

## Weekly focus: non-chronological reports

This week, you are continuing with your non-chronological reports about Viking warriors in the style of Horrible Histories!



Monday 1<sup>st</sup> February 2021

WALT: write by organising paragraphs around a theme

### Task 1 - Nasty Writing

Today you're writing the introduction to your non-chronological report about the Vikings! You'll need to use a TSE paragraph structure, so let's recap what that is.

**What makes a good paragraph?**

**TOPIC SENTENCE**

Introduces what the topic is about.

**SUPPORTING SENTENCES**

Add detail/give examples to illustrate the topic sentence.

**ENDING SENTENCE**

Concludes/closes the paragraph.

**T S E!**

This introduction has been all scrambled up! Rewrite the sentences in your home learning journal so that the topic sentence, supporting sentences and ending sentence is in the right order.

Read on to find out about what they wore, their ships and how they fought! The vile Vikings were world-renowned warriors who came from Scandinavia, in Northern Europe. As they were rotten tricksters, they sailed across the coasts of Europe and the Americas to plunder treasure from unsuspecting civilians. They were master shipbuilders and used this to their advantage!

How did you do? This is the order the sentences should be in!

1. The vile Vikings were world-renowned warriors who came from Scandinavia, in Northern Europe. - *Topic sentence - this tells the reader what the report is going to be about (the vicious Vikings!).*
2. They were master shipbuilders and used this to their advantage! - *Supporting sentence - this links to the previous sentence, giving more information about the Vikings.*
3. As they were rotten tricksters, they sailed across the coasts of Europe and the Americas to plunder treasure from unsuspecting civilians. - *Supporting sentence - this links to the previous sentence, telling the reader how they used their ships.*
4. Read on to find out about what they wore, their ships and how they fought! - *Ending sentence - this tells the reader to keep reading the report to find out more about them.*

## Task 2 - Write the introduction to your non-chronological report

Today, you are writing the introduction to your non-chronological report about Viking warriors, in the style of Horrible Histories! Here is the success criteria that we will be using to write the whole report. The blue section will help us to structure it, and the purple section will help us to use the language devices we need.

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	

Last week, you wrote a fabulous plan that hopefully has all the information you need to write your report. Let's see how we can turn this into a paragraph. Here's my introduction section for my plan:

Heading: Vicious Vikings	
Paragraph 1 - Introduction about Viking Warriors	
T	<ul style="list-style-type: none"> <li>Vikings, <del>fierce</del> <sup>nutty</sup> warriors from Scandinavia, 790 - 1100 CE</li> </ul>
S	<ul style="list-style-type: none"> <li><del>Travelled</del> <sup>voyaged</sup> to Europe and the Americas</li> </ul>
E	<ul style="list-style-type: none"> <li><del>Attached</del> <sup>got their mitts on</sup> towns nears coasts or rivers - <del>took</del> treasure and slaves</li> </ul>
	<ul style="list-style-type: none"> <li><del>Find out</del> <sup>raided</sup> how they did it</li> </ul>

I've already thought of my heading and ordered my information thinking about TSE, so the hardest job is already done! I've also already edited in some informal and Viking vocabulary, so I just need to make sure I use that when I write. I'm going to concentrate on making sure I'm writing in sentences that make sense, that I'm adding more detail to what's in my plan and that I'm starting to use the other parts of the success criteria.

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	



### Vicious Vikings

The vicious Vikings were nutty warriors from Scandinavia, who were most powerful from 790 - 1100 CE. During this time, they voyaged to Europe and the Americas in their awe-inspiring longships. Did they stop to make friends? Of course not! Instead, they raided towns near coasts or rivers because they wanted to get their mitts on treasure and slaves! Read on to find out how the Norse nutters did it!

Notice how the main bulk of my paragraph is taken from my plan? I've just added in some informal, chatty language so it reads like I'm telling a story to a friend and some conjunctions to add more detail.

Now it's your turn! Write your introduction to your report, using your success criteria and your plan.

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

### Task 3 – Edit your introduction

Your final task for today is to reread your introduction and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### Vicious Vikings

The vicious Vikings *were nutty* warriors from *Scandinavia*, who *were* most powerful from *790 – 1100 CE*. During this time, they *voyaged* to Europe *and* the Americas in their awe-inspiring longships. *Did they stop to make friends? Of course not!* Instead, they *raided* towns near coasts *or* rivers *because* they *wanted* to *get their mitts on* treasure and slaves! Read on to find out how the *Norse nutters* *did* it!

Heading and subheadings	✓
TSE paragraph structure	✓
Informal vocabulary	✓
Viking vocabulary	✓
Co-ordinating and subordinating conjunctions	✓
Possessive apostrophes	
Pronouns to avoid repetition	✓
Past tense	✓

Ah, so now that I've reread my writing, I've realised I haven't used any possessive apostrophes! That's okay because I've used everything else, I'll just make sure I use possessive apostrophes in at least two of the other paragraphs I write later in the week.

You need to make sure you've done at least this so far:

- Heading
- TSE paragraph structure
- At least one informal vocabulary word
- At least one Viking vocabulary word
- At least one conjunction
- Pronouns to avoid repetition
- Past tense

*Now edit yours! Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.*

*Now that you've edited your introduction, please email it to your class teacher! There will be video feedback on this to help you write the next paragraphs.*



Tuesday 2<sup>nd</sup> February 2021

WALT: write by organising paragraphs around a theme

### Task 1 - Nasty Writing

Part of the success criteria this week is to use the past tense because the Vikings existed in the past! Let's recap the different types of past tenses:

**Simple past** - shows that the verb (action) was completed, often (but not always!) using **-ed**.

He **slayed** the dragon.

**Past progressive** - shows that the verb (action) was ongoing, using **was/were** and **-ing**.

He **was slaying** the dragon.

**Past perfect** - shows it happened up until a certain point in the past, using **'had'** and the simple past tense verb.

He **had slayed** the dragon.

Change these sentences from the present tense to the past tense:

1. The Vikings wear warm clothes.
2. They are invading towns and villages near coastlines.
3. Parts of Britain have fallen victim to Viking invaders.

How did you do? Check your answers!

1. The Vikings **wore** warm clothes.
2. They **were** invading towns and villages near coastlines.
3. Parts of Britain **had** fallen victim to Viking invaders.

### Task 2 - Write the second paragraph to your non-chronological report

Today, you are writing the second paragraph to your non-chronological report about Viking warriors, in the style of Horrible Histories! Let's remind ourselves of the success criteria we are using this week:

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	

Now let's have a look at how we can turn this section of our plan into a paragraph:

Paragraph 2 - Viking Warrior Clothing	
Subheading: Clever Clothing	
T	• Needed <del>warm</del> <sup>toasty</sup> and practical clothes - <del>cold</del> <sup>chilly</sup> climate
S	• Layered clothing • Woollen hats • Loose fitting <sup>tunics</sup> to move in battle • Leather belt to carry weapons
E	• Wrong clothing could mean <sup>a nasty</sup> death

I've already got my subheading, structured my notes into TSE and edited in some informal and Viking vocabulary, so I just need to make sure I use that when I write. Now I need to use my success criteria to write the rest. I missed out possessive apostrophes yesterday, so I'm going to make sure I use one today.

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	



### Clever Clothing

Viking warriors' clothing needed to keep them toasty in chilly climates and they needed be practical for fighting! Because of this, they wore layered clothing and woollen hats to keep them nice and warm. Since they needed to move freely in battle, they wore loose fitting tunics. They also wore a sturdy leather belt to carry their weapons. For these fierce fighters, the wrong type of clothing could mean a nasty death!

Notice how the main bulk of my paragraph is taken from my plan? I've just added in some more informal, chatty language so it reads like I'm telling a story to a friend and some conjunctions to add more detail (and a possessive apostrophe!).

Now it's your turn! Write your clothing paragraph, using your success criteria and your plan.

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

### Task 3 - Edit your second paragraph

Your final task for today is to reread your paragraph and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### Clever Clothing

Viking warriors' clothing *needed* to keep them *toasty* in *chilly* climates *and* they needed be practical for fighting! *Because* of this, they *wore* layered clothing and woollen hats to keep them *nice and warm*. *Since* they needed to move freely in battle, they wore loose fitting *tunics*. They also wore a sturdy leather belt to carry their weapons. For these fierce fighters, the wrong type of clothing could mean a *nasty* death!

Heading and subheadings	✓
TSE paragraph structure	✓
Informal vocabulary	✓
Viking vocabulary	✓
Co-ordinating and subordinating conjunctions	✓
Possessive apostrophes	✓
Pronouns to avoid repetition	✓
Past tense	✓

Woohoo! I managed to include everything in my success criteria this time. If you haven't managed to include a possessive apostrophe yet, that's okay, but you will need to include it in your next two paragraphs.

You need to make sure you've done at least this in this paragraph:

- Subheading
- TSE paragraph structure
- At least one informal vocabulary word
- At least one Viking vocabulary word
- Two different conjunctions
- Pronouns to avoid repetition
- Past tense

Now edit yours! Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.

Wednesday 3<sup>rd</sup> February 2021

WALT: write by organising paragraphs around a theme

### Task 1 - Nasty Writing

Part of your success criteria this week is to use pronouns to avoid repetition. This is when you use a pronoun to avoid repeating the same noun over and over again.

Here's an example of me NOT using pronouns for repetition:

Miss Varley likes going for walks on the Downs because Miss Varley likes the fresh air. Miss Varley can't wait until it's summer as Miss Varley prefers to walk when it's light and sunny.

Oh my goodness, how exhausting was that to read? To avoid repetition, I should replace some of the many 'Miss Varleys' with a pronoun!

Miss Varley likes going for walks on the Downs because she likes the fresh air. She can't wait until it's summer as she prefers to walk when it's light and sunny.

Now have a go at changing the repeated nouns to pronouns in this paragraph:

Viking longships were used in battle and were long, light, and slender so Viking longships could move quickly. Viking longships had a square sail and a mast, but Viking longships could also be rowed if there was no wind. Viking longships were one of the reasons why Vikings were so successful at raiding and invading!

How did you do? Check your answers!

Viking longships were used in battle and were long, light, and slender so they could move quickly. They had a square sail and a mast, but they could also be rowed if there was no wind. They were one of the reasons why Vikings were so successful at raiding and invading!

### Task 2 - Write the third paragraph to your non-chronological report

Today, you are writing the third paragraph to your non-chronological report about Viking warriors, in the style of Horrible Histories! Let's remind ourselves of the success criteria we are using this week:

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	



Now let's have a look at how we can turn this section of our plan into a paragraph:

Paragraph 3 - Viking Ships	
Subheading: Smart Ships	
T	<ul style="list-style-type: none"> <li>Ships were key to successful battles</li> </ul>
S	<ul style="list-style-type: none"> <li>Longships - for raiding and <del>war</del> <i>pillaging</i></li> <li>Could travel in rivers and the sea</li> <li>Carried meat, tools, weapons, and furs</li> <li><i>Showed up</i> <del>Jumped out</del>, fought, sailed away</li> </ul>
E	<ul style="list-style-type: none"> <li><i>Tricksters</i> <del>Gone before</del> anyone knew it</li> </ul>

I've already got my subheading, structured my notes into TSE and edited in some informal and Viking vocabulary, so I just need to make sure I use that when I write. Now I need to use my success criteria to write the rest. Remember, if you've missed any of the success criteria, you need to focus on getting that in today.

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	



### Smart Ships

The Vikings' key to their successful battles was their ships! Their famous longships were used for raiding and pillaging. These magnificent beasts carried all the meat, tools, weapons, and furs that they needed to survive and fight. As they could travel in rivers and the sea, the Vikings would attack nearby, unsuspecting towns and villages. They simply showed up, jumped out, fought, and sailed away again. The sneaky tricksters were gone before anyone could catch them!

This time, I decided to reorder my plan a little - I felt like it made more sense to explain what their ships carried before explaining where they could travel. You can always adjust your TSE if you feel it makes more sense in a different order when you write.

Now it's your turn! Write your ships paragraph, using your success criteria and your plan!

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

### Task 3 - Edit your third paragraph

Your final task for today is to reread your paragraph and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### Smart Ships

The Vikings' key to their successful battles *was* their ships! Their famous longships were *used* for raiding and *pillaging*. These magnificent beasts carried all the meat, tools, weapons, *and* furs that they needed to survive and fight. *As* they could travel in rivers and the sea, the Vikings would attack nearby, unsuspecting towns and villages. They simply *showed up*, *jumped out*, *fought*, and *sailed* away again. The *sneaky tricksters* were gone before anyone could catch them!

Heading and subheadings	✓
TSE paragraph structure	✓
Informal vocabulary	✓
Viking vocabulary	✓
Co-ordinating and subordinating conjunctions	✓
Possessive apostrophes	✓
Pronouns to avoid repetition	✓
Past tense	✓

I've managed to include everything in my success criteria again! Yay! However, I've noticed there are some conjunctions I'm not using very much so I'm going to make sure I use some that I haven't used tomorrow.

This time, you need to have included everything in your success criteria, as we've almost finished writing the report:

- Subheading
- TSE paragraph structure
- At least one informal vocabulary word
- At least one Viking vocabulary word
- Two different conjunctions
- At least one possessive apostrophe
- Pronouns to avoid repetition
- Past tense

Now edit yours! Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.

Thursday 4<sup>th</sup> February 2021

WALT: write by organising paragraphs around a theme

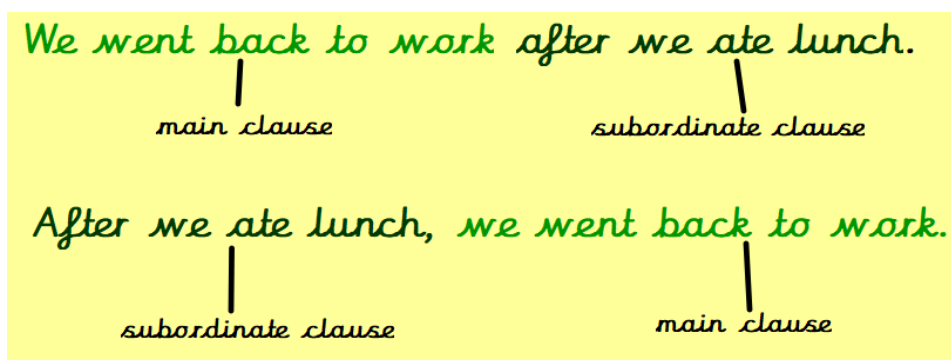
### Task 1 - Nasty Writing

Part of your success criteria this week is to use co-ordinating and subordinating conjunctions.

Co-ordinating conjunctions join two main clauses together (clauses that CAN stand alone as sentences).

*I like drawing but I prefer writing.*

Subordinating conjunctions join main clauses to subordinate clauses (clauses that CAN'T stand alone as a sentence).

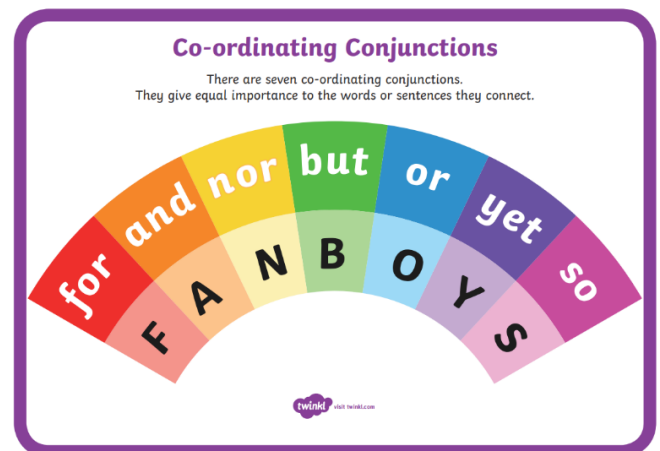


Use a co-ordinating conjunction to join a main clause to the main clause below:

Going to the park is fun \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

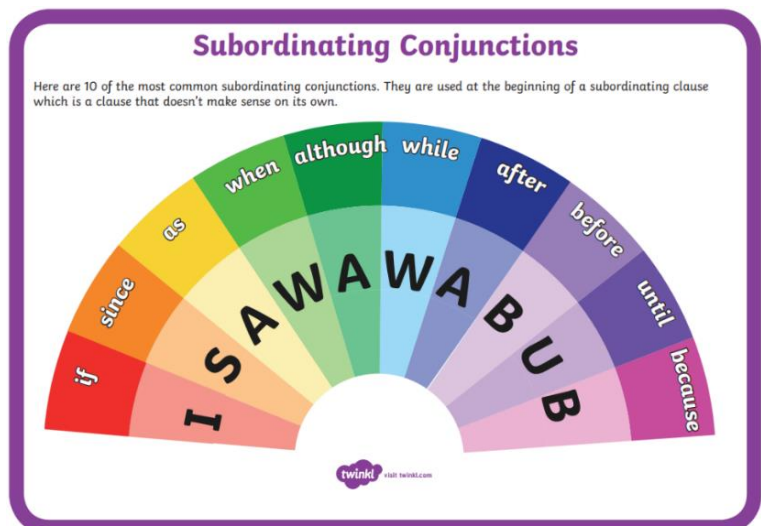


Use a subordinating conjunction to join a subordinate clause to the main clause below

I like chocolate cake \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Task 2 - Write the fourth paragraph to your non-chronological report.

Let's have a look at how we can turn this section of our plan into a paragraph:

Paragraph 4 - How Viking Warriors Fought	
Subheading: Ferocious Fighters	
T	• Masters at surprise attacks - <i>hooligans</i>
S	• <i>Invaded</i> • <del>Attacked</del> in small groups - <i>plundered</i>
	• No formation - confused people
	• Left on longships before anyone knew - <i>handy</i>
	• Attacked other ships to <i>nick</i> <del>get</del> money and treasure
E	• Viking hit and runs!

I've already got my subheading, structured my notes into TSE and edited in some informal and Viking vocabulary, so I just need to make sure I use that when I write. Now I need to use my success criteria to write the rest. Remember, if you've missed any of the success criteria, you need to focus on getting that in today. I have remembered that there are quite a few conjunctions I haven't tried using, so I'm going to make sure I use some different ones today!

Heading and subheadings	
TSE paragraph structure	
Informal vocabulary	
Viking vocabulary	
Co-ordinating and subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Past tense	



### Ferocious Fighters

Viking hooligans were masters at surprise attacks. Although they invaded in small groups, they plundered towns and villages with wicked success. How did they do it, you ask? Firstly, they had no formation like the armies in the rest of Europe, so they confused their victims with their fighting style. While everyone was wondering what was going on, they had already left on their longships with all the treasure they could carry - handy! Secondly, they were experts at ramming other ships on the sea to nick even more treasure. Now that's what I call a Viking hit and run!

Notice how the main bulk of my paragraph is taken from my plan? I've just added in some more informal, chatty language so it reads like I'm telling a story to a friend and some different conjunctions to add more detail.

Now it's your turn! Write your fighting paragraph, using your success criteria and your plan!

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

### Task 3 - Edit your fourth paragraph

Your final task for today is to reread your paragraph and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### Ferocious Fighters

Viking **hooligans** **were** masters at surprise attacks. **Although** they **invaded** in small groups, they **plundered** towns **and** villages with **wicked** success. **How did they do it, you ask?** Firstly, they had no formation like the armies in the rest of Europe, **so** they **confused** their victims with their fighting style. **While** everyone was wondering what was going on, they had already left on their **longships** with all the treasure they could carry - **handy**! Secondly, they **were** experts at ramming other ships on the sea to **nick** even more treasure. **Now that's what I call** a Viking hit and run!

Heading and subheadings	✓
TSE paragraph structure	✓
Informal vocabulary	✓
Viking vocabulary	✓
Co-ordinating and subordinating conjunctions	✓
Possessive apostrophes	
Pronouns to avoid repetition	✓
Past tense	✓

I haven't included everything in my success criteria, but that's okay because I know I've already used two possessive apostrophes in my previous paragraphs. I also managed to use some conjunctions I haven't used before (although and while) - woohoo!

This time, you need to have included everything in your success criteria (unless you've already used possessive apostrophes, like me), as we've finished writing the report:

- Subheading
- TSE paragraph structure
- At least one informal vocabulary word
- At least one Viking vocabulary word
- Two different conjunctions
- At least one possessive apostrophe
- Pronouns to avoid repetition
- Past tense

**Now edit yours! Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.**



Friday 5<sup>th</sup> February 2021

WALT: publish using organisational devices

### Task 1 - Nasty Writing

You finished writing your report last lesson and what a fantastic job you've done! Today, it's time to publish your report so that it looks super eye-catching and fun to read. One thing that's really important when publishing is using clear, joined-up handwriting. Have a practise before you begin by copying out the sentence above the guidelines, using the guidelines to help.

Remember, capital letters and ascenders go up to the blue line, descenders go down to the blue line, and the other letters start and end on the red lines.

The vicious Vikings were fierce warriors from Scandinavia.

Handwriting practice lines consisting of two sets of three horizontal lines (top blue, middle red, bottom blue).

### Task 2 - Publish your report on Viking warriors!

Now here's the fun part! You need to publish your report using the success criteria below:

Bold, eye-catching heading and subheadings	
Text boxes for information you want to stand out	
Pictures to illustrate what your writing says	
Include your edits	
Best, joined-up handwriting	

Have another look at the model from Horrible Histories that we looked at last week (on the next page) for ideas on how to present your report. Let's make it bright, bold, and colourful with some fabulous drawings of Viking warriors! You will need to do this on a separate piece of paper so that you can copy the paragraphs you have already written in your home learning journal.

# Norse Nutters

A gory guide to the maddest and baddest Vikings that ever lived – and the gruesome gods they worshipped!

## Vile Vikings

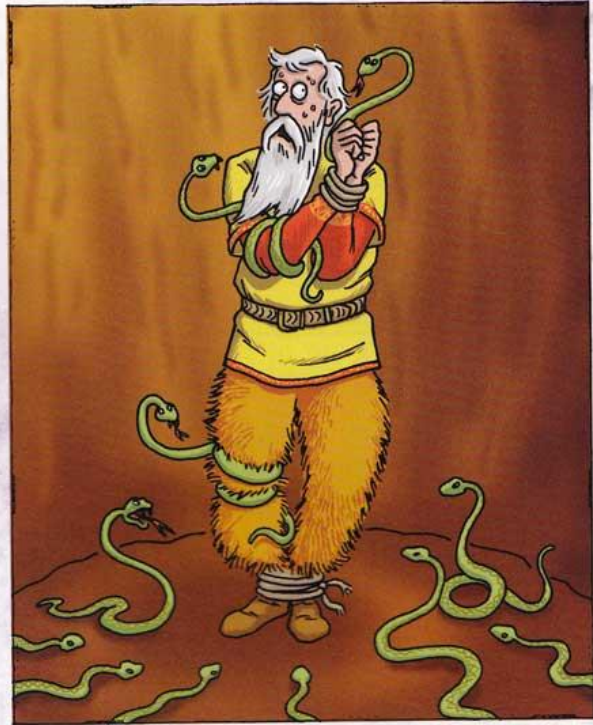
Meet some of the most famous Vikings ever – kings, conquerors and explorers.

### RAGNAR HAIRY-BREECHES

Ragnar was a very famous Viking king, known far and wide for his strength, bravery – and furry trousers (lovingly made for him by his wife). He was really into going 'viking' (in other words – raiding).

In AD845, he attacked Paris. The French king, Charles the Bald, gave him three tonnes of silver to go away – which was very nice. Large handouts of money were always welcome, so the Vikings would be back later...

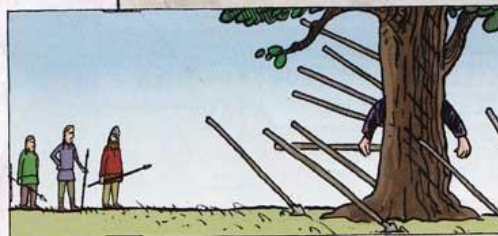
But Ragnar bit off more than he could chew when he invaded the English kingdom of Northumbria. The Anglo-Saxon king, Aelle, captured Ragnar and had him thrown into a snake pit. As he was being bitten to death, Ragnar was supposed to have said: "How the little piglets would squeal if they knew what was happening to the old boar"...



### IVAR THE BONELESS (and his beastly brothers)

Ragnar wasn't telling porkies! The 'little piglets' were Ragnar's sons – Halfdan, Hubba and Ivar the Boneless (actually he was double-jointed). They were NOT happy when they heard what happened to their dad, and wanted revenge. The 'piglets' got an army together, and set off for England. But it was when the brothers finally got their hands on King Aelle, that things got really nasty...

Ivar and his brothers cut open Aelle's chest, yanked his ribs apart, then pulled out his lungs and threw them over his shoulders! (This was called the 'blood eagle'.)



### ED IS DEAD

Ivar was a Viking of the old type. He killed, he raided, and he worshipped the old Viking gods, like Thor and Odin. When Ivar invaded East Anglia, he captured its Christian king, Edmund. When plucky Ed refused to give up Christianity, the Vikings used him for target

practice! Edmund the Pin-cushion, stuck to his beliefs, so Ivar chopped off his head.





### Informal vocabulary

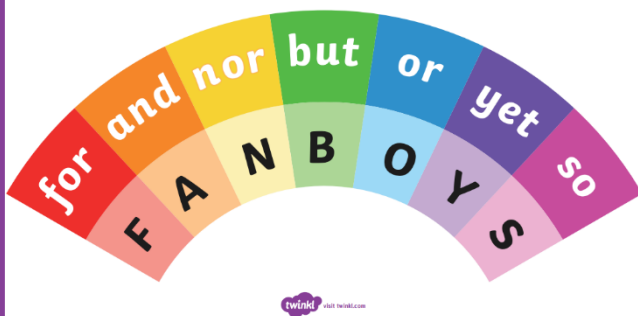
*nutters* - mad people  
*fancied* - liked  
*grabbed* - to take hold of  
*showed up* - arrived  
*yanked* - pulled  
*nasty* - very bad  
*rotten* - very bad  
*handy* - useful  
*mitts* - hands  
*hooligans* - troublemakers  
*tricksters* - people who trick people

### Viking vocabulary

*Scandinavia* - Denmark, Norway, and Sweden  
*Norse* - people from Scandinavia  
*Valhalla* - Viking heaven  
*longships* - Viking warships  
*knorrs* - ships for carrying goods  
*tunics* - a long, loose top  
*voyage(d)* - travelled  
*invaded(d)* - entering a country by force  
*raid(ed)* - a surprise attack  
*plunder(ed)* - steal goods  
*pillage(d)* - steal using violence

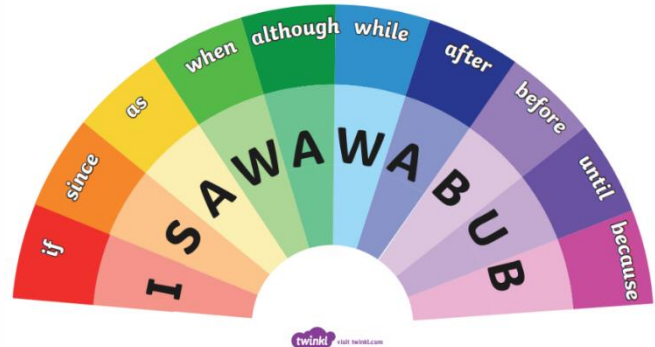
### Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.  
They give equal importance to the words or sentences they connect.



### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



### Possessive apostrophes

Apostrophes that show who something belongs to.

- **Example:** Freya's brother
- **Example:** The Vikings' longships

### Pronouns to avoid repetition

Instead of writing something like this:

The Vikings came from Scandinavia and the Vikings invaded many countries around Europe.

You replace the repeated noun with a pronoun:

The Vikings came from Scandinavia and they invaded many countries around Europe.

### Past tense

**Simple past** - shows that the verb (action) was completed, often (but not always!) using **-ed**.

He **slayed** the dragon.

**Past progressive** - shows that the verb (action) was ongoing, using **was/were** and **-ing**.

He **was slaying** the dragon.

**Past perfect** - shows it happened up until a certain point in the past, using **'had'** and the simple past tense verb.

He **had slayed** the dragon.