

To retell events that happened to you.

## Recount

1<sup>st</sup> person/  
specific  
participants

### A trip to 'The Eden Project.'

Setting the scene:  
who?  
what?  
when?  
where?

Last Friday, **our class** travelled in the school bus to visit the Eden Project in Cornwall.  
It was a **long** ride to get there so we had to be at school an hour early, at eight o'clock.  
**We** brought our breakfast to eat on the bus.

adjectives  
and  
adverbs  
add detail

paragraphs  
help to  
separate  
out the  
different  
events /  
periods of  
time

When we arrived at the Eden Project, we could tell it was a **huge** attraction by the size of the car parks, which were **carefully** laid out and named after fruits - we were in Plum Car Park. As we walked down, we could see the Eden Project buildings - two **enormous plastic** domes, built in a dip in the ground.

past tense

things that  
happened in  
time order -  
chronologica  
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Mrs Jeffries **told** us they were **called** 'biomes' and the dip used to be a claypit, where men had **dug** out the clay to use for making pots. We **spent** our morning going round and biomes, looking at the plants. One is kept very **warm** inside and filled with tropical plants like rubber trees, bamboo, spices, coconuts and pineapples. There are also displays of buildings and gardens from tropical countries. The other biome is not so warm and among the plants there are oranges, lemons, grapes and olives.

Time  
connectives

examples

We had our lunch in the exhibition centre, where we watched a video about 'The Making of Eden'. The Eden Project was built to show how men and plants depend upon each other and it cost millions of pounds to build. Next we had a talk about the plants. A lady explained how you get cocoa beans and cocoa milk from a pod and use them to make chocolate.

closing  
statement  
/conclusion

We were allowed to look in the shop and spend two pounds. I bought some stickers and a postcard of a man building the biomes. Finally, it was time for the long ride home.  
We were back by half past three, just in time for the bell.

## Writing a Recount - Lower Key Stage 2

- Does my opening paragraph tell the reader what, where, who, when?
- Have I told the reader about the important events in the right order?
- Have I given the reader extra information about anything interesting, funny or strange?
- Have I written about how people felt and what they said? *The class was just amazed. Mrs Caitlin said, "I don't like the look of that!"*
- Does my final paragraph sum up the most important feelings or thoughts? *The match had proved that Year 5 could challenge the very best!*
- Have I used some time language like *after, first, then, meanwhile, later?*
- Have I used some adjectives, adverbs and powerful verbs to create a picture in the reader's mind?
- Have I used the past tense?



## Writing a Recount - Upper Key Stage 2

- Does first paragraph tell the reader who, when, where and what?
- Have I told the reader why it is worth reading? *The events that led up to David Beckham becoming Britain's most famous footballer are fascinating.*
- Have I written about events in the right order?
- Have I used paragraph breaks to separate the events?
- Does my final paragraph sum up the recount and evaluate the events? Which events were most important / interesting / valuable / exciting?
- Have I commented on the events? *It was so interesting ...*
- Have I used a variety of different sentences? **Short** for impact, **longer** to clarify information or add detail.
- Have I used time connectives like *after, subsequently, meanwhile, later*?
- Have I described the events (by using powerful verbs, adjectives adverbs) so that the reader can imagine and visualise them?
- Have I used the right **level of formality** for the audience?  
  
For a friend → *It was a total disaster for our team!*  
For an unknown reader → *The match had gone badly for the football team.*
- Have I tried to use first or third person and the past tense all the way through?