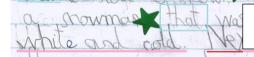


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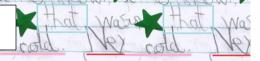


		Year 1	Year 2	Year 3
Page 1	National Curriculum Statements		add suffixes to spell longer words including -ly. Use and understand the grammatical terminology in discussing their writing (adverb)	Years 3 and 4 NC - Use conjunctions, <u>adverbs</u> and prepositions to express time and cause. NC - using fronted adverbials.
	Statutory requirements (Appendix 2)			Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
	Clever Writer statements	Use time adverbials (time adverbs) to create order. (Story and instructions). <i>First he walked to the shops.</i> <i>Next he visited the playground.</i> <i>After that he walked home.</i> <i>Finally he went to bed.</i> <i>First spread butter on the bread.</i> <i>Next slice the cucumber.</i>	Use time adverbials (time adverbs) to create order. (Story and instructions). Later she peered round the door and jumped back in surprise. Soon she saw an old lady hobbling along the deserted path. Add the suffix -ly to change a word from an adjective to an adverb. Bright (adjective) – The beautiful lamp shone brightly in the cosy living room.	Use adverbs of manner as openers. (Fiction: Carefully, Slowly, Instantly, Speedily, Calmly, Bravely etc) (Non-Fiction: Amazingly, Surprisingly, Interestingly) For most words, just add ly (near – nearly, brave – bravely) Change the place of the adverb in the sentence. The leaves fell softly to the floor. Softly, the leaves fell to the floor. The leaves fell to the floor. Use two –ly adverbs in a sentence.

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Page 2	The beautiful ballerina moved swiftly and gracefully across the stage.Use adverbs to show when something happened_(Time) soon / tomorrow / shortly / now / later / next / immediately / afterwards / first / yesterday.
	Mr Brown the performer will appear afterwards / first/ immediately/ late/ next / now/ shortly / soon/ tomorrow / now / yesterday. Extension – can modify using adverbs – almost immediately / much later / quite soon, very soon.
	Use adverbs to show where something happened. (Place) appear there / here / outside / inside / nearby. <i>Mr Brown will appear here / inside /</i> <i>outside / nearby.</i> <i>Ask the children to read the sentence</i> <i>without the adverb and it will still make</i> <i>sense. Including an adverb in the sentence</i> <i>will give the reader more information.</i>



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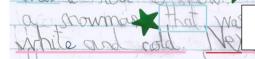
	Beware that adverbs can also be prepositions. He was standing with a blue hat on. (adverb)
Page 3	He put the blue hat on the bench (preposition).
	Use adverbs to show cause. therefore, as a result. I revised thoroughly for my exams, therefore I passed the test with flying colours. An adverb to express cause provides more information about what happens as a result of the verb in the sentence. Adverbs to express cause can be positioned either at the start of a sentence or in the middle of the sentence. It is used to explain more about the main clause. I didn't enjoy the meal because it was too spicy. Since she has apologised, I will not be taking further action.

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white and cold.	Ne
with a with a market a person of	CI.V

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		Use openers (fr		als) as
		sentence opene	ers:	
		How	When	Where
Page 4		(Manner)	(Time)	(Place)
		Quickly,	Later, A	In the
		Softly,	long time	distance,
		Frantically,	ago,	Beneath his
		Cautiously,	Centuries	feet, On
		As quick as a	ago, In the	the
		flash, As fast	beginning,	horizon,
		as he could,	Instantly,	Beyond the
				fields.
		Begin to use a c	omma after th	e opener
		(fronted adverb	oial)	



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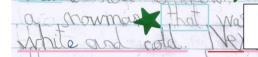
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		Year 4		Year 5		Year 6
	al	<u>Years 3 and 4</u> NC - Use conjunctions, <u>adverbs</u> and				
5	National	prepositions to express time and cause.				
12	Nat	NC - using fronted adverbials.				
	Statutory	Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.]				
		Use adverbs to show cause.	Use time adverb	ials to create order		The power of three fronted adverbials.
		consequently, however, subsequently				Past the overgrown field, beyond the rusty
		The lights went out in the kitchen, however	Understand the importance of cohesion in my			gate, beside the thorny bush
		we were still able to eat our meal.	writing.			Below the azure, clear sky, by a tranquil
						cove, in the crystal blue water swam a
	ts	Adverbs to show how (manner) root word	Use place, time or manner adverbials to ensure			beautiful mermaid.
	statements	spelling change	cohesion in and across paragraphs.			
	aten	Words that end in y, change y to i				Use linking adverbials to signal an
		(merry – merrily).	Use paragraphs to organise my ideas in a piece of			illustration of the preceding point.
	rite	Words that end in le, change le to ly	writing.			Use linking adverbials to show reasons or
	٢V	(simple – simply).				results.
	Clever Writer	Words that end in ic, add al before adding ly.	Story or recount			
	Ū	(basic – basically, frantic – frantically)	Time	Place	Factual text	Check for cohesion within a paragraph.
		links to Year 4 NNS spelling rules.	Soon, In the	Nearby,	Firstly,	Review writing to make changes to improve
			afternoon,	Outside the	Secondly, In	the cohesion within a paragraph (add linking
		Use more ambitious fronted adverbials as		house, At the	addition.	adverbials to sentences, use conjunctions to
		sentence opener,		back of the		links ideas within a sentence, use pronouns
		When (Time), Where (Place)		room,		to link ideas with and across sentences).

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How	When (Tim	e) Where	Fiction	Know that the linking	g adverb does not	
(Manner)– (Place)		(Place)	Use adverbs of place when writing descriptions	always need to go at the start of the		
Continue from year 3 with more ambitious		n more ambitious	of real or imaginary places.	sentence, include it v	sentence, include it within a sentence, using	
fr	onted adver	bials.	Use adverbs of time.	commas.		
Carefully At sunrise, As they		As they				
scanning my	Just before	approached	Non-fiction	Linking adverbials	Use linking	
surroundings,	dawn,	the edge of	Use linking adverbials at the start of paragraphs	to refer to a	adverbials to	
Without		the cliff,	to make it clear how my ideas fit together.	previous point.	show reasons or	
hesitation,		In the depths	We have many ideas to improve playtime.		results	
		of the forest,	Firstly, we would like a new climbing frame.			
Use sentence op	peners follow	ved by a comma.	<u>Secondly,</u> we could set up a stall to sell cakes,	Such as,	Therefore,	
When (Frequen	cy) and How	(Degree).	toast or a healthy snack.	For example,	Consequently,	
When - Frequ	IPACY	How - Degree			because of this,	
Annually, week	-	nost awake,	Use paragraphs to organise information.		subsequently.	
Randomly, Clearly angry,						
occasionally, E		htly confused,	In non-fiction my final sentence gives cohesion	Use linking advert	bs to show opposition	
morning, Every		npletely	by referring to the text.	or a counter argument		
week.		rwhelmed,	I strongly believe, these ideas would really	Whereas, In contra	st	
WEEK.			enhance our playtime.			
			To conclude, I believe these suggestions			
			demonstrate that playtime could be a			
			wonderful experience for all.			
			Organise paragraphs by explaining the idea,			
			provide examples, explain why it is a good idea,			
			identify possible problems and give solution on			
			how to how to solve them.			



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I'm a St Wilfrid's Writer Progression - Adverbs

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	Use adverbials to show links between sentences,	
	and pronouns to refer back to previous ideas.	
	One idea is that we have bee garden. We could	
7	plant wildflower seeds, allow the grass to grass	
	and stop using fertilisers. This would encourage	
	bees and other insects to the school grounds	
	and increase pollination. It would, however,	
	look slightly untidy to passers-by. Consequently,	
	we will erect a sign informing the public of our	
	intentions.	
	Know that the linking adverb does not always	
	need to go at the start of the sentence, it can be	
	included within a sentence, using commas.	
	Purchasing the seeds, however,_will involve a	
	small cost.	
	The seeds will incur a small cost, however.	
	Use adverbs of how often (frequency)	
	Mr Kahn the performer appears rarely /	
	intermittently / regularly / daily. (0% - 100%)	
	Adverbs of p o ssibility	
	On occasions, for more emphasis, a modal verb	
	can be use with an adverb of possibility in the	
	same sentence.	
	Maybe it rained last night.	
	The package certainly arrived this morning.	



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	Shameema's brother definitely has a good	
	chance of passing his exams.	
	Sometimes both modal verbs and adverbs of	
Page 8	possibility can be used in the same sentence for	
	emphasis.	
	He certainly should pass his exams. It	
	absolutely must be time for lunch. My stomach	
	is rumbling loudly!	
	Use the acronym ISPACE to create fronted	
	adverbials.	
	Children can use the acronym ISPACE to remind	
	them the different ways they can write a	
	sentence to make their writing more exciting.	
	Ing word Shaking with fear, How / Manner	
	<u>Simile</u> Like a raging bull, <u>How / Manner</u>	
	Preposition Behind the clouds, Place	
	<u>Adverb</u> Anxiously <u>, How / Manner</u>	
	<u>Conjunction</u> After he opened his eyes, (Time)	
	<u>Ed word</u> Exhausted,	