Spanish Armada Recount

Phase 1 Day 5

RECALL:

What are the features we have discovered about Historical recounts this week?

RECALL Answers:

What are the features we have discovered about Historical recounts this week?

- Fronted adverbial phrases
- Factual information in chronological order
- Causal conjunctions
- Dates
- Not opinionated
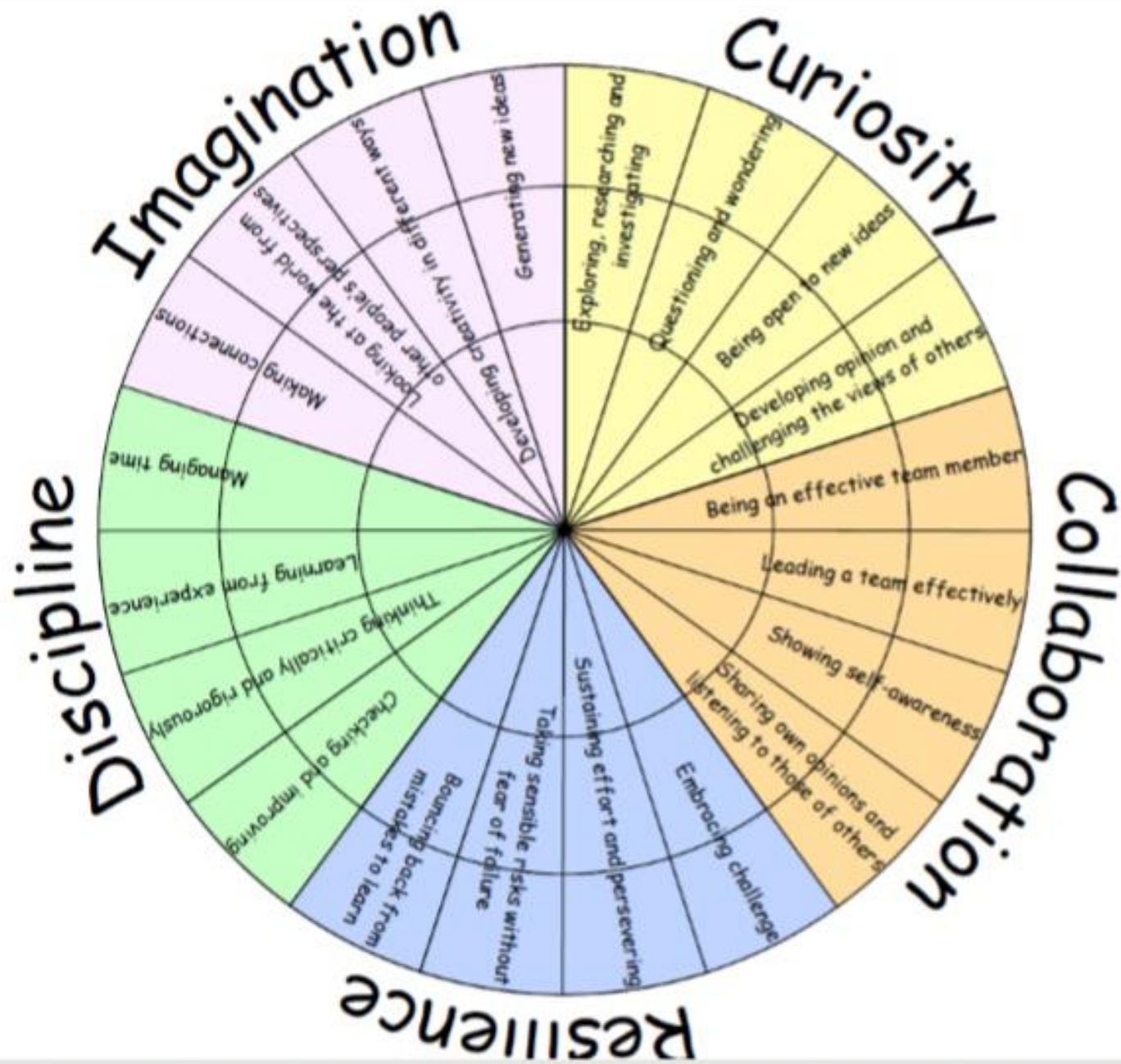- Some adjectives used for dramatic effect

LEARNING LADDER AND SKILLS:

Reading comprehender – page 4 VIII
I can identify the features of different text types

SKILLS:

Summarising

LEARNING HABITS:

Which learning habits do you think we will need to use today?

BLUEPRINT FOR THE STORY:

For the work today, you may want to use a table such as this, but you may organise it how you like.

PART OF THE TEXT	CONTENT	FEATURES
PART 1		
PART 2		
PART 3		
PART 4		

Main Task

In May 1588, Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

DEVELOPING A BLUEPRINT FOR WRITING:

Using summarising and sequencing – work out what happens in each part of the story

Let's try one together. (see next slide/page)

In May 1588, Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

Introduces the text by telling us answers to When, Where, Who, What and Why for example:

When – May 1588
Where – Spain/England
Who – King Phillip II of Spain
What – Wants to conquer England
Why – To become England's king

Features:
Fronted adverbials for time
Factual information
Adjectives (powerful)

At first, Queen Elizabeth I ignored the rumours of a Spanish invasion, but soon she came to realise the great danger the country was in and she made sure that England would be prepared for a battle. Eventually the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough, the English navy closed in and a great sea battle began. Once the battle began, it was obvious to the Spanish that they would be defeated.

You have a go – what happens in each part of the story/text?

Which features does the author use?

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Part 2 – Recount of events that took place in chronological order.

Features:
- Fronted adverbial phrases for time
- Factual information

Not only did the English sailors have stronger and more powerful ships, but they also made terrifying use of fire ships – boats that were deliberately set ablaze and then sent in amongst the Spanish fleet.

You have a go – what happens in each part of the story/text?

Which features does the author use?

Not only did the English sailors have stronger and more powerful ships, but they also made terrifying use of fire ships – boats that were deliberately set ablaze and then sent in amongst the Spanish fleet.

P3 – This section explains why the outcome occurred (why the Spanish Armada was defeated)

Features:

- Causal conjunctions
- Dashes (-)
- Commas
- Factual information

At last, the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk. To this day some of their wrecks still lie on the seabed in the English Channel.

You have a go – what happens in each part of the story/text?

Which features does the author use?

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P4 – Closing statement that concludes what happened to the fleet.

Features:
- Fronted adverbial phrases
- Commas
- Factual information
- Additional did you know fact