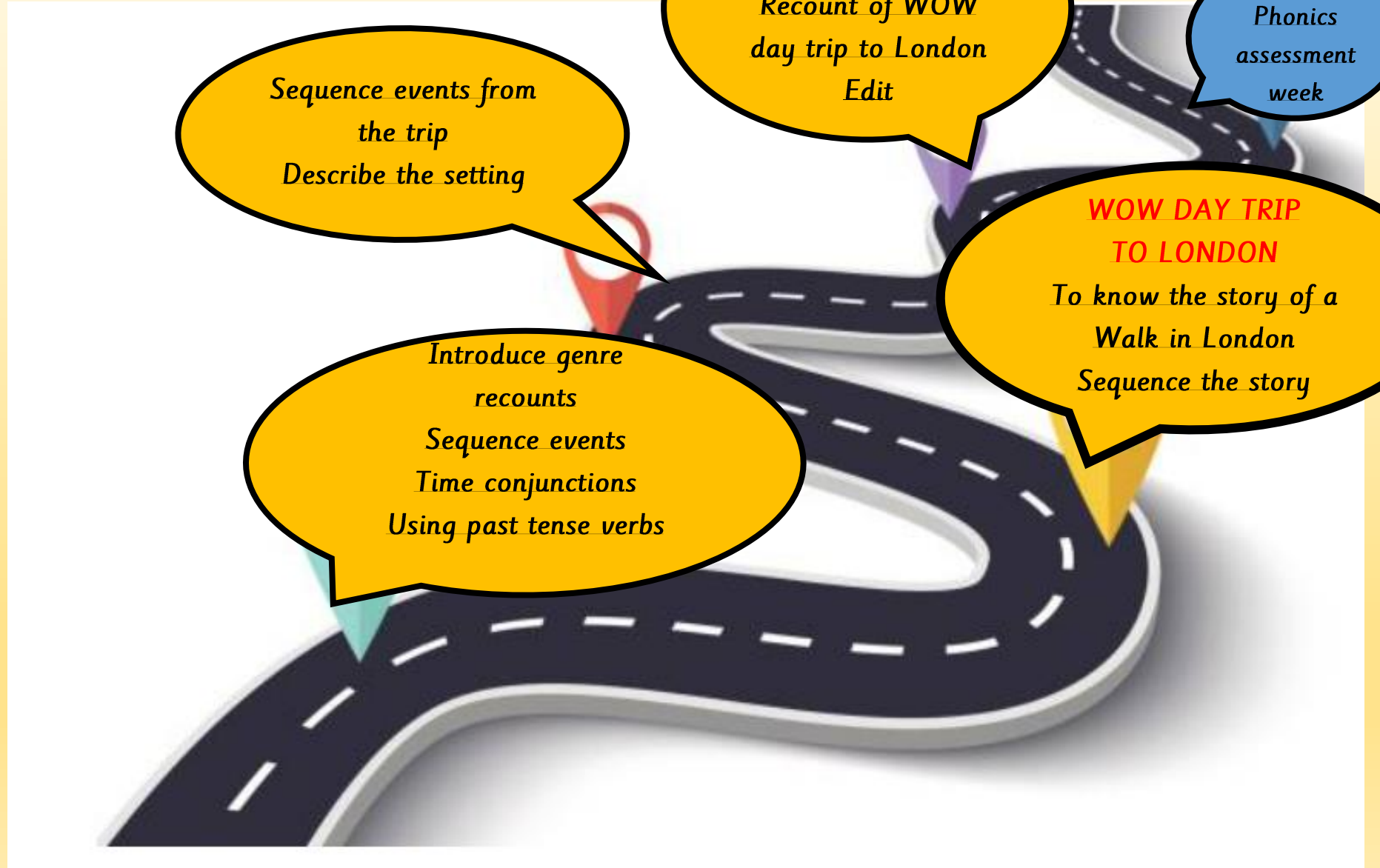


Our English Learning Journey



Key vocabulary:

Recount

London

Setting description

Past tense verbs

Time conjunction

Adjectives

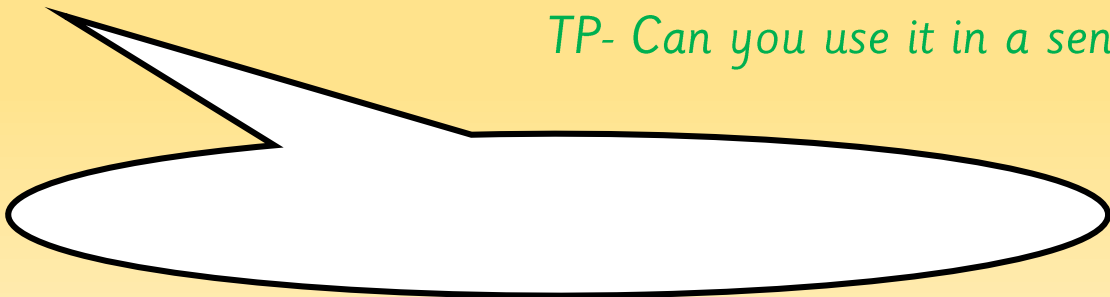
Verbs

valuable

Definition: something that is worth a lot of money.

'The crown jewels are very valuable.'

TP- Can you use it in a sentence?



Picture



Monday 6th May 2024

BANK HOLIDAY

Tuesday 7th May 2024



LQ: Can I build upon the contribution of others?



Steps to success

I can use my recount plan to orally rehearse event from my trip.

I can build my ideas on my peer's contributions.


I can vocalise my ideas in full sentences




Star words



recount

Recount Writing Mat 

When Monday Tuesday Wednesday Thursday Friday Saturday Sunday At the weekend Last week Last Month	Where Home Park Shops Cinema Restaurant Seaside	Who Mum Dad Brother Sister Friend
What Played Watched Ate Danced Shopped Went to read	PAST TENSE IT ALREADY HAPPENED!!  Firstly Next Then After that Later Finally	I am writing in the... 1st person I me we I dropped my ice cream on the floor!

shared write

Today we worked as a whole class to create a WAGOLL example of a recount. We realized the features that should be included when writing a recount and used the recount plan that we created to help us. We ensured that we articulated our sentences in full sentences and then vocalized to our class teacher how she should write them.

must haves

Writing Checklist

Writing/genre focus: Recount

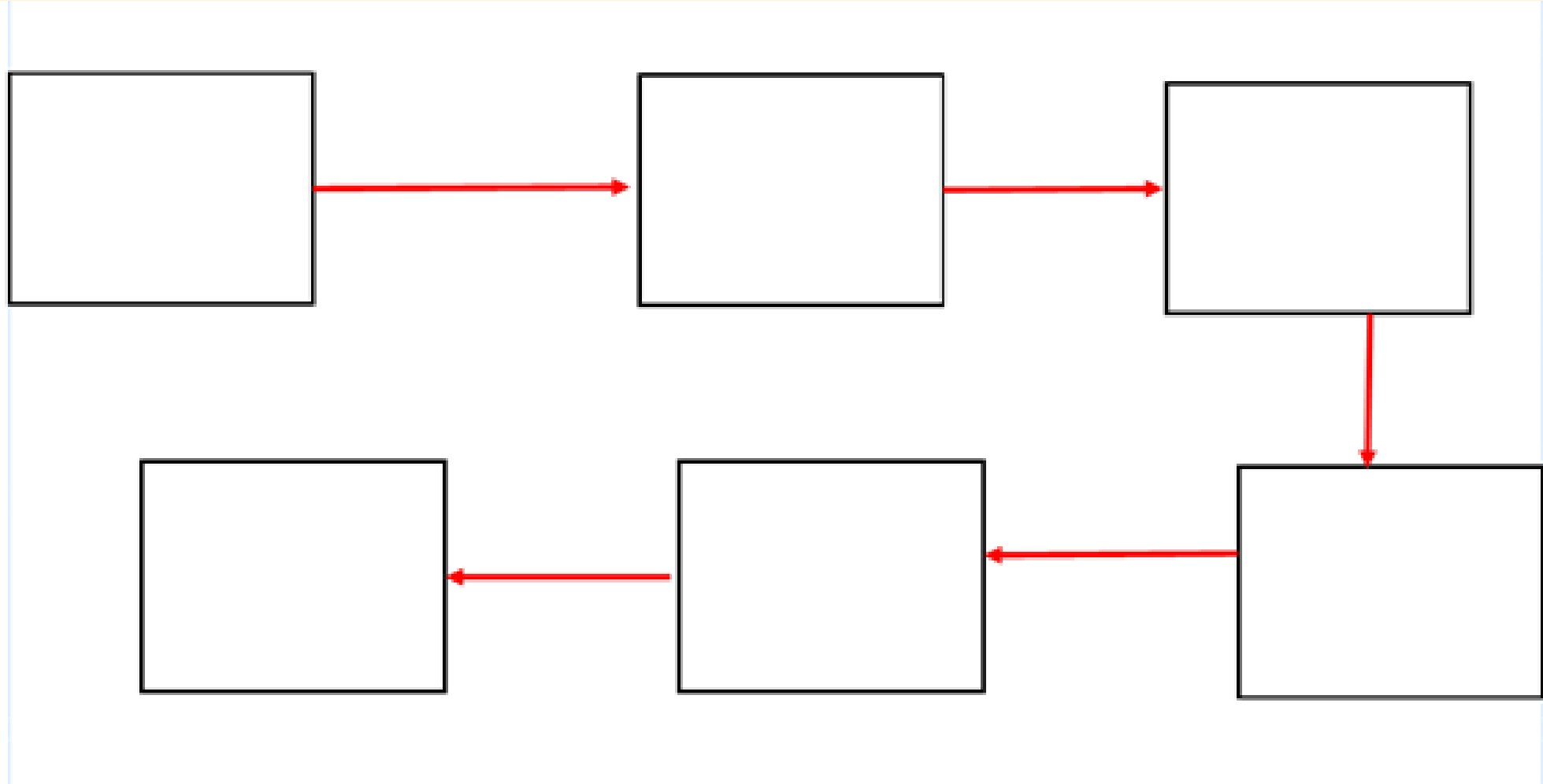
- *When, Where, Who*
- *Sequenced events*
- *Past tense*
- *Time conjunctions*
- *First person*
- *Senses*



LQ: Can I build upon the contribution of others?

Tuesday 7th May 2024

Lets recount the experience together.



TP – What are the features of a recount?

Recount Writing Mat

When
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
At the weekend
Last week
Last Month

Where
Home
Park
Shops
Cinema
Restaurant
Seaside

Who
Mum
Dad
Brother
Sister
Friend

What
Played
Watched
Ate
Danced
Shopped
Went to read

PAST TENSE
IT ALREADY HAPPENED!!

I am writing in the... 1st person
I me we
I dropped my ice cream on the floor!

Firstly Next Then After that Later Finally

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

Self assessment

Do you know the features of a recount?



Your task:

Lets use our story map to write a recount about our trip to London as a class.

Remember we must use our must haves from our writing checklist

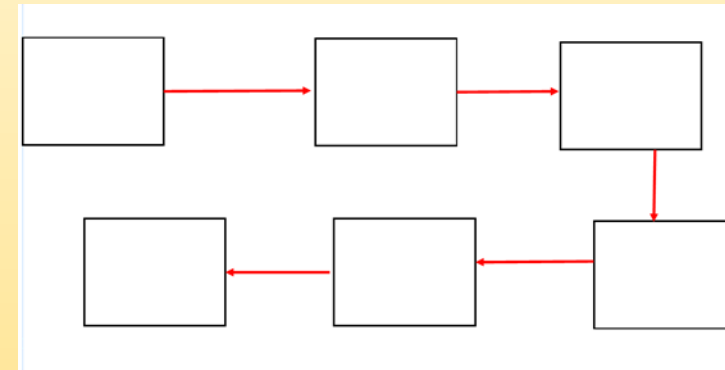
Today we worked as a whole class to create a WAGOLL example of a recount. We vocalized the features that should be included when writing a recount and used the recount plan that we created to help us. We ensured that we articulated our sentences in full sentences and then vocalized to our class teacher how she should write them.

Lined writing area for the student to write their recount.

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses



Self Assessment

Do you understand what your task is?



*Wednesday 8th and
Thursday 9th May 2024*

Recap – Using the correct tense

Sing along to the tense rap!

<https://www.youtube.com/watch?v=bMVqZdtmaOk>

TENSE!



LQ: Can I write a recount?



Steps to success

I can sequence the events in the correct order.

I can write in the first person.

I can write using the past tense.

I can use time conjunctions to sequence events.

Star words

recount

plan

must haves

Recount Writing Mat

When
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
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Last week
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Where
Home
Park
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Cinema
Restaurant
Seaside

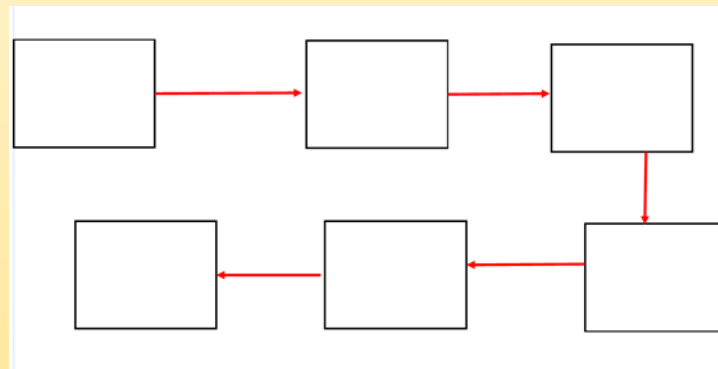
Who
Mum
Dad
Brother
Sister
Friend

What
Played
Watched
Ate
Danced
Shopped
Went to read

PAST TENSE
IT ALREADY HAPPENED!

I am writing in the...
1st person
I me we
I dropped my ice cream on the floor!

Firstly Next Then After that Later Finally



Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

write



TPs- What did we do in our last English lesson?

TPs- What features of a recount did we include?

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

Today we worked as a whole class to create a WAGOLL example of a recount. We realised the features that should be included when writing a recount and used the recount plan that we created to help us. We ensured that we articulated our sentences in full sentences and then vocalised to our class teacher how she should write them.

LQ - Can I write a recount?

Wednesday 8th - 9th May 2024

Today you will be using your recount plan to write your recount of your visit to London.

TPs- What does a good recount need?

As it is a personal recount, we use the personal pronoun 'I'

Time conjunctions: are used to help sequence the recount

Last Wednesday I went on an exciting trip to London with my class and the teachers. I felt so excited!

First we walked to the bus stop to get on the 109 bus to Norbury train station. While we were waiting for the train, I saw fast trains go past. They were very loud and made rumbling sounds.

Next I rushed to get on the crowded train to Clapham Junction. When we got off at Clapham Junction, we had to rush to catch our train to Waterloo station. It was manic but we made it. Waterloo station was so busy! I heard people chatting and the sounds of the trains. Then I went on a boat cruise on the cold River Thames. I felt the cold wind on my face. I was amazed to see the enormous landmarks. I saw Big Ben and the Shard! After that it was lunchtime. As I sat down to eat, I smelt the food from fish and chip shop. I ate my lunch and it tasted yummy. I felt so tired but we had more fun things to do.

Eventually I went on the gigantic London Eye! It was fantastic to be so high up and see London from an aerial view. I saw so many tall, shiny buildings and the people looked so small. Finally, we made our way back to school.

Introduction: When the experience happened.

Where and who: Where you went and who with.

What you did: all the fun things you did.

As it happened in the past, we use past tense verbs.

Self Assessment
Do you know WAGOLL?





SHARED WRTE

*TPs- What do I need to write at the beginning of my
recount?*

Let's look at our recount plan. Help me use the first picture to write the first sentence.

First

Next

Then

After that

Finally

Your task:

Today you are going to begin your recount using all of the skills you have learnt this half term. **Remember your 'Must Haves'!**

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

Teacher to model using the plan to create a short narrative in their books.

Recount Writing Mat

When
Monday
Tuesday
Wednesday
Thursday
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At the weekend
Last week
Last Month

Where
Home
Park
Shops
Cinema
Restaurant
Seaside

Who
Mum
Dad
Brother
Sister
Friend

What
Played
Watched
Ate
Danced
Shopped
Went to read

PAST TENSE
IT ALREADY HAPPENED!

1st person
I am writing in the...
I me we
I dropped my ice cream on the floor!

Firstly Next Then After that Later Finally

Self assessment

Do you understand the task?



Thursday 9th May 2024



LQ: Can I write a recount?



Steps to success

I can write about events sequenced in the correct order.

I can write in the first person.

I can write using the past tense.

I can use time conjunctions to sequence events.

Star words

recount

Recount Writing Mat

When
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
At the weekend
Last week
Last Month

Where
Home
Park
Shops
Cinema
Restaurant
Seaside

Who
Mum
Dad
Brother
Sister
Friend

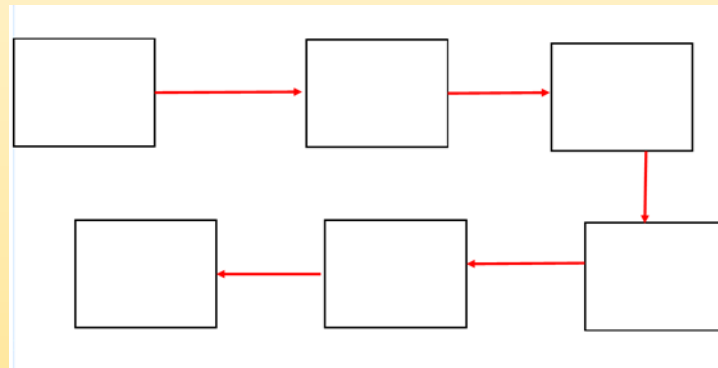
What
Played
Watched
Ate
Danced
Shopped
Went to read

PAST TENSE
IT ALREADY HAPPENED!

I am writing in the...
1st person
I me we
I dropped my ice cream on the floor!

Firstly Next Then After that Later Finally

plan



must haves

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

write





Lets write a sentence about this picture including the must haves.

Use your plan.

First

Next

Then

After that

Finally



Lets write a sentence about this picture including the must haves.

Use your plan.

First

Next

Then

After that

Finally



Lets write a sentence about this picture including the must haves.

Use your plan.

First

Next

Then

After that

Finally

Your task:

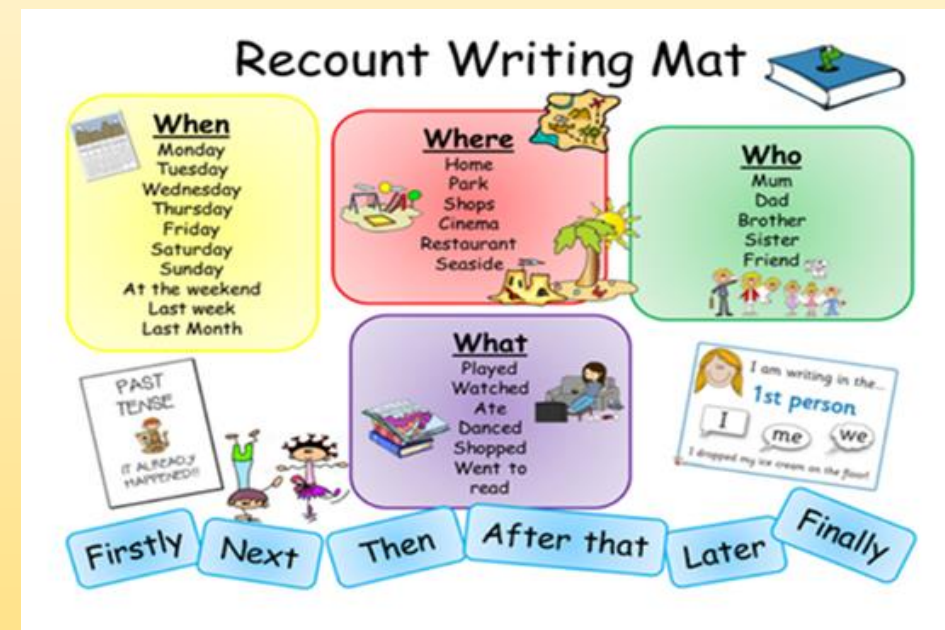
Today you are going to finish off your recount using all of the skills you have learnt this half term. **Remember your 'Must Haves'!**

Writing Checklist

Writing/genre focus: Recount

- When, Where, Who
- Sequenced events
- Past tense
- Time conjunctions
- First person
- Senses

Teacher to model using the plan to create a short narrative in their books.



Self assessment

Do you understand the task?



Friday 10th May 2024

Recap – Vowels

Sing along to the vowel song!

<https://www.youtube.com/watch?v=uiB4qimPvw4>

This is the vowel song.

u



LQ: Can I edit and improve my work?



Steps to success

I know what editing means.

I know why editing is important.

I can use my teacher's marking to inform my teaching.



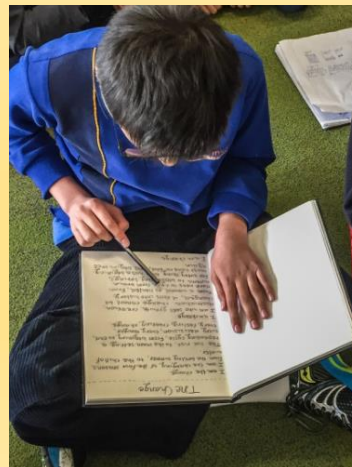
Star words



all about ducks
ducks live in wet places
that have ponds or small
lakes. They need a habitat
^{also} vegetation
with water plants


edit

re-read



Yesterday you wrote your recounts.

TPs – What features did you include in your recount?

Purpose: To write a recount	Me/ Peer	CT
• To write events in the correct order.		<input checked="" type="checkbox"/>
• To write in the past tense.		<input checked="" type="checkbox"/>
• To use time conjunctions.		<input checked="" type="checkbox"/>
• To use the personal pronoun 'I'.		
My next step:  Correct your sounds. Correct your spelling.		







Here is a 'must haves' grid.

I have ticked what I think you included in your writing but you must tick what you think you put in your writing.







You can agree or disagree with me by ticking the same boxes or not ticking the same boxes.

Our marking symbols

TP: What do these signs mean?

	A
	
	
	
	
	sup

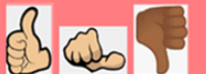
LQ - Can I edit and improve my work?

	A triangle on top of letter means: Change to a capital letters
	A circle means: add missing punctuation.
	Underline of a sound in a word means: incorrect sound
	highlight of a word means: Incorrect spelling
	An omission means: missing word(s)
	Add sound buttons/ dots and dashes if a pupil needs support writing a previously taught decodable word

Today you are going to edit your work. Editing is when you re-read your work back and correct your mistakes. It helps create a final good example of writing.

Self assessment

Do you know what editing means?



Marked edited work.

Granpa
cherries
Miss Green
ball
school
gotcha smile

Clarine first day at her
New school and she was
there. Nettles.

This morning it started
with painting.

Clarine had a ^{piece} of ^{Red}
shinny cherries.

Clarine shot her gotcha smile at
Lisa.

Clarine said now I have a
friend.

Granpa said did it ^{work}
Yes said Clarine.

Improved piece of writing.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

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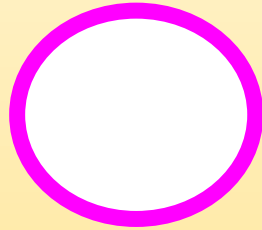
Published Work

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☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Supertato is a round and he is big.
He wears a red cape and a black mask.
He is good to the other vegetables. Supertato is
happy and kind. Helpful and brave and he
is strong. Evil Pea wears a red cape and
a black mask. Evil Pea is mean to the
other vegetables. Evil Pea chases the carrot and
broccoli cucumber. The unkind Pea is green
and round.

TPs- What do you do when you see this mark?

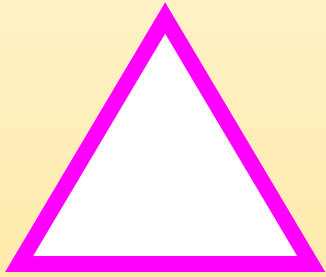


You have to add a

_____.



TPs- What do you do when you see this mark?



You have to add a

_____.



TPs- What do you do when you see this mark?



You have to add a

_____.



TPs- What do you do when you see this mark?

bekoz

You have to add a

_____.



Self assessment







Do you know how to write a recount?



Teacher to model how to edit on flipchart.

Task

Today we will edit our work by re-reading our short narrative and correcting the **pink for think** making sure we check the marking symbols. We will practice writing the incorrect word then write the new word above the incorrect word to edit.

	A triangle on top of letter means: Change to a capital letters
	A circle means: add missing punctuation.
	Underline of a sound in a word means: incorrect sound
	highlight of a word means: Incorrect spelling
	An omission means: missing word(s)
	Add sound buttons/ dots and dashes if a pupil needs support writing a previously taught decodable word

Self assessment

Do you understand the task?

