is important to the author
Audience	Someone who wants to be entertained or informed by an event

## Text Features

Structure	Title Series of events Closing Sentence
Language	Adverbs of time Descriptive language
Grammar	Capital letter and full-stops
Composition	First or third person Couplets expanded with how, why or where Additional detail from previous sentence

## Progression

Builds Upon	R: Recounts
Converges With	Y1: Narrative Y1: Explanation
Leads to	Y2: Recounts Y2: Narrative Y2: Explanation

Fred's day out

First Fred was sitting on the radiator. He was feeling bored.

Then he went out the door. He was excited.

After he got to the river bridge and he had some lunch. He had fish and chips.

Then he got in a rowing boat. The rowing boat was big and red.

Finally, Fred decided to go home. He was tired.

Fred had a really fun day out.

# 2

## Recount

Text Type & YG	Personal Recount – Y2
Purpose	Retelling an activity or event that is important to the author
Audience	Someone who wants to be entertained or informed by an event

### Text Features

Structure	Title Introductory Couplet (5W1H) Series of events Closing Sentence
Language	Adverbs and adverbials of time Expert Language (of field being described) Descriptive language
Grammar	Capital letters and full stop Multi-clause sentences
Composition	First or third person Ideas expanded with how, why or where Additional detail from previous sentence

### Progression

Builds Upon	Y1: Narrative Y1: Explanation
Converges With	Y2: Recounts Y2: Narrative Y2: Explanation
Leads to	Y3: Recounts Y3: Narrative

### Trip to the Natural History Museum

On Monday, Year 2 went on a fascinating school trip to the Natural History Museum in London. What a great day we had!

At the start of the day we took the Underground from Clapham Common. We needed to take the Northern Line and I felt a bit nervous because I had never been on the tube before.

When we got to South Kensington, we went into the museum. The museum was huge and it was so exciting to look at.

After we went up the big stairs, we saw huge dinosaur bones. The dinosaur was a t-rex and it's called a skeleton.

Then we had our lunch in a big room with other school children. I had a packed lunch with cheese sandwiches, fruit and a Penguin biscuit. My lunch was delicious!

When it was time to go home we got back on the tube and we walked back to school. I was so tired I nearly fell asleep on the train.

All in all, we had a great day at the Science Museum and I hope we get to go again soon.

## 3

## Recount

Text Type & YG	Personal Recount – Y3
Purpose	Retelling an activity or event that is important to the author
Audience	Someone who wants to be entertained or informed by an event

## Text Features

Structure	Title Introduction (GSV : S=5W1H) Series of events Closing paragraph (VSG)
Language	Adverbial clauses of time/reason Expert Language (of field being described) Descriptive language
Grammar	Capital letters and full stop Multi-clause sentences
Composition	First or third person Each sentence expanded with how, why or where Additional detail from the detail grid

## Progression

Builds Upon	Y2: Recounts Y2: Narrative Y2: Explanation
Converges With	Y3: Recounts Y3: Narrative Y3: Explanation
Leads to	Y5: Recounts Y5: Narrative Y5: Explanation

### The British Museum – Year 3

School trips are always great fun! On Monday, Year 3 went on a fascinating school trip to the British Museum in Bloomsbury. If you are a historian, you would love this trip!

The day began when we took the train from Clockhouse Station. This train took us right into the centre of London. The journey was about half an hour but we didn't get bored because we sang songs and talked to our friends.

As quick as we could, we arrived in Bloomsbury and we swiftly made our way into the museum. The building looked like a Greek temple because it has columns and a triangular roof, just like the building we learnt about in our History Class. There were also lots of Greek artefacts in the Museum too!

Because we were learning about the Romans, we went straight to the Rosetta Stone. The Rosetta stone is a really famous stone that has three different languages on it. It helped people to understand Egyptian Hieroglyphics. I thought it was fascinating but my friend said, 'that's just a big rock'.

After looking around at lots of fascinating exhibits, we had to head back to school to make sure we got home on time. I thought that I would like to stay for longer because there was so much to see.

All in all, we had such a great day at the British Museum and I hope that I get to go back there again. The Museum is a wonderful place for a school trip. I cannot wait to find out where we will go next!

## 4

## Recount

Text Type & YG	Impersonal Recount – Y4
Purpose	Retelling an activity or event that is important to the author
Audience	Someone who wants to be entertained or informed by an event

## Text Features

Structure	Title Introduction (GSV : S=5W1H) Series of events Closing paragraph (VSG)
Language	Adverbial clauses of time/reason Expert Language (of field being described) Descriptive language
Grammar	Multi-clause sentences
Composition	Third person impersonal Each sentence expanded with how, why or where Additional detail from the detail grid

## Progression

Builds Upon	Y3: Recounts Y3: Narrative Y3: Explanation
Converges With	Y4: Narrative Y4: Explanation
Leads to	Y5: Recounts Y5: Narrative Y5: Explanation



### The British Museum – Year 4

School trips are always great fun! On Monday, Year 4 went on a fascinating school trip to the British Museum in Bloomsbury. Historians would love this trip!

The day began when the children from Churchfields School took the train from Clockhouse Station. This train took the children right into the centre of London. The journey was about half an hour but they didn't get bored because the pupils sang songs and talked to their friends.

As quick as they could, The Year 4s arrived in Bloomsbury and they swiftly made their way into the museum. The building looked like a Greek temple because it has columns and a triangular roof, just like the buildings that are learnt about in History lessons. There were also many Greek artefacts in the Museum too!

Because they were learning about the Romans, the classes went straight to the Rosetta Stone. The Rosetta stone is a really famous stone that has three different languages on it. It helped people to understand Egyptian Hieroglyphics.

After looking around at lots of fascinating exhibits, the children had to head back to school to make sure they got home on time. Many children wanted to stay for longer because there was so much to see.

All in all, Year 4 had such a great day at the British Museum and many children hope to go back there again. The Museum is a wonderful place for a school trip to learn about history. School trips are such a fun way to learn!

## 5

## Recount

Text Type & YG	Present Tense Personal Recount – Y5
Purpose	Retelling an activity or event that is important to the author
Audience	Someone who wants to be entertained or informed by an event

## Text Features

Structure	Title Series of paragraphed events Conclusion/suspense
Language	Adverbial clauses of time/reason Expert Language (of field being described) Descriptive language
Grammar	Multi-clause sentences Range of punctuation
Composition	First Person present tense Additional detail from the detail grid

## Progression

Builds Upon	Y4: Recounts Y4: Narrative
Converges With	Y5: Narrative Y5: Explanation
Leads to	Y6: Narrative Y6: Explanation

### My First Performance

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu: thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be ok – nothing could possibly go wrong – I have been training for this since the age of three.

Bulky men with headsets and clipboards keep ushering me into the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline is circling its way around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage entrance with the whole *quer de ballet* behind me and slowly took a shaky, deep breath. The stage was like a lit up arena waiting to be danced on. The crowd, which seemed to consist of about a million people, erupted as I walked on to stage. I gave a little smile, and began to dance.