

# Application and Reasoning

## Step 3: Adverbials – Fiction

### National Curriculum Objectives:

English Year 5: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

English Year 5: Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Terminology for pupils:

- (4G1.6a) [adverbial](#)
- (5G1.5) [cohesion](#)

### Differentiation:

Questions 1, 4 and 7 (Application)

**Developing** Rewrite a sentence from the text to show where else in the sentence a selected adverbial could be placed. Texts are aimed at Year 5 Developing level readers.

**Expected** Rewrite a sentence from the text to show where else in the sentence a selected adverbial could be placed. Texts are aimed at Year 5 Secure level readers.

**Greater Depth** Rewrite a sentence from the text to show where else in the sentence a selected adverbial could be placed. Texts are aimed at Year 5 Mastery level readers.

Questions 2, 5 and 8 (Reasoning)

**Developing** Explain what a fronted adverbial from the text shows about a change in focus between paragraphs. Texts are aimed at Year 5 Developing level readers. Questions identify whether the change between paragraphs relates to time or place.

**Expected** Explain what a fronted adverbial from the text shows about a change in focus between paragraphs. Texts are aimed at Year 5 Secure level readers. Questions identify only that a change in focus has occurred between paragraphs.

**Greater Depth** Explain what a fronted adverbial from the text shows about a change in focus between paragraphs. Texts are aimed at Year 5 Mastery level readers.

Questions 3, 6 and 9 (Reasoning)

**Developing** Explain which of the given adverbials would be best added to a specific sentence from the text. Texts are aimed at Year 5 Developing level readers.

**Expected** Explain which of the given adverbials would be best added to a specific sentence from the text. Texts are aimed at Year 5 Secure level readers.

**Greater Depth** Explain which of the given adverbials would be best added to a specific sentence from the text. Texts are aimed at Year 5 Mastery level readers.

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## Adverbials – Fiction

Mrs Patterson put the goggles on, moved them into place and wiggled them to check they were tight. The class waited in silence for her to start mixing the strange liquids on the desk. They loved her science lessons. “First, I need to mix this liquid with the soap,” she began, holding up a bottle.

After the mixing was finished, Mrs Patterson looked up. “This liquid will change everything,” she explained, pointing at a tube in front of her. “I think I’ll get behind something safe as I tip it in!” As the children watched wide-eyed, she poured the liquid into the waiting mixture.

For the rest of the week, the children talked about that science lesson. They chatted about the brightly coloured foam, the clouds of steam and the way the table had disappeared. They wanted to watch it all happen again! “Until I get a new desk,” laughed Mrs Patterson, “I don’t think I can show you anything!”

1a. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.

For the rest of the week, the children talked about that science lesson.



A

2a. Explain what the fronted adverbial in the first sentence of the second paragraph tells you about the change in time from paragraph one to paragraph two.



R

3a. Jack wants to add an adverbial to sentence three of paragraph three. His options are:

1. three weeks ago
2. in the next lesson

Which adverbial would be best? Explain your answer.



R

## Adverbials – Fiction

A small pool was forming as rain trickled into the cave mouth. Thunder boomed and lightning flashed across the night sky. Tor ignored it. He was too busy starting a fire to worry about what had made the gods angry.

At the bottom of the hill, a sound filled the air. It made Tor feel icy with fear. First one howl, then another and another. Wolves! Tor tried again to make fire, feeling more desperate than ever before. He only needed one good spark...

A few moments later, the first wolves crept out of the trees. Guided by Tor's scent, they stepped softly up the slope towards Tor's hiding place. They knew he was trapped. The humans they had run into before were always in groups, and they had brought out terrible flames which blinded and burned the pack. This man was alone. Encouraged by this fact, the wolves got ready to attack...

1b. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.

A few moments later, the first wolves crept out of the trees.



A

2b. Explain what the fronted adverbial in the first sentence of the second paragraph tells you about the change in place from paragraph one to paragraph two.



R

3b. Amelia wants to add an adverbial to sentence three of paragraph three. Her options are:

1. as they drew nearer
2. after they had left him alone

Which adverbial would be best? Explain your answer.



R

## Adverbials – Fiction

Mrs Patterson slid the safety goggles over her scruffy hair, moved them into position and wiggled them to check they were secure. The class waited in silence for her to start mixing the mysterious liquids on the desk. They loved her science demonstrations. “First, I need to mix this chemical,” she began, holding up a bottle of clear liquid, “with the soap...”.

After all the liquids were all mixed together in a large glass flask, Mrs Patterson looked up. “This is the liquid which will start the reaction,” she explained, pointing towards a slender tube in the rack in front of her, “so I think I’ll get behind this safety screen as I tip it in!” Under the gaze of thirty wide-eyed children, she poured the contents into the mixture.

For days afterwards, the experiment was all the children could talk about. They recalled the brightly coloured jets of foam, the billowing steam and the way the mixture had swelled and consumed the table. They wanted a repeat performance! “Until I get a new desk,” laughed Mrs Patterson, “I don’t think I’ll be able to show you any more reactions!”

4a. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.

After all the liquids were all mixed together in a large glass flask, Mrs Patterson looked up.



A

5a. Explain what the fronted adverbial in the first sentence of the third paragraph tells you about the change in focus from paragraph two to paragraph three.



R

6a. Suriyah wants to add an adverbial to sentence two of paragraph three. Her options are:

1. while the experiment occurred
2. every break and lunch time

Which adverbial would be best? Explain your answer.



R

## Adverbials – Fiction

While the rain pattered onto the mud outside, a small pool was being formed by drips trickling into the cave mouth. Thunder grumbled and lightning stretched its fingers across the night sky. Tor ignored it. He was too busy starting a fire to dwell upon what had angered the gods above.

Somewhere on the lower slopes of the hill, a sound pierced the air and chilled Tor's blood. First one howl, then another, and another. Wolves! Tor started striking his flints with the desperation of a man who knows his life depends on success. He only needed one significant spark...

After three more lightning flashes, the first wolves emerged from the trees. Drawn onward by the thick scent of man, they padded softly up the slope towards Tor's hiding place. They knew these hills. They knew he was cornered. The humans they had encountered before were always in groups, and they had produced scorching flames which blinded the pack and singed their fur. This man was alone. Emboldened by this knowledge, the wolves prepared to attack...

**4b. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.**

While the rain pattered onto the mud outside, a small pool was being formed by drips trickling into the cave mouth.



A

**5b. Explain what the fronted adverbial in the first sentence of the second paragraph tells you about the change in focus from paragraph one to paragraph two.**



R

**6b. Adrian wants to add an adverbial to sentence two of paragraph one. His options are:**

1. as morning gave way to afternoon
2. high above the storm-battered hills

**Which adverbial would be best? Explain your answer.**



R

## Adverbials – Fiction

Mrs Patterson slid the safety goggles over her unkempt hair, manoeuvred them into position and wiggled them to check they were secure. An expectant hush settled over the room as the class waited for her to start combining the mysterious liquids on the desk. They adored watching her science experiments. “First, I need to mix this hydrogen peroxide,” she began, wagging a bottle of colourless liquid in their faces, “with this soap that I pinched from the toilets...”.

Once her concoction sat complete in a flask, Mrs Patterson winked at the waiting children. “This substance here is the chemical which will start the reaction,” she explained, gesturing towards a small vial in a rack in front of her, “and it’s very potent, so I think I’ll take shelter behind this safety screen as I tip it in!” As thirty pairs of eyes tracked her every move, Mrs. Patterson emptied the entire contents of the vial into the waiting mixture.

For the remainder of the week, the astonishing result of the experiment was all the children talked about. They reminisced about the luminous eruptions of foam, the enormous billows of steam and the way the mixture had swelled and consumed the table. They demanded a repeat performance! “Until I my desk gets replaced,” giggled Mrs Patterson, “I’m unable to demonstrate any more reactions!”

7a. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.

“Until my desk gets replaced,” giggled Mrs Patterson, “I’m unable to demonstrate any more reactions!”



A

8a. Explain the purpose of the fronted adverbial in the first sentence of the second paragraph.



R

9a. Kellie wants to add an adverbial to sentence one of paragraph one. Her options are:

1. with the skill of someone who has repeated the motion many times
2. as a direct consequence of mixing the chemicals together

Which adverbial would be best? Explain your answer.



R

## Adverbials – Fiction

While the rain continued falling heavily onto the mud outside, a series of miniature lakes were forming, as droplets trickled into the mouth of the cave. Ominous thunder grumbled menacingly, and lightning's electric fingers slashed the night sky. Tor ignored the spectacle. He was too preoccupied with the difficult task of starting a fire in such rain-soaked conditions to concern himself with the quarrels of the gods above.

Somewhere in the gloom at the foot of the hill, a piercing sound, which chilled Tor's veins, filled the air. First one howl, then another and another. Wolves! Tor resumed starting his fire with the desperation of a man who knows his survival depends on success. A single significant spark was all he required...

Quicker than a crack of the lightning above him, the first wolves emerged stealthily from the trees. Lured ever upward by the distinct odour of man, they homed in on Tor's refuge, each member of the pack focused on their goal. The hills were their territory. They knew he was cornered. The humans they had encountered before wandered in groups, and were armed with the dancing, scorching flames which blinded the pack and charred their fur. This man was isolated and vulnerable. Emboldened by the fortune of their circumstances, the wolves prepared to attack...

7b. The sentence below starts with an adverbial. Rewrite the sentence so that the adverbial is in a different position.

Somewhere in the gloom at the foot of the hill, a piercing sound, which chilled Tor's veins, filled the air.



A

8b. Explain the purpose of the fronted adverbial in the first sentence of the third paragraph.



R

9b. Cody wants to add an adverbial to sentence four of paragraph two. His options are:

1. as he began to climb the hill with determination
2. as his agitated imagination filled with visions of ferocious, snapping jaws

Which adverbial would be best? Explain your answer.



R

## Application and Reasoning Adverbials – Fiction

### Developing

- 1a. Various possible answers; for example: The children talked for the rest of the week about that science lesson.
- 2a. It shows that time has elapsed between the end of one paragraph and the beginning of the next.
- 3a. Adverbial 2, because it describes a time after the event when watching the experiment for a second time could logically take place.

### Expected

- 4a. Mrs Patterson looked up after all the liquids were mixed together in a large glass flask.
- 5a. It shows that time has moved forward several days between the end of one paragraph and the beginning of the next.
- 6a. Adverbial 2, because it describes a time after the event, when the children could logically recall the experiment.

### Greater Depth

- 7a. Various possible answers; for example: "I'm unable to demonstrate any more reactions until my desk gets replaced!" giggled Mrs Patterson.
- 8a. The fronted adverbial is there to show that time has elapsed between the first and second paragraphs, and that the second paragraph takes place after the mixing had been completed.
- 9a. Adverbial 1 because it suits the context. Adverbial 2 describes an event which has not occurred yet in the story.

## Application and Reasoning Adverbials – Fiction

### Developing

- 1b. Various possible answers; for example: The first wolves crept out of the trees a few moments later.
- 2b. It shows that the location has changed between the end of one paragraph and the beginning of the next.
- 3b. Adverbial 1 because it describes the movement of the wolves. Adverbial 2 describes a situation where he would no longer be trapped.

### Expected

- 4b. Various possible answers; for example: A small pool was being formed by drips trickling into the cave mouth, while the rain pattered onto the mud outside.
- 5b. It shows that location has moved from the cave to the bottom of the hill between the end of one paragraph and the beginning of the next.
- 6b. Adverbial 2. The information given in adverbial 1 contradicts the time setting given later in the sentence ('night').

### Greater Depth

- 7b. Various possible answers; for example: A piercing sound, which chilled Tor's veins, filled the air somewhere in the gloom at the foot of the hill.
- 8b. The fronted adverbial is there to show how little time has elapsed between the second and third paragraphs and that the third paragraph takes place after the wolves have moved up the hill at pace.
- 9b. Adverbial 2 because it describes thoughts which are appropriate to the context. Adverbial 1 does not fit with Tor starting the fire.