

Progression - Adverbs

For the exclusive use of St Philip's Catholic Primary School

	Year 1	Year 2	Year 3
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, adverbs 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, <i>when, before, after, while, so, because</i>), adverbs (for example, <i>then, next soon, therefore</i>), or prepositions (for example, <i>before, after, during, in, because of</i>)
Clever Writer Statements	Use time words (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 a wider range of time words (time adverbials / time adverbs) to create order <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> Add the suffix -ly to change a word from an adjective to an adverb <i>Bright (adjective) - The beautiful lamp shone brightly in the cosy living room.</i>	<i>An adverb is a word that gives more detail about the verb or action in a sentence. It can show how, where or when the action took place.</i> <i>Caroline is visiting our house soon.</i> <i>Soon, Caroline is visiting our house. Caroline will soon visit our house.</i> <i>You can move the adverb around in the sentence.</i> <i>Also, the sentence will still make sense without the adverb.</i> <i>An adverb can be a single adverb or a phrase that works like an adverb.</i> Use adverbs of manner as openers

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Year 3

Clever Writer Statements

(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 softly.

Use two -ly adverbs in a sentence
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.
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).

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Clever Writer Statements

Use adverbs for 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.*

Use openers (fronted adverbials) as sentence openers:

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

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

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	Year 4	Year 5	Year 6									
National	Years 3 and 4 NC - Use conjunctions, adverbs and prepositions to express time and cause NC - using fronted adverbials											
Statutory	Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> Fronted adverbials (for example, <i>later that day</i>, I heard bad news)											
Clever Writer statements	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> Use more ambitious fronted adverbials as sentence openers, When (Time), Where (Place)	Use time adverbials to create order Understand the importance of cohesion in my writing Use place, time or manner adverbials to ensure cohesion in and across paragraphs Use paragraphs to organise my ideas in a piece of writing <table><tr><th colspan="3">Story or recount</th></tr><tr><th>Time</th><th>Place</th><th>Factual text</th></tr><tr><td>Soon, In the afternoon,</td><td>Nearby, Outside the house, At the back of the room,</td><td>Firstly, Secondly, In addition.</td></tr></table>	Story or recount			Time	Place	Factual text	Soon, In the afternoon,	Nearby, Outside the house, At the back of the room,	Firstly, Secondly, In addition.	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> Use linking adverbials to signal an illustration of the preceding point Use linking adverbials to show reasons or results 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)
Story or recount												
Time	Place	Factual text										
Soon, In the afternoon,	Nearby, Outside the house, At the back of the room,	Firstly, Secondly, In addition.										

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Year 4

How (Manner)	When (Time)	Where (Place)
<i>Continue from year 3 with more ambitious fronted adverbials.</i>		
Carefully scanning my surroundings, Without hesitation,	At sunrise, Just before dawn,	As they approached the edge of the cliff, In the depths of the forest,

Use sentence openers followed by a comma. When (Frequency) and How (Degree)

When - Frequency	How - Degree
Annually, weekly, Randomly, Occasionally, Every morning, Every week.	Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,

Year 5

Fiction

Use adverbs of place when writing descriptions of real or imaginary places

Use adverbs of time

Non-fiction

Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together

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.

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. In non-fiction my final sentence gives cohesion by referring to the text

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 grow 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.

Year 6

Know that the linking adverb does not always need to go at the start of the sentence, include it within a sentence, using commas

Linking adverbials to refer to a previous point.

Use linking adverbials to show reasons or results

*Such as,
For example,*

*Therefore, Consequently,
because of this,
subsequently.*

Use linking adverbs to show opposition or a counter argument

Whereas, In contrast

Progression - Adverbs

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Year 4

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Clever Writer Statements

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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

Maybe it rained last night.

The package certainly arrived this morning.

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.

Use the acronym ISPACED to create fronted adverbials

Progression - Adverbs

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Clever Writer statements

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.
Inq 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,
Dialogue opener - "Abandon ship!" screamed the Captain.

Progression - Adjectives and Rich Language

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Year 4

Clever Writer statements

I can use ambitious adjectives to enhance the nouns in my writing

The archaic portrait hung perilously on the wall of the dilapidated castle.

I choose the most appropriate nouns and pronouns

I can identify when a pronoun is more appropriate and can replace a noun with a pronoun independently

Most appropriate nouns and pronouns

House (cottage, a croft, mansion, manor, palace, villa, hovel, shack, lodge, chalet) Friendship (affection, attachment, fondness)

Information (news, details, reports, announcements, notices, advice, communications, statement).

Use more interesting similes to describe things in my writing

Tears ran down his face like a river.

Use more interesting metaphors to describe things in my writing

Metaphors are used to compare two separate objects using 'is' and 'are'. They are useful as they can help the reader to create an image in their mind.

Ben's temper was a volcano, ready to explode.

His tears were a river flowing down his cheeks.

Beginning to use personification to describe things in my writing

Personification happens when we use words (mostly verbs) to give an object (not human) a characteristic that a human would normally have. For example, coughing is a human characteristic. 'The wind coughed violently' suggests it is sudden and harsh.

Year 5

Year 6

I use the passive voice to avoid or obscure ownership of ideas
The vase was knocked over. The vase was smashed. The vase was broken.

I use the passive voice to make the object more important in the sentence than the subject

I deliberately consider the length of my sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences

I use simple sentences to build tension

I can break the rules to add flair to my writing using one-word sentences / fragments

I know that most sentences have a capital letter, full stop, verb, subject and make sense. However sometimes the author can break these rules to add flair to the writing

Everywhere she looked. Greed. Greed. Greed.

I use metaphors that are developed over several clauses
Tree's arms reaching out, arthritic fingers grabbing.

I use onomatopoeia to aid description

I use personification to improve description

Personification of the weather

The wind shrieked through the forest. (Tense mood).

The wind whined all though the night. (Sad mood).

The sun's rays stroked my face (happy mood).)

Impenetrable darkness smothered the city. (Tense, claustrophobic mood).

Progression - Adjectives and Rich Language

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Year 4

The tree branch scratched and clawed at my windowsill, trying to break into my house.

Using a simile as a sentence opener

Like a raging bull

Beginning to use show don't tell to describe how a character is feeling

As the footsteps tapped closer and closer, Jack felt his stomach muscles tighten. He flattened himself to the wall, the gritty bricks against his cheek. Sweat chilled his palms. He used both hands to steady the gun.

Short sentences to move events on quickly in a story

Simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences

A mixture of simple, compound and complex sentences within my writing to convey mood and atmosphere and to suit the style of writing

There will be no fish for breakfast, sorry men!" exclaimed one of the crew, rubbing the back of his neck uncertainly. Without warning, the net was pulled back into the water, landing with a splash. Tib looked over the side of the ship to investigate. When he peered over, there was nothing but a few small, ominous bubbles clouding the water. And then complete stillness. Nothing. Staring intently into the water, Tib (now with sweaty palms) could make out an enormous shadow. He continued to stare in disbelief as the water began to ripple. It was then that he saw it. An enormous, pink tentacle emerged out of the water and slithered up the side of the ship. Tib took a step back and gasped as a terrifying shadow erupted from the water.

Year 5

Year 6

These sentences (also known as 'pathetic fallacy' sentences) describe the weather as if it were a person. They are particularly useful for creating a mood in a story. If you describe the rain as 'weeping', for example, it creates a sad mood.

I use my senses to "show not tell" settings, characters' feelings and thoughts

I make purposeful choices with adverbs, adjectives, ENPs and adverbials to make my writing more descriptive

I use a thesaurus to effectively select better vocabulary; I use a dictionary to reverse check that the word fits the context