

STRIKING VIKINGS AXE LINDISFARNE!

By our national affairs reporter, Aldin of Wessex.

Vicious raiders from across the sea have attacked Lindisfarne **monastery**, killing the peaceful monks and carrying off our Christian treasures.

Blood-covered survivors have told stories of fierce men with fearsome weapons, and of the dreadful destruction they **meted** out.

‘They came from the sea, in great, long ships covered in shields,’ said Father Oswald, a monk. ‘Some of our brothers went to meet them on the shore to welcome them! We thought they were traders. But instead of accepting our Christian hospitality, the **heathen** madmen hacked my friends down. They do not care for God or men. They wanted gold, silver, slaves... They did not speak a Christian language, but the first swing of their axes told us all we needed to know.’

The **marauders** carried off great treasures and even some of the peace-loving monks. They **desecrated** the Holy Island, overturning God’s **altar** and seizing sacred crosses and goblets.

‘They were wild and uncontrollable,’ Father Oswald told *The Anglo-Saxon Angle*. ‘I could see the fire in their godless eyes flashing from under the rims of their helmets. I can remember the bright colours of their shields; the glint of light on their axe heads. Some were covered in furs. One of them was wearing a tunic of metal rings. He was the scariest warrior of all. I fled from him and managed to hide. God protected me so I can warn our people about this new threat from the sea.’

Of course, reports from Northumbria have not been good for a while. Many **ominous** signs have been seen there: whirlwinds, famine and

even sightings of dragons. Many people across the land have wondered if something awful would happen to the area, and it appears those fears were **warranted**.

News of the terrifying attack has spread quickly, even to mainland Europe. Alcuin, the famous **scholar** of Emperor Charlemagne has written to Lindisfarne’s bishop, Higbald, all the way from Frankia. *The Anglo-Saxon Angle* has **obtained** a copy of the letter, and can now exclusively reveal clever Alcuin’s **insightful** thoughts on the matter:

‘Either this is the beginning of a greater **tribulation**, or the sins of the inhabitants have brought it upon them. Truly it has not happened by chance, but it is a sign that it was well **merited** by someone.’

So it would appear that the Northumbrians have brought this vile attack upon themselves.

Continued on page 2.

INSIDE:

- ❖ 10 ways to wear your veil! Don’t miss out on the latest trend from Christian Europe!
- ❖ Picture that! Northern traveller catches glimpse of St. Columba’s monster in Loch Ness!
- ❖ Don’t have the wool pulled over your eyes! Our foolproof guide to spotting a sick sheep at market!

Continued from front page.

Their wars, their murders and of course their controversial fashion sense have earned such a punishment, as the wise man Alcuin explains:

‘Consider yourselves carefully, Northumbrians, in case this unheard of evil was caused by some of the bad choices you have made. Consider your clothes, the way you cut your hair, and the luxurious habits of your princes and people.’

Fearful people across the country are reported to be listening to Alcuin and considering themselves very carefully in light of such a dreadful raid on such a holy place.

Six years ago the first of the northern raiders were seen on our shores when three ships landed in King Bertric’s province. The savage pagans behaved in a similar way then, slaughtering the town official who came to greet them and thereby spoiling the wedding celebrations of the King and his Queen Edburga, daughter of Offa.

Kings and peasants alike had hoped that this first raid was an isolated incident, but it appears those hopes have been shattered.

‘They’ll be back, I’m sure of it,’ commented Father Oswald. ‘They took so much treasure. So many of my brothers are now slaves. This will only have whetted their vile and greedy appetites. God save us!’

Local leaders suspect the monastery was attacked because of its exposed position and abundant treasures. Now that the plunderers have seen that monks cannot defend themselves or the church’s God-given wealth, Father Oswald’s grim prediction may well prove to be right. Many people are suggesting that further raids are to be expected as long as lonely monasteries exist and our provinces remain divided.

‘Fighting between our noble Anglo-Saxon kings will only weaken us, ruining our ability to cope

with this new threat,’ declared Ormod, a blacksmith from York.

‘We must work together to face the invaders, or we’ll be lost one kingdom at a time!’ agreed his wife, Mayda.

King Aethelred I of Northumbria was not available to give comment, but one of his advisors told *The Anglo-Saxon Angle* that ‘the King has far too much to worry about right now and will deal with this new problem when he’s finished rooting out the enemies within his own country.’

‘For now, the King and his council advise everyone to stay vigilant and to spread a warning as quickly as possible if further invaders arrive, so proper action can be taken.’

Father Oswald, the surviving monk from Lindisfarne, wonders if the king can really help Northumbria’s coastal communities.

‘It’s not odd to see strange ships on the horizon. Many of these ships are manned by peaceful traders who come to share God’s gifts with our land. How will people know if a ship brings wealth or war? I would tell our countrymen to watch out for any ships with brightly coloured round shields on the side. If the ship is long and thin and covered in those shields, run for the hills! Help will not come quickly enough to save you. Pray that God protects you. That’s all the advice I can give.’

He had only one more cheery message to add,

‘Of course, by the time the ships are close enough for you notice the shields, it might already be too late to run or hide. It was for my brothers at Lindisfarne.’

Striking Vikings – Follow-Up Work

What is a large heading at the top of a newspaper article known as? (T4)

What is the purpose of a headline? (T4)

How does the headline of this article achieve these purposes? (T4)

Is this a front page article? How can you tell? (T4)

What would a 'national affairs reporter' write about? (P5/2d)

Having read the whole article, read the first paragraph again. What is the purpose of this opening paragraph? (T4)

What did 'the first swing of their axes' tell the monks? (P5/2d)

Find TWO examples from the text of things which Alcuin believes caused an attack on Northumbria. (C6/2b)

Give TWO reasons why monasteries are especially likely to be attacked. (C6/2b)

Are the Anglo-Saxon kings likely to unite to face the invaders? Give a reason for your answer. (P5/2d)

What is the writer’s opinion of the Vikings? Find and copy ONE phrase which supports your answer. (L5/2g)

What does it mean for writing to be ‘biased? How might newspapers be biased today? (T4)

Striking Vikings – Vocab 1

Write the meaning of each of these words.

monastery _____

meted _____

heathen _____

marauders _____

desecrated _____

altar _____

ominous _____

warranted _____

scholar _____

obtained _____

insightful _____

tribulation _____

merited _____

whetted _____

abundant _____

vigilant _____

Task A

“What are you doing?” said Matthew.’ By using different words for ‘said’, show how

Matthew is feeling in the brackets in each sentence below.

- “What are you doing?” _____ Matthew. (angry)
- “What are you doing?” _____ Matthew. (happy)
- “What are you doing?” _____ Matthew. (tired)
- “What are you doing?” _____ Matthew. (grumpy)
- “What are you doing?” _____ Matthew. (nervous)
- “What are you doing?” _____ Matthew. (mean)
- “What are you doing?” _____ Matthew. (amazed)

Task B

Now place an appropriate adverb at the end of each sentence you have created.

- “What are you doing?” _____ Matthew, _____.
- “What are you doing?” _____ Matthew, _____.
- “What are you doing?” _____ Matthew, _____.
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- “What are you doing?” _____ Matthew, _____.
- “What are you doing?” _____ Matthew, _____.

Striking Vikings Axe Lindisfarne! – Oral Teacher Questions

What is a large heading at the top of a newspaper article known as? (T4) **A headline.**

What is the purpose of a headline? (T4) **To catch a reader's attention; to draw them into reading the article; to give an idea of what the article is about.**

How does the headline of this article achieve these purposes? (T4) **By using: a large, bold font; rhyming words; a pun on the word 'axe'; an exclamation mark.**

Is this a front page article? How can you tell? (T4) **Yes it is. The name of the newspaper, the date, and the price are at the top of the page.**

What would a 'national affairs reporter' write about? (P5/2d) **Events which affect or are significant for the whole of a country or nation.**

Having read the whole article, read the first paragraph again. What is the purpose of this opening paragraph? (T4) **To summarise the main points of the story.**

What did 'the first swing of their axes' tell the monks? (P5/2d) **That these were not peaceful traders but murderous raiders who had come to attack and steal.**

Find TWO examples from the text of things which Alcuin believes caused an attack on Northumbria. (C6/2b) **Any TWO examples of 'sins' taken from the opening paragraphs of page 2 are allowed.**

Give TWO reasons why monasteries are especially likely to be attacked. (C6/2b) **Any two of the following: their 'exposed' and 'lonely' positions; their 'abundant treasures'; the inability of monks to defend themselves.**

Are the Anglo-Saxon kings likely to unite to face the invaders? Give a reason for your answer. (P5/2d) **No. The provinces are described as 'divided' and King Aethelred I's advisor explains that the king's focus is on his local enemies, not the Vikings.**

What is the writer's opinion of the Vikings? Find ONE phrase which supports your answer. (L5/2g) **The writer has a negative/fearful/disgusted view of the Vikings. Numerous words and phrases in the text imply this view.**

What does it mean for writing to be 'biased'? How might newspapers be biased today? (T4) **If writing is 'biased' it portrays events and ideas in a way which promotes one point of view (or person, or group) and undermines another. Modern newspapers could favour a certain political party, celebrity, set of ideals or outcome.**

Striking Vikings – Vocab 1

Write the meaning of each of these words.

monastery – a place where monks live, separated from the outside world

meted – gave out an amount of something

heathen – (historically) someone who does not believe in the god of the bible

marauders – people who travel around, raiding towns and villages for plunder

desecrated – treated a holy place in an obscene, disrespectful or profane way

altar – table at which the Christian communion ceremony is performed

ominous – indicating the threat or potential of evil or harm in the future

warranted – justified; proven to be right or appropriate

scholar – a learned and intelligent person with knowledge of one or several subjects

obtained – got or acquired

insightful – perceptive; displaying clear understanding of truth

tribulation – a time of great trials and suffering

merited – deserved

whetted – stimulated; made keener

abundant – present or available in a great amount

vigilant – on guard and watchful for danger

Task A

“What are you doing?” said Matthew.’ By using different words for ‘said’, show how

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- “What are you doing?” _____ Matthew. (grumpy)
- “What are you doing?” _____ Matthew. (nervous)
- “What are you doing?” _____ Matthew. (mean)
- “What are you doing?” _____ Matthew. (amazed)

Various answers; must be appropriate synonyms for ‘said’.

Task B

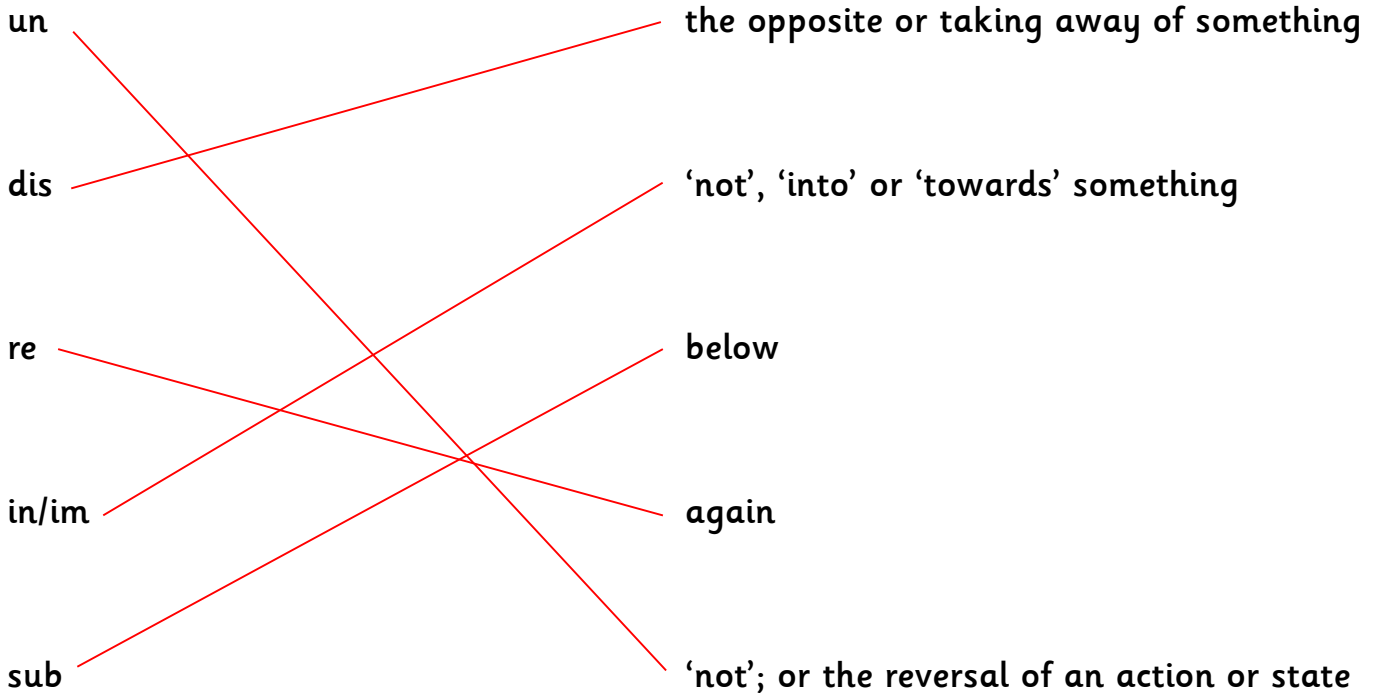
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- “What are you doing?” _____ Matthew, _____.
- “What are you doing?” _____ Matthew, _____.
- “What are you doing?” _____ Matthew, _____.

Various answers; must be appropriate adverbs.

Task A

Match each prefix to its meaning.



Task B

Add the correct prefix to each of these words so that they match their definitions.

- **dis**advantage: a negative circumstance which reduces the chance of success
- **un**comfortable: not comfortable
- **in**flux: an arrival or entry of large numbers of people or things
- **sub**standard: below the usual or required standard
- **re**appointed: elect or appoint someone again
- **un**important: not important
- **in**capable: not capable
- **dis**inclined: unwilling or reluctant to do something

Classroom Secrets Codes for New Curriculum Reading Expectations

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1 Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6 Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices