

## Tuesday 12<sup>th</sup> May - LO: To be able to add detail to ideas

The learning today focuses on adding detail to verbs, through the use of adverbials. Adverbials can be one word or more than one word, called an adverbial phrase. Both tell you more about where, when, how and how often an action takes place.

Here is an adverb in action:



*The gorilla groomed its infant **carefully**.*

It tells us how the gorilla cleaned its baby. Usually, adverbs end in -ly (but not always!)

Here is an adverbial phrase in action:

*The gorilla groomed its infant **whilst it slept**.*

It's the same idea, but this time the adverbial phrase tells us when the gorilla cleaned its baby.

Did you know, the adverbial can go at the start of the main clause (idea), before the verb or at the end of the main clause. It will still have the same meaning - just sometimes it sounds better in a certain place.

*The gorilla groomed its infant **carefully**.*

***Carefully**, the gorilla groomed its infant.*

*The gorilla, **carefully**, groomed its infant.*

All these read well and sound good. They make sense.

However, what about these?

*The gorilla groomed its infant, **whilst it slept**.*

***Whilst it slept**, the gorilla groomed its infant.*

*The gorilla, **whilst it slept**, groomed its infant.*

The last one sounds like the mother gorilla was sleeping and could be confusing for the reader.

So therefore we have to think carefully about where we put the adverbials so the meaning stays the same.

**COMMAS** are  
**EXTREMELY**  
**IMPORTANT!**

They go after the adverbial if used at the start of the sentence and around the adverbial if used in the middle! They also go between clauses when used as a phrase at the end!

Find the adverbials in the sentences below - they could be one word or phrases. Underline them with a ruler. HINT - look for the verbs! What gives you more information about the action?

1. I went to the beach yesterday.
2. Occasionally, I like to draw and paint.
3. Her stomach noisily rumbled.
4. She looked at the gift with hope in her heart.
5. Inside the house, mum could hear the squeals of laughter.
6. She cautiously searched the room.

NOW, look at the sheet with the word grid on. Cut out into cards and sort them into 4 groups of adverbials. You should have some for time (when), place (where), manner (how) and frequency (how often).

Check you got them correct with the answer sheet!

Practise writing some sentences using the clauses on the next page with an adverbial from the sorting activity (or ones of your own!). If you cut the clauses out, you can play around with the position of the adverbial to see which one has the best sound or greatest effect on the reader.

Example:

*The silhouette sprang towards us **without warning.***

*The silhouette, **without warning,** sprang towards us.*

***Without warning,** the silhouette sprang towards us.*

I like the sound of the last one best because 'without warning' is a dramatic adverbial to show something happened quickly and with a surprise element. If you put it first, the reader has no warning of what's to come too!

We heard a noise.

We stood still.

It came closer towards us.

We ran.

We met everybody at the campsite.

It started to get dark.

We piled back into the cars and drove.

The silhouette appeared.

#### EXTRA SPICY CHALLENGE!

When writing your sentences, up-level the rest of the language:

- can you add some brilliant adjectives to the nouns?
- can you be more specific with the verb choices?
- Add a simile if you wish!