



Viking Invasion

Recount

Phase 2 Day 2

RECALL:

Yesterday we revised the key facts about the Vikings' attack on Lindisfarne Abbey in 793.

Can you summarise it clearly?

Tell someone at home or in school a summary of what happened, including WHEN, WHERE, WHO, WHAT and WHY.

- Today we are going to practise one of the writing features used in the text: fronted adverbials of time.
- Can you find the fronted adverbials in the original text?

The Spanish Armada

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.

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

(Please note, this is just an extract, not the full text!)

- Here they are. Did you spot them all?

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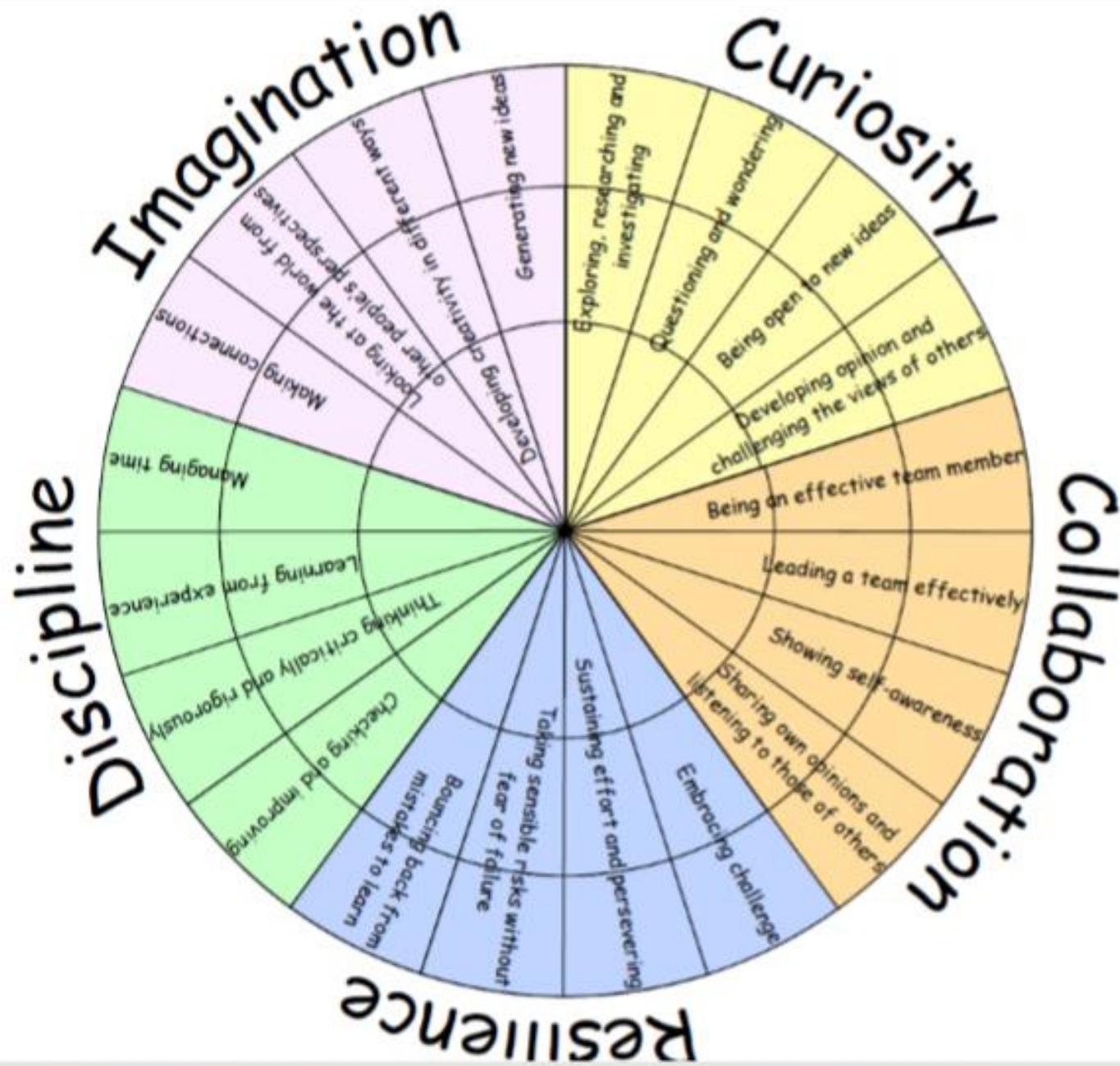
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Did you notice that they are all fronted of adverbials of time?

They tell the reader **WHEN**.

This is especially important in a piece of writing about history.



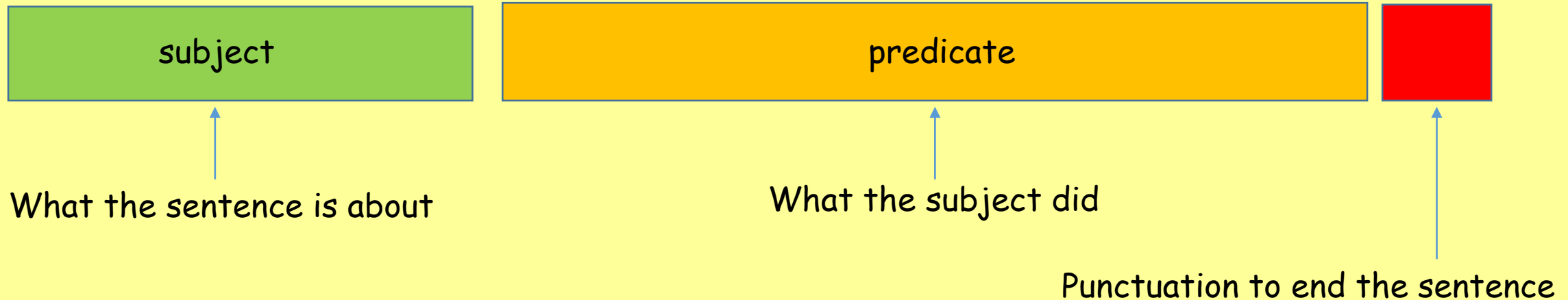
LEARNING LADDER SKILL:

I can write fronted adverbials with commas in the right place.

What learning habits will we have to use to achieve this?

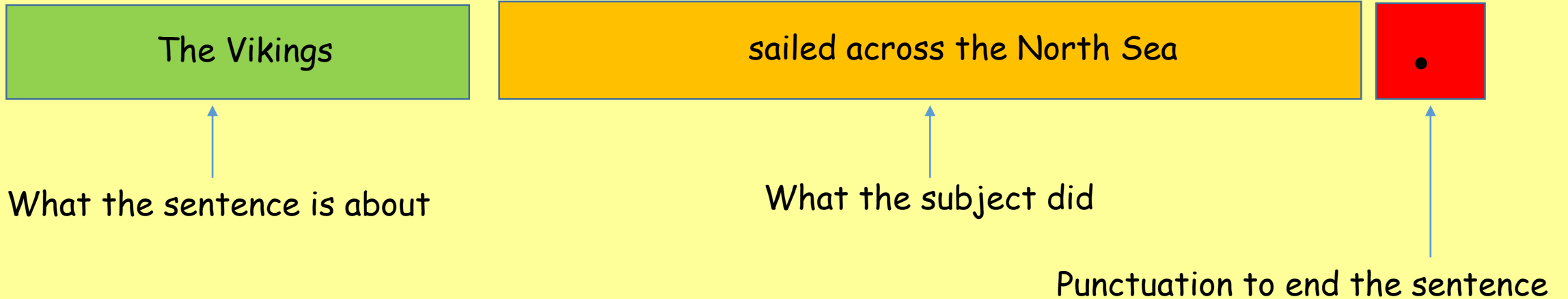
HOW FRONTED ADVERBIALS WORK: A REMINDER

The main part of a sentence has a **subject** and a **predicate**. This is called the main clause.



We can add other bits to the sentence, but the main clause will always be there and will always make complete sense by itself.

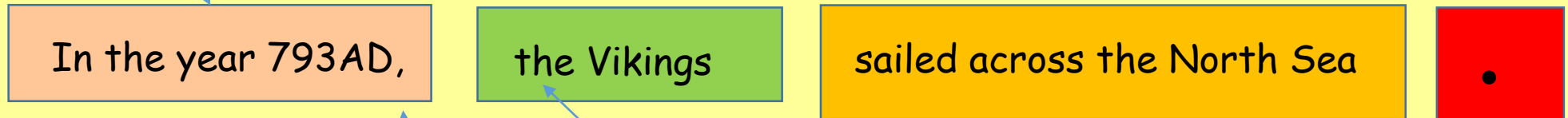
Here's an example of a main clause about the raid on Lindisfarne.



We could add a fronted adverbial to tell the reader **WHEN** this happened. It's called a fronted adverbial because it goes at the front of the sentence.



The fronted adverbial tells the reader when this happened.



The comma here separates the fronted adverbial from the main clause.

The main clause (subject and predicate) stays the same, except that this is no longer the start of the sentence so no capital is needed here.

Level 1: Can you match the fronted adverbials on the left to the main clauses on the right?

When they realised the monks were defenceless,

the Vikings

set fire to the monastery

After the raid,

the Vikings

returned home in their longships.

Once they had taken the treasure,

the Vikings

attacked without mercy.

Level 2: Add a fronted adverbial to each of these main clauses. The first word of each fronted adverbial has been given to get you started.

In _____,

the Vikings travelled in longboats across the North Sea.

When _____,

they looted the monastery and killed the monks who lived there.

After _____,

they retreated back to Scandinavia to tell the people there what they had found.

Level 3: write a main clause that could follow each of these fronted adverbials.

When the people of England heard about the raid,

For the next 100 years,

When they realised what was happening,

Level 4:

Write your own sentences with fronted adverbials of time about the raid on Lindisfarne.

CHECK

- Does each of your sentences start with a capital?
- Have you used a capital V at the start of the word Vikings each time you've used it?
- Does every fronted adverbial have a comma to separate it from the main clause?
- Does every sentence make sense?
- Have you missed any words out?
- Have you used the learning habit you identified at the start of the lesson?