

Application and Reasoning

Step 2: Using Fronted Adverbials in Paragraphs – Fiction

National Curriculum Objectives:

English Year 4: Use of paragraphs to organise ideas around a theme

English Year 3/4: Draft and write by organising paragraphs around a theme

Differentiation:

Questions 1, 4 and 7 (Application)

Developing Add a fronted adverbial to the underlined sentence to show how, when or where an action occurred. Texts are aimed at Year 4 Developing level readers. Questions are worded to indicate the specific verb the fronted adverbial should describe.

Expected Add a fronted adverbial to the underlined sentence to show how, when or where an action occurred. Texts are aimed at Year 4 Secure level readers. Questions are worded to indicate what part of the sentence the fronted adverbial should describe.

Greater Depth Add a fronted adverbial to the underlined sentence to show how, when or where an action occurred. Texts are aimed at Year 4 Mastery level readers. Questions give no indication of which part of the sentence the fronted adverbial should describe.

Questions 2, 5 and 8 (Reasoning)

Developing Explain how a fronted adverbial had been added incorrectly to a sentence from the text. Aimed at Year 4 Developing level readers, with a focus on the position of the fronted adverbial.

Expected Explain whether a fronted adverbial has been added correctly to a sentence from the text. Aimed at Year 4 Secure level readers, with a focus on the grammar and punctuation of the fronted adverbial.

Greater Depth Explain whether a fronted adverbial has been added correctly to a sentence from the text. Aimed at Year 4 Mastery level readers, with a focus on the contextual sense of the fronted adverbial.

Questions 3, 6 and 9 (Reasoning)

Developing Choose a fronted adverbial to start a new paragraph which shows how, when or where the next action occurred and explain that choice. Aimed at Year 4 Developing level readers with two options given.

Expected Choose a fronted adverbial to start a new paragraph which shows how, when or where the next action occurred and explain that choice. Aimed at Year 4 Secure level readers with three options given.

Greater Depth Choose a fronted adverbial to start a new paragraph which shows how, when or where the next action occurred and explain that choice. Aimed at Year 4 Mastery level readers with no options given.

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Using Fronted Adverbials in Paragraphs – Fiction

Keira gazed up at the top of the huge cliff high above her. It almost touched the clouds. Would she make it? She had spent too long climbing and was worried about food. Three days ago, getting up the cliff had felt like just another step on her quest to find the old temple. Now, it was a problem that might end her journey.

She heard a voice on her radio. “Keira, can you hear me?” It was Doug, back at base. He would be hoping to hear that she had reached the top.

“Morning, Doug,” she said. “I can hear you. I know what you want me to say, but I’m not even close.”

“You sound sad,” Doug said. Keira was surprised that he sounded happy. “That’s not like you! You’ve never given up before. A little cliff like this won’t beat you!”

Feeling happier, Keira got ready to climb again. First, she put away her mat and sleeping bag. Second, she checked her ropes. She got some chalk powder and rubbed it all over her hands. It was time to go.

1a. Add a fronted adverbial to the underlined sentence to show when Keira had spent too long climbing.



A

2a. The last sentence of the second paragraph has been rewritten below:

Eating his, he would be hoping to hear she had reached the top, breakfast.

Explain how the fronted adverbial has been written incorrectly.



R

3a. The author wants to write a paragraph to show *when* the next event happened. Choose the fronted adverbial it should begin with and explain your choice.

One hour later,

Up above,



R

Using Fronted Adverbials in Paragraphs – Fiction

Feeling scared, Dustin slid down the hill. He cut his arms and legs on branches and roots. He could hear the angry shouts of the guards behind him. Soon, they would send out the dogs. Dustin hated dogs. They were noisy things which could smell too well. They made getting friends out of prison very hard. They made getting away even harder.

One year ago, he and Conor had sat in the cabin and made their plan. Billy was in prison and they wanted to get him out. It had seemed like such a good idea back then. Now, Conor was locked in a guard van and Dustin was close to joining him.

He could see the river running fast. It went to Yellowtooth Falls and that put a mad idea in his head. He ran down the bank. Water sprayed up as he got close to the waterfall. He got to the edge and stopped. He was scared of the drop but he was also scared of getting caught. The two fears fought inside him. Could he jump?

1b. Add a fronted adverbial to the underlined sentence to show where Dustin could see the river running fast.



A

2b. The second sentence of the first paragraph has been rewritten below:

He cut his arms and legs on branches and roots, as he slid.

Explain how the fronted adverbial has been written incorrectly.



R

3b. The author wants to write a paragraph to show *where* the next event happened. Choose the fronted adverbial it should begin with and explain your choice.

Sadly,

In the guard van,



R

Using Fronted Adverbials in Paragraphs – Fiction

Keira gazed up at the top of the enormous cliff stretching high above her. It looked like it almost touched the clouds. Would she make it? She had not planned to spend so long climbing and was worried about the amount of food she had left. Three days earlier, getting up this wall of rock had felt like just another step on her quest to find the ancient temple. Now, it was a barrier that might stop her journey in its tracks.

A voice crackled out from her radio. “Keira, can you hear me? Checking radio link. Keira, can you hear me?” It was Doug, back at base. He would be hoping to hear she had reached the top late the night before.

“Morning, Doug,” she replied. “I can hear you. I know what you want me to say, but I’m not even close to finishing this climb.”

“You sound beaten!” Doug cried. Keira was surprised that he sounded cheerful. “That’s not the Keira I know! You’ve never given up before. A silly, little cliff like this won’t defeat you!”

Feeling brighter, Keira prepared to climb again. First, she packed away her mat and sleeping bag. Second, she checked her ropes and harness. She dipped into her chalk bag and rubbed the powder all over her hands. It was time to go.

4a. Add a fronted adverbial to the underlined sentence to show how Keira was looking at the obstacle.



A

5a. The fourth sentence of the last paragraph has been rewritten below:

Lastly, she dipped into her chalk bag and rubbed the powder all over her hands.

Has a fronted adverbial been used correctly? Explain how you know.



R

6a. The author wants to write a paragraph to show *where* the next event happened. Choose the fronted adverbial it should begin with and explain your choice.

Nearby,

After another
minute,

Bravely,



R

Using Fronted Adverbials in Paragraphs – Fiction

Filling with panic, Dustin slid down the hill, cutting his arms and legs on branches and roots. He could hear the furious shouts of the guards behind him. Soon, they would send out the dogs. Dustin hated dogs. They were nasty, barking things which could smell what they could not see. They made breaking friends out of prison very difficult to do. They made escaping even harder.

One year before, he and Conor had sat in the hidden cabin in the woods and made their plan. Billy was in jail for something he had not done, so they wanted to get him out. It had seemed like such a brilliant and simple idea back then. Now, Conor was locked in the back of a guard van and Dustin was moments away from joining him.

Up ahead, he could see the river. It was flowing fast down to Yellowtooth Falls and that put a wild idea in his head. He turned and rushed down the bank. Sparkling sprays of water rose up as he got close to the waterfall. He reached the edge and stopped. He was terrified of heights but he was also terrified of getting caught. The two fears battled inside him. Could he jump?

4b. Add a fronted adverbial to the underlined sentence to show when Dustin was making his decision.



A

5b. The third sentence of the last paragraph has been rewritten below:

Without stopping he, turned and rushed down the bank.

Has a fronted adverbial been used correctly? Explain how you know.



R

6b. The author wants to write a paragraph to show *how* the next event happened. Choose the fronted adverbial it should begin with and explain your choice.

Down below,

Very fearfully,

When the dogs appeared,



R

Using Fronted Adverbials in Paragraphs – Fiction

Keira squinted up at the top of the monstrous cliff which loomed like a castle wall above her. It appeared to almost graze the clouds. Would she ever conquer it? She had not accounted for this ascent taking so many days and was worried about her supply levels. As she set off three days previously, scaling this sheer wall of rock had felt like just another simple step on her quest to rediscover the legendary Temple of the Sun. Now, it was a serious barrier that threatened to stop her journey in its tracks.

Her satellite phone rang and a voice crackled through to her. “Keira, can you hear me? Checking communication link. Keira, are you receiving this message?” It was Doug, calling for his daily update. He would be assuming she had reached the top late the night before, or was at least close to completing the climb.

“Morning, Doug,” she replied, glumly. “I can hear you loud and clear. Look, I know what you’re longing for me to say but I’m not even close to overcoming this thing.”

“If I didn’t know better, I’d say you sounded forlorn!” Doug exclaimed, his voice sounding surprisingly upbeat. “That’s not the Keira I know! You’ve never been a quitter. A minor setback like this pesky, little cliff won’t defeat you!”

Feeling cheered by his confidence, Keira made her preparations for the climb ahead. First, she packed her sleeping gear into her rucksack. Second, she examined her ropes and safety harness, checking for any wear and tear. She dipped into her chalk bag and entirely coated her fingers with powder. It was time to go.

7a. Add an appropriate fronted adverbial to the underlined sentence.



A

8a. The second sentence of the first paragraph has been rewritten below:

At its hulking foundations, it appeared to almost graze the clouds.

Has an appropriate fronted adverbial been used correctly? Explain how you know.



R

9a. The author wants to write a paragraph to show *how* the next event happened. Choose a fronted adverbial it should begin with and explain your choice.



R

Using Fronted Adverbials in Paragraphs – Fiction

Panic-stricken, Dustin careered down the hill, slashing his limbs on snagging branches and roots. He could hear the furious shouts of the guards pursuing him. Soon, they would set the dogs loose. Dustin despised dogs. They were nasty, yapping, biting creatures which could track you down even when you thought you had got away. They made breaking prisoners out of jail a very difficult task. They made escaping with those freed prisoners even harder.

Almost exactly one year before, he and Conor had put their heads together in the hidden cabin in the woods and crafted their plan. Their youngest cousin, Billy, had been imprisoned for a crime he did not commit, so they wanted to get him out. It had seemed like such a cunning and uncomplicated idea back then. Now, Conor was chained up in the back of a guard van and Dustin, it seemed, was moments away from joining him.

A couple of hundred yards ahead, he could catch glimpses of the river. Its white water was surging downstream to Yellowtooth Falls and that put a reckless idea in his head. He changed course and bolted down the bank. Glistening clouds of spray rose to meet him as he neared the waterfall. He skidded to the edge and halted. He was petrified of heights but he also dreaded the thought of getting caught. Deep inside him, the two fears battled for control of his legs. Could he take the leap?

7b. Add an appropriate fronted adverbial to the underlined sentence.



A

8b. The fourth sentence of the last paragraph has been rewritten below:

Upon reaching the falls, glistening clouds of spray rose to meet him as he neared the waterfall.

Has an appropriate fronted adverbial been used correctly? Explain how you know.



R

9b. The author wants to write a paragraph to show *when* the next event happened. Choose a fronted adverbial it should begin with and explain your choice.



R

Application and Reasoning Using Fronted Adverbials in Paragraphs – Fiction

Developing

1a. Answers must be correctly written, and describe *when* Keira had spent too long climbing. For example: Yesterday, she had spent too long climbing and was worried about food.

2a. Only part of the adverbial phrase has been placed at the front of the sentence. It should say, 'Eating his breakfast, he...'

3a. 'One hour later,' because it describes *when*. 'Up above' describes *where*.

Expected

4a. Answers must be correctly written, and describe *how* Keira gazed up. For example: With tired eyes, Keira gazed up at the top of the enormous cliff stretching high above her.

5a. Yes, because it has been placed at the front of the sentence, makes sense and is followed by a comma.

6a. 'Nearby,' because it describes *where*. The other two fronted adverbials describe *when* and *how*.

Greater Depth

7a. Answers must be correctly written and relate to the first verb in the sentence. For example: Suddenly, her satellite phone rang and a voice crackled through to her.

8a. No, because the fronted adverbial does not make sense in the context. Foundations are on or below the ground, not near the clouds.

9a. The chosen adverbial must make sense in the context. It must describe *how* and explanations must make reference to the adverbial doing this. For example: 'Ignoring the soreness in her muscles,' because it would describe *how* the next verb happened.

Application and Reasoning Using Fronted Adverbials in Paragraphs – Fiction

Developing

1b. Answers must be correctly written, and describe *where* Dustin could see the river. For example: Up ahead, he could see the river running fast.

2b. The adverbial phrase has been put at the end of the sentence. It should say, 'As he slid, he...'

3b. 'In the guard van,' because it describes *where*. 'Sadly' describes *how*.

Expected

4b. Answers must be correctly written, and describe *when* Dustin was making his decision. For example: As the seconds ticked away, the two fears battled inside him.

5b. No, because the comma has been put in the wrong place. It should say, 'Without stopping, he...'

6b. 'Very fearfully,' because it describes *how*. The other two fronted adverbials describe *where* and *when*.

Greater Depth

7b. Answers must be correctly written and relate to the first verb in the sentence. For example: Through the clustered trees, he could hear the furious shouts of the guards pursuing him.

8b. No, because the fronted adverbial repeats the information given in an adverbial at the end of the sentence.

9b. The chosen adverbial must make sense in the context. It must describe *when* and explanations must make reference to the adverbial doing this. For example: 'Within a flash,' because it would describe *when* the next verb happened.