



Grammar, Punctuation and Spelling

Year 4

Autumn Block 3

Yearly Overview for Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases		4. Suffixes 1		Assessments	
Summer	1. Standard English		2. Paragraphs				3. Suffixes 2				Assessments	

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

Autumn Block 3 – Fronted Adverbials

National Curriculum Objectives:

- (4G5.6b) [Using fronted adverbials](#)
- (4G5.6b) [Fronted adverbials \[for example, Later that day, I heard the bad news.\]](#)
- (4G5.6b) [Using commas after fronted adverbials](#)
- (4G5.6b) [Use commas after fronted adverbials](#)
- Terminology for pupils:
 - (4G1.6a) [adverbial](#)

Small Steps

1. [What is an adverbial?](#)
2. [Recognising Fronted Adverbials 1](#)
3. [Time Specific Adverbials](#)
4. [Place Specific \(Prepositional\)](#)
5. [Descriptive Fronted Adverbials](#)
6. [Recognising Fronted Adverbials 2](#)
7. [Using Fronted Adverbials](#)

Step 1 – What is an Adverbial?

Notes and Guidance

- From Year 3, children should know that adverbs can be used to expand sentences by adding information about when, how, where or how often a verb takes place.
- Children should already know that a single adverb can be used in different locations within a sentence.
- In this step, children will learn that adverbs can be expanded into adverbial phrases.
- Adverbs (single words) can also be used as an adverbial on their own but for the purposes of introducing this area the first step is to introduce the idea of an adverbial within a sentence.

Focused Questions

- What is an adverb?
- Which part of the sentence gives us more information about the verb?
- What is an adverbial phrase?
- Can you change the adverb in this sentence?
- How do we know when/how/where the verb takes place?

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – Recognising Fronted Adverbials 1

Notes and Guidance

- Children should know that a main clause can be expanded by adding an adverbial phrase. They should also know that the location of this adverbial phrase can be moved within the sentence.
- Children need to know that an adverbial can start a sentence and that this is called a fronted adverbial.
- Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. *Yesterday, I went to the shops* and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost (e.g. *Suddenly it started*) but more often a comma would follow the fronted adverbial.

Focused Questions

- What is an adverbial phrase? What does it do within a sentence?
- Identify the fronted adverbial in this sentence. What punctuation mark should be used after it?
- Can you change the location of the adverbial phrase within this sentence?
- Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Time Specific Adverbials

Notes and Guidance

- Now that children have been introduced to adverbial phrases and fronted adverbials, they should be taught that there are different types of fronted adverbials.
- By now, children should know that fronted adverbials can tell us about *when*, *where*, *how* and *how often*.
- This step focuses on time specific fronted adverbials that tell us *when* or *how often* the main clause takes place.

Focused Questions

- What does this fronted adverbial tell us?
- How can you change the time the action takes place in a sentence?
- What types of words tell us when something takes place?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Place Specific (Prepositional) Adverbials

Notes and Guidance

- This step focuses on fronted adverbials that tell us *where* the main clause takes place.
- From Year 3, children should know about prepositions and prepositional phrases. In this step, they use this knowledge to look at how a prepositional phrase can be used to modify a verb rather than a noun.

Focused Questions

- What does this fronted adverbial tell us?
- How can you change the place the action takes place in a sentence?
- What types of words tell us when something takes place?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Descriptive Fronted Adverbials

Notes and Guidance

- This step focuses on fronted adverbials that tell us *how* the main clause takes place.
- This step will cover fronted adverbials that describe the manner and degree of the action in the main clause.

Focused Questions

- What does this fronted adverbial tell us?
- What does the fronted adverbial tell us about the manner in which the action takes place?
- How can you change the meaning of the sentence using a different fronted adverbial?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Recognising Fronted Adverbials 2

Notes and Guidance

- Children should now be familiar with fronted adverbials and their different types.
- Children need to know that choosing which information is given in a fronted adverbial decides what the reader finds out and when.
- Children should be able to use their knowledge to compare different types of fronted adverbials and decide whether the information provided in a fronted adverbial is appropriate and how it can affect the rest of the sentence.

Focused Questions

- Which type of fronted adverbial is this?
- What does the fronted adverbial tell us about the main clause in this sentence?
- Identify the type of fronted adverbial in this sentence. What punctuation mark should be used after it?
- Change this sentence so that the fronted adverbial gives the reader a different piece of information.

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 7 – Using Fronted Adverbials

Notes and Guidance

- Now that children know the types of fronted adverbials and can recognise them, they need to know how to use these in their own writing.
- It is important that children know that they do not always need to use fronted adverbials but can include them as a way to vary their writing and make it more interesting to a reader.
- Children should be taught that a fronted adverbial can be used to allow the reader to get the most important information first or as a way of setting up an action.
- Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. *Yesterday, I went to the shops* and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost e.g. *Suddenly it started* but more often a comma would follow the fronted adverbial.

Focused Questions

- What is an adverbial phrase? What does it do within a sentence?
- Can an adverbial phrase move location within a sentence?
- Identify the fronted adverbial in this sentence. What punctuation mark should be used after it?
- Why might you use a fronted adverbial in this sentence?
- Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.