

# Year 5 Grammar:

## Adverbials for Linking Sentences and Paragraphs (Time, Place and Number)

### Learning From Home Activity Booklet

<b>Statutory Requirements</b>	<b>Activity Sheet</b>	<b>Page Number</b>
Pupils should be taught to 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).	Anna Adverbial	2
	Adverbial Sort	3-4
	Paragraph Linking Hunt	5
	Missing Links 1 (Time)	6
	Missing Links 2 (Place)	7
	Missing Links 3 (Number)	8
	Building Blocks	9, 10, 11
	A Parent's Guide to Terminology	12

# Anna Adverbial

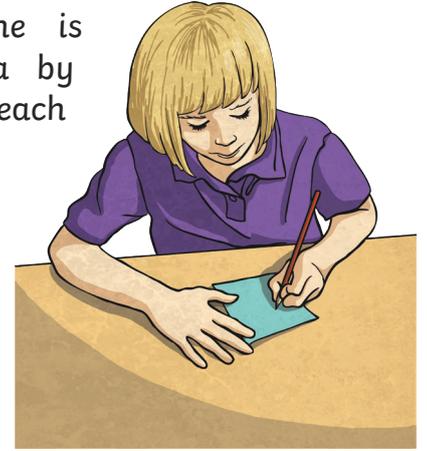
## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Anna is revising adverbials for a test at school but she is unsure of how to identify them in a sentence. Help Anna by underlining the adverbial phrase or adverbial phrases in each sentence below.

**Tip:** Adverbial phrases explain **when**, **where** or **how** something happens, for example:

Early in the morning, the tiger went to hunt.

'Early in the morning' is the adverbial phrase here as it explains when the tiger went to hunt.



1. Moments later, a shooting star appeared in the sky.
2. Anna completed her difficult homework at the kitchen table.
3. With a smile on his face, Arturo held up the trophy.
4. Charlotte bought lots of new things at the market.
5. In haste, Jamelia completed her chores because she wanted to go out to play.
6. Every Saturday, Peter ate porridge for his breakfast.

Now rewrite and improve the sentences below with an adverbial phrase of your own. Remember, add adverbials to describe when, where, or how each event happens.

1. The eagle flew.

---

---

2. Jake fastened his shoelace.

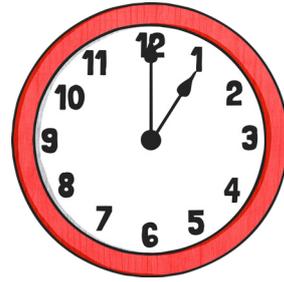
---

---

# Adverbial Sort

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Adverbial phrases can be used to tell the reader when something happens (**time**), where something happens (**place**) and the order that things are happening (**number**). Sort the following adverbs and adverbials into the table below based on their function. The first few have been done for you.



once	as the sun set	in the park	at three o'clock	under the waves
nearby	secondly	behind the tree	under the table	tomorrow
outside	finally	in the cave	later that day	yesterday
lastly	next			

Adverbials of place	Adverbials of time	Adverbials of number
in the park	as the sun set	once

# Adverbial Sort

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

**Challenge:** Now write three sentences of your own that include an adverbial from the each column.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Paragraph Linking Hunt

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

When writing, authors use adverbial phrases to link paragraphs together so that their ideas flow smoothly from one paragraph to another. If you spend time thinking about how to start a new paragraph, you can deliberately choose words in your first sentence that will link it directly to the previous paragraph. This makes it clearer for the reader.



Have a look through your reading books at home. See how the authors use different **adverbial phrases** to start new paragraphs. Find some examples and add them to the table below. This will give you a list of great adverbial phrases that you can use when completing your own independent writing.

Adverbials of place	Adverbials of time	Adverbials of number

# Missing Links 1 (Adverbials of Time)

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs



Below is a text about a new animal at the zoo. However, the adverbials for time are missing. Please read the text and add the adverbial that best fits the start of each paragraph.

Soon

Last year

Before being seen by the public

Now

After a month

\_\_\_\_\_, a new lion was brought to the zoo to help increase their dwindling number. The lion's name was Terence. He had a regal face and a mighty mane of fur – he was sure to bring in many visitors to the zoo.

\_\_\_\_\_, Terence had to be kept away from large crowds (and even other lions) until he became familiar with his new surroundings. For a period of time, he was kept in an enclosure of his own, which wasn't visible to the public. The zookeepers kept a strict eye on him throughout this period to check that he was healthy and happy.

\_\_\_\_\_, he was moved to a new enclosure next to the other lions in the zoo, which was also now visible to the public. In this enclosure, he had his own wooden platform to climb and peruse his surroundings. He would often sit, staring longingly at the lionesses on the other side of the fence that separated their two enclosures. Frequently, Terence and the lionesses would greet each other by the fence. They walked in tandem along their own sides of the fence and sniffed the air to catch each other's scent.

\_\_\_\_\_, the zookeepers thought that Terence was ready to be introduced to the same enclosure as the lionesses. It was a nerve-racking day for them! Initially, they took out the female lions and let Terence in on his own to become familiar with his new surroundings. Then, the females entered the enclosure... the meeting with Terence and the lionesses was a huge success and they have been together ever since.

\_\_\_\_\_, Terence is a settled and happy lion, who enjoys being in his new enclosure with a pride to call his own.



# Missing Links 2 (Adverbials of Place)

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs



Below is a text about a busy street scene. However, the adverbials for place are missing. Please read the text and add the adverbial that best fits the start of each paragraph.

Outside a shop window      Everywhere      In the heart of the city  
Below the glittering streetlights      Nearby

\_\_\_\_\_, was a busy street filled with Saturday shoppers. It was a bleak and bitter day as a cold wind blew through the streets but many undeterred shoppers still braved the severe weather. It was close to Christmas and many of them needed to buy gifts for family and friends.

\_\_\_\_\_, a sea of colourful, woollen hats paraded as the people wearing them went from shop to shop searching for a bargain.

\_\_\_\_\_, a man stood peering through the glass at the dazzling jewellery on display. Should he buy the silver brooch his wife wanted? It was on special offer so he decided to enter the building.

\_\_\_\_\_, a child stood gazing at the toys in a toy shop. He beckoned to his mum to take him inside and reluctantly she gave in to his request. With a smile on his face, he ran ahead to see what wonders he could choose for his Christmas present.

\_\_\_\_\_, the sound of singing filled the air. A choir stood in the centre of the street performing a range of Christmas carols to cheer up the cold shoppers.



# Missing Links 3 (Adverbials of Number)

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

1  
2  
3

Adverbs and adverbial phrases can also be used to sequence events – they tell the reader what order something happened in. Please read the text below and decide which adverb of number would be best to link the paragraphs together. Write your answer in the space provided.

Next

Finally

Firstly

Secondly

After a busy day in the kitchen, the chef had lots to do before he could go home and rest!

\_\_\_\_\_, he must ensure that all the dirty pots from that evening's service were cleaned. He rinsed all the dishes in the sink before placing them in the dishwasher.

\_\_\_\_\_, he needed to check the stock he had available and see if he needed to buy anymore. He did this by checking the menu for the next day and then looking in the store cupboard and fridge to see if he had enough ingredients.

\_\_\_\_\_, he had to clean all the surfaces (ensuring they were free from germs) and sweep the floor. During a busy evening, lots of pieces of food and sauce can splash on the surfaces and on the floor. To maintain a high standard of food hygiene, he needed to clean these surfaces every evening to prevent germs and bacteria.

\_\_\_\_\_, he could leave to go home and rest. As he was leaving, he must ensure all the doors were locked and put the alarm on to help protect the restaurant.

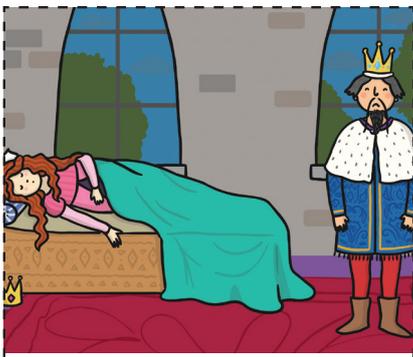


# Building Blocks

## Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Here are some pictures from the traditional tale 'Sleeping Beauty'. However, you can sort the pictures to make up your own story – it doesn't have to follow the traditional one! Cut the pictures out and sequence them in any order. Each picture will be the focus for one paragraph.

Once you have sequenced the pictures in the order that you want, add an adverbial phrase to each picture that you will use to start that paragraph. You could use the adverbial phrases you have already come across in this booklet or some of your own.



---

---



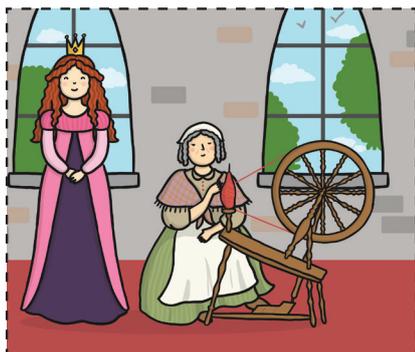
---

---



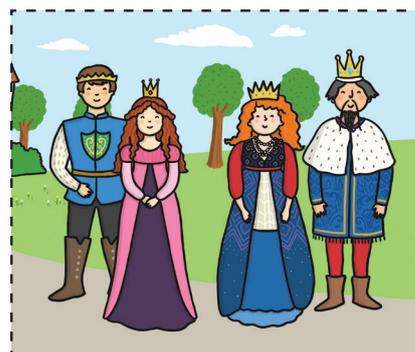
---

---



---

---



---

---

# Building Blocks

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Dashed rectangular box for writing.

Five horizontal lines for writing.

Dashed rectangular box for writing.

Five horizontal lines for writing.

Dashed rectangular box for writing.

Five horizontal lines for writing.

# Building Blocks

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

A large dashed rectangular box intended for students to write their own text or examples.

A second large dashed rectangular box, identical to the first, for additional student input.

Two sets of horizontal lines for writing. The first set consists of six lines, and the second set also consists of six lines, providing space for students to practice using adverbials.

# A Parent's Guide to Terminology

In Year 5, your child will be taught to add **adverbials** to link paragraphs to help improve the flow of their writing. This sometimes sounds complicated but is in fact quite easy. However, if your child doesn't yet have a secure knowledge of **adverbs** and **adverbial phrases**, it would be best to review these first.

**Adverbs:** These are words that give more information about verbs, adjectives, other adverbs and clauses. For example:

The boy shouted **angrily**.

The sun is **extremely** bright.

**Adverbial phrases:** This is when a group of words (a phrase) is used rather than a single adverb to modify clauses (they add more information about the main action taking place). For example:

The birds flew **through the sky**.

I went for a walk **early in the morning**.

The boy ate the chocolate **with a smile on his face**.

**Adverbials of time:** These tell the reader when something has happened, such as:

**Yesterday**, I went shopping.

I woke up **early this morning**.

**Adverbials of place:** These tell the reader where something takes place (happens), such as:

**Outside the house**, the children played.

**In a clearing**, wild flowers grew.

**Adverbials of number (sequence):** These tell the reader what order (the sequence or number) that something occurs in. For example:

**Firstly**, measure out the liquid.

**After that**, pour the liquid into the flour and mix.

# Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs Answers

page 2. Anna Adverbial.

1. **Moments later**, a shooting star appeared **in the sky**.
2. Anna completed her difficult homework **at the kitchen table**.
3. **With a smile on his face**, Arturo held up the trophy.
4. Charlotte bought lots of new things **at the market**.
5. **In haste**, Jamelia completed her chores because she wanted to go out to play.
6. **Every Saturday**, Peter ate porridge for his breakfast.

page 3. Adverbial Sort.

Adverbials of place	Adverbials of time	Adverbials of number
in the park	as the sun set	once
nearby	at three o'clock	secondly
behind the tree	later that day	finally
outside	yesterday	lastly
under the table	tomorrow	next
in a cave		third
under the waves		

# Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs Answers

page 6. Missing Links 1 (Adverbials of Time).

**Last year**, a new lion was brought to the zoo to help increase their dwindling number. The lion's name was Terence. He had a regal face and a mighty mane of fur – he was sure to bring in many visitors to the zoo.

**Before being seen by the public**, Terence had to be kept away from large crowds (and even other lions) until he became familiar with his new surroundings. For a period of time, he was kept in an enclosure of his own, which wasn't visible to the public. The zookeepers kept a strict eye on him throughout this period to check that he was healthy and happy.

**After a month**, he was moved to a new enclosure next to the other lions in the zoo, which was also now visible to the public. In this enclosure, he had his own wooden platform to climb and peruse his surroundings. He would often sit, staring longingly at the lionesses on the other side of the fence that separated their two enclosures. Frequently, Terence and the lionesses would greet each other by the fence. They walked in tandem along their own sides of the fence and sniffed the air to catch each other's scent.

**Soon**, the zookeepers thought that Terence was ready to be introduced to the same enclosure as the lionesses. It was a nerve-racking day for them! Initially, they took out the female lions and let Terence in on his own to become familiar with his new surroundings. Then, the females entered the enclosure... the meeting with Terence and the lionesses was a huge success and they have been together ever since.

**Now**, Terence is a settled and happy lion, who enjoys being in his new enclosure with a pride to call his own.

# Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs Answers

page 7. Missing Links 2 (Adverbials of Place).

**In the heart of the city,** was a busy street filled with Saturday shoppers. It was a bleak and bitter day as a cold wind blew through the streets but many undeterred shoppers still braved the severe weather. It was close to Christmas and many of them needed to buy gifts for family and friends.

**Below the glittering streetlights,** a sea of colourful, woollen hats paraded as the people wearing them went from shop to shop searching for a bargain.

**Outside a shop window,** a man stood peering through the glass at the dazzling jewellery on display. Should he buy the silver brooch his wife wanted? It was on special offer so he decided to enter the building.

**Nearby,** a child stood gazing at the toys in a toy shop. He beckoned to his mum to take him inside and reluctantly she gave in to his request. With a smile on his face, he ran ahead to see what wonders he could choose for his Christmas present.

**Everywhere,** the sound of singing filled the air. A choir stood in the centre of the street performing a range of Christmas carols to cheer up the cold shoppers.

# Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs Answers

page 8. Missing Links 3 (Adverbials of Number).

After a busy day in the kitchen, the chef had lots to do before he could go home and rest!

**Firstly**, he must ensure that all the dirty pots from that evening's service were cleaned. He rinsed all the dishes in the sink before placing them in the dishwasher.

**Secondly**, he needed to check the stock he had available and see if he needed to buy anymore. He did this by checking the menu for the next day and then looking in the store cupboard and fridge to see if he had enough ingredients.

**Next**, he had to clean all the surfaces (ensuring they were free from germs) and sweep the floor. During a busy evening, lots of pieces of food and sauce can splash on the surfaces and on the floor. To maintain a high standard of food hygiene, he needed to clean these surfaces every evening to prevent germs and bacteria.

**Finally**, he could leave to go home and rest. As he was leaving, he must ensure all the doors were locked and put the alarm on to help protect the restaurant.