



# Viking Invasion

## Recount

### Phase 3 Day 1

Please make sure that you have completed all last week's lessons.

If you didn't, you can find them on our ClassDojo page or the school website:

<https://scotholme2021.weebly.com/year-4.html>

# RECALL:

Please make sure that you have:

- A **t**itle
- An **i**ntroduction paragraph that includes who, what, where and when
- 4 **p**aragraphs of more detailed information
- Fronted adverbials of time
- A 'not only\_\_\_\_, but \_\_\_\_' sentence
- A connective sentence starter such as additionally / in addition / furthermore / as well as this
- An **e**nding to your writing

This week we are going to be checking, improving and then completing a final piece of writing.

Before we do that, think back to your Nim's Island writing. Have another look at the assessment sheet you completed. What did you decide you wanted to improve in your next piece of writing? How will you make sure you make that improvement in your Viking recount?

Writing Conference Sheet - Key Stage 2

Name of Child \_\_\_\_\_ Date \_\_\_\_\_

Writing Genre: A story extract in the style of Wendy ~~Over~~<sup>Over</sup> ~~Woods~~<sup>Woods</sup> Island

**Audience and Purpose:** - What was the purpose of the writing? Why? Who was the intended audience? Have you achieved your purpose and reached your audience?

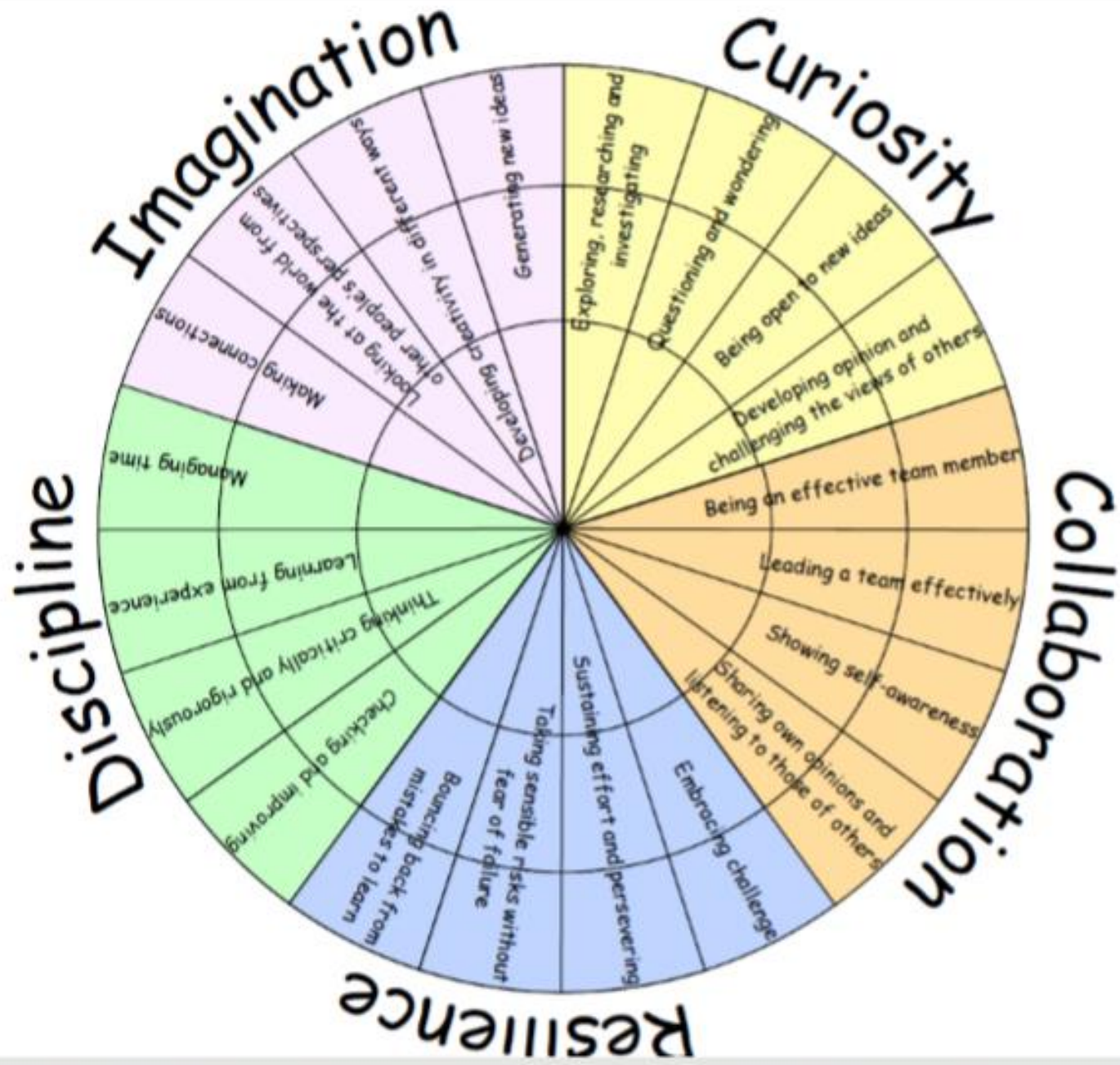
**Authors' Voice:** - Can you show me where you have used ideas taken from the original author? How is your writing similar?

**Favourite Parts/Strengths:** - What are you ~~really~~<sup>really</sup> proud of in this work? Why? What are the strongest parts of your writing?

**Literary and Grammar Features:** - Can you show me examples of where you have used the features we looked at? Why did you use them there?

**Improve and Target:** - What would you change if you wrote this again? Why? Where do you think you could improve this writing? Why? What should we target next in your writing?

**Spelling and Presentation aspects:** -



Which of the learning habits do you think will be important to check and improve your writing?

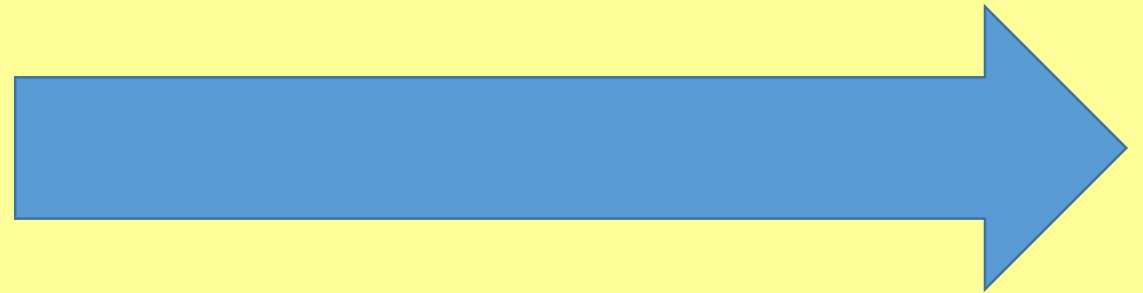
## TODAY'S KEY SKILLS:

I can check my work for errors

I can write using consistent tense

We have been writing about things that happened in the **past**, so your writing should be in the **past tense**.

To begin with, read through last week's writing. You might notice some mistakes that you can correct easily.



Next, check that your information about what happened is all in the past tense.

Practise by reading this. Can you spot where the writing changes from the past tense to the present tense?

When the Vikings realised that the monastery was an easy target, they took all the treasure they could find and kill the monks who live there.

These are past tense verbs.  
They make it sound like it  
took place in the past.

Here, the writer has  
accidentally changed to the  
present tense. The -ed suffix  
needs to be added to these  
verbs to make them past tense.

When the Vikings  
realised that the  
monastery was an  
easy target, they took  
all the treasure they  
could find and kill  
the monks who live  
there.



The next thing to check is whether any of the ideas in your writing can be expanded to give more detailed information.

Let's look at that example again.

This part could be expanded. The writing doesn't explain **why** the monastery was an easy target.

We could:

1: Add more to this sentence to explain

2: Write another sentence to give more detail

When the vikings realised that the monastery was an easy target, they took all the treasure they could find and killed the monks who lived there.



Examples of both are on the next page.

## Original

When the vikings realised that the monastery was an easy target, they took all the treasure they could find and killed the monks who lived there.

## Improved by adding more to the sentence

When the vikings realised that the monastery **was undefended and therefore** an easy target, they took all the treasure they could find and killed the monks who lived there.

## Improved by adding another sentence.

**The monastery had no defences and the monks were not trained for combat.** When the vikings realised that the monastery was an easy target, they took all the treasure they could find and killed the monks who lived there.

Read through your paragraphs and see if you can expand on any of the facts you've included.

Next, let's see if we can make any of the writing more informative by adding adjectives.

We need to be careful here: remember, this is an information text, not a story. Our purpose is to give information.

Look at this example.

The Vikings set off in their longships on a journey across the sea.



The vikings set off in their longships on a journey across the sea.

We could add adjectives to give more information about some (or even all) of these nouns.

The **fearless** Vikings set off in their **sturdy** longships on a **perilous** journey across the **uncharted** sea.

This is better because it gives more information.

This is far too much!  
It doesn't fit our purpose.

The brave, fearless, mean, strong Vikings set off in their sleek, sturdy, resilient longboats on a dangerous, perilous, unknown journey across the rough, scary, cold sea.

See if you can add some adjectives to give more information to your writing.

- Finally for today, check through your newly improved writing. You might still spot some mistakes that can be corrected or bits you can add.