

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

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

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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.

Mr Brown will appear here / inside / outside / nearby.

Ask the children to read the sentence without the adverb and it will still make sense. Including an adverb in the sentence will give the reader more information.

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*Beware that adverbs can also be prepositions. He was standing with a blue hat on. (adverb)
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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Use openers (fronted adverbials) as sentence openers:

<i>How (Manner)</i>	<i>When (Time)</i>	<i>Where (Place)</i>
<i>Quickly, Softly, Frantically, Cautiously, As quick as a flash, As fast as he could,</i>	<i>Later, A long time ago, Centuries ago, In the beginning, Instantly,</i>	<i>In the distance, Beneath his feet, On the horizon, Beyond the fields.</i>

Begin to use a comma after the opener (fronted adverbial)

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	Year 4	Year 5	Year 6									
National	<p>Years 3 and 4 NC - Use conjunctions, <u>adverbs</u> and prepositions to express time and cause. NC - using fronted adverbials.</p>											
Statutory	<p>Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>											
Clever Writer statements	<p>Use adverbs to show cause. consequently, however, subsequently <i>The lights went out in the kitchen, however we were still able to eat our meal.</i></p> <p>Adverbs to show how (manner) root word spelling change <i>Words that end in y, change y to i (merry – merrily).</i> <i>Words that end in le, change le to ly (simple – simply).</i> <i>Words that end in ic, add al before adding ly. (basic – basically, frantic – frantically)</i> <i>links to Year 4 NNS spelling rules.</i></p> <p>Use more ambitious fronted adverbials as sentence opener, When (Time), Where (Place)</p>	<p>Use time adverbials to create order.</p> <p>Understand the importance of cohesion in my writing.</p> <p>Use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p> <p>Use paragraphs to organise my ideas in a piece of writing.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Story or recount</th> </tr> <tr> <th>Time</th> <th>Place</th> <th>Factual text</th> </tr> </thead> <tbody> <tr> <td><i>Soon, In the afternoon,</i></td> <td><i>Nearby, Outside the house, At the back of the room,</i></td> <td><i>Firstly, Secondly, In addition.</i></td> </tr> </tbody> </table>	Story or recount			Time	Place	Factual text	<i>Soon, In the afternoon,</i>	<i>Nearby, Outside the house, At the back of the room,</i>	<i>Firstly, Secondly, In addition.</i>	<p>The power of three fronted adverbials. <i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i> <i>Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p> <p>Use linking adverbials to signal an illustration of the preceding point. Use linking adverbials to show reasons or results.</p> <p>Check for cohesion within a paragraph. Review writing to make changes to improve the cohesion within a paragraph (add linking adverbials to sentences, use conjunctions to links ideas within a sentence, use pronouns to link ideas with and across sentences).</p>
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How (Manner)–	When (Time)	Where (Place)							
Continue from year 3 with more ambitious fronted adverbials.			Fiction Use adverbs of place when writing descriptions of real or imaginary places. Use adverbs of time.	Know that the linking adverb does not always need to go at the start of the sentence, include it within a sentence, using commas.					
<i>Carefully scanning my surroundings, Without hesitation,</i>	<i>At sunrise, Just before dawn,</i>	<i>As they approached the edge of the cliff, In the depths of the forest,</i>				Non-fiction Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together. <i>We have many ideas to improve playtime. Firstly, we would like a new climbing frame. Secondly, we could set up a stall to sell cakes, toast or a healthy snack.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Linking adverbials to refer to a previous point.</i></td> <td style="width: 50%;"><i>Use linking adverbials to show reasons or results</i></td> </tr> <tr> <td><i>Such as, For example,</i></td> <td><i>Therefore, Consequently, because of this, subsequently.</i></td> </tr> </table>	<i>Linking adverbials to refer to a previous point.</i>	<i>Use linking adverbials to show reasons or results</i>
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<i>Such as, For example,</i>	<i>Therefore, Consequently, because of this, subsequently.</i>								
Use sentence openers followed by a comma. When (Frequency) and How (Degree).			Use paragraphs to organise information.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><i>Use linking adverbs to show opposition or a counter argument</i></td> </tr> <tr> <td colspan="2"><i>Whereas, In contrast</i></td> </tr> </table>		<i>Use linking adverbs to show opposition or a counter argument</i>		<i>Whereas, In contrast</i>	
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When - Frequency	How - Degree		In non-fiction my final sentence gives cohesion by referring to the text. <i>I strongly believe, these ideas would really enhance our playtime. To conclude, I believe these suggestions demonstrate that playtime could be a wonderful experience for all.</i>						
<i>Annually, weekly, Randomly, occasionally, Every morning, Every week.</i>	<i>Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,</i>		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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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 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 possibility

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 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

Simile *Like a raging bull, ...* How / Manner

Preposition *Behind the clouds, ...* Place

Adverb *Anxiously, ...* How / Manner

Conjunction *After he opened his eyes, ...* (Time)

Ed word *Exhausted,*