



# Spelling, Punctuation and Grammar

Linking ideas across paragraphs  
using adverbials of time, place,  
number and tense choices.

# Linking Paragraphs with Adverbials



# Linking Paragraphs with Adverbials

**Introductory Activity**

**Independent Focused Activity**

**Review Activity**

**Consolidation Activity**

**Assessment**



# Aim

- I can make my writing flow across paragraph breaks by using adverbs of time, place, number and tense choices.

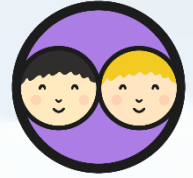
# Success Criteria

- I can understand the reasons to try and link paragraphs.
- I can identify different types of adverbials used to link paragraphs.
- I can use different adverbials to link paragraphs.
- I can use these techniques to achieve 'flow' in my writing.

# Introductory Activity



# Paragraphs



Can you provide a definition for the word paragraph in 15 words?

## Can you provide a definition for the word paragraph in 15 words?



Which of these do you think is best? Or do you prefer your own?

A paragraph is a group of sentences that is separate – when you remember, do one.

A paragraph is a group of 3 or more sentences which share a common theme.

A paragraph is a self-contained unit of writing concerned with examining a particular point or idea.



**Can you agree on a class version to display?**

# Making Honey



Once you have mastered forming paragraphs effectively, you can begin to think about how to link your ideas across them in order to help your writing flow.

If you spend some time thinking about how to begin your new paragraph, you can deliberately choose words which will link the sentences in your new paragraph to the ideas you set out in the previous paragraph.

Doing this makes it clear to the reader that you are in control of the subject you are writing about!

Lets see how the author of Making Honey could have used adverbials to link paragraphs....



# Making Honey



In the piece of writing entitled 'Making Honey' the author could have linked the paragraphs with **adverbs of time**.

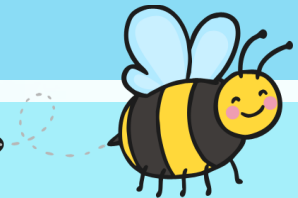
Adverbs of time answer the question: '**When?**'

Bees eat honey and they start making it by visiting flowers. They collect nectar, which is a sugary liquid, from the blossom by sucking it out. They store it in their honey stomachs which are separate to their other stomachs.

**When** their stomachs are full, they fly back to the hive. When they get there, they pass the nectar to worker bees who chew it and then pass it to the next bee. As it passes from bee to bee, it gradually turns into honey.

**Until** they need to eat it, the bees store the honey in honeycomb cells – basically tiny jars made of wax. Because the honey is wet, they fan it with their wings to make it stickier. To keep it clean, they seal the cell with a wax lid.

**How do these adverbials link the ideas across the paragraphs?**



# Making Honey



In the piece of writing entitled 'Making Honey' the author could also have linked the paragraphs with **adverbs of frequency**.

Adverbs of frequency answer the question: '**How often?**'

**Normally**, bees eat honey and they start making it by visiting flowers. They collect nectar, which is a sugary liquid, from the blossom by sucking it out. They store it in their honey stomachs which are separate to their other stomachs.

**Every time** their stomachs are full, they fly back to the hive. When they get there, they pass the nectar to worker bees who chew it and then pass it to the next bee. As it passes from bee to bee, it gradually turns into honey.

**Usually** the bees store the honey in honeycomb cells – basically tiny jars made of wax. Because the honey is wet, they fan it with their wings to make it stickier. To keep it clean, they seal the cell with a wax lid.

**How do these adverbials link the ideas across the paragraphs?**



# Adverbials and Prepositions

How do adverbials of place differ from prepositions?

Prepositions require an object...

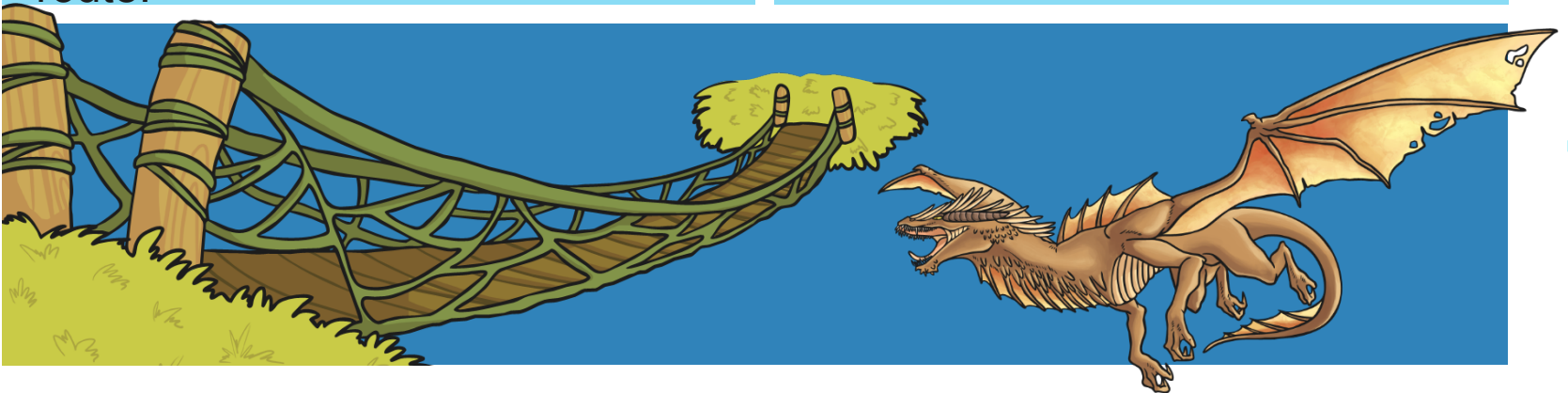
**Under** the rock was a message.

**Over** the bridge was the safest route.

Adverbials of place do not...

**Inside** there were long shadows.

**Nearby** was the dragon's cave.



# Making Honey



In the piece of writing entitled 'Making Honey' the author could have linked the paragraphs with **adverbs of number**.

Adverbs of number answer the question: '**In what order?**'

**Firstly**, Bees visit flowers in order to make the honey that they eat. They collect nectar, which is a sugary liquid, from the blossom by sucking it out. They store it in their honey stomachs which are separate to their other stomachs.

**Secondly**, stomachs fill up and they fly back to the hive. They get there, pass the nectar to worker bees who chew it and then pass it to the next bee. As it passes from bee to bee, it gradually turns into honey.

**Finally**, the bees store the honey in honeycomb cells – basically tiny jars made of wax. Because the honey is wet, they fan it with their wings to make it stickier. To keep it clean, they seal the cell with a wax lid.

**How do these adverbials link the ideas across the paragraphs?**



# Linking Ideas Across Paragraphs Using Tense Choices



Making choices about tenses can also link your paragraphs by ensuring that references bridge the gap between paragraphs. An example is given here...

She had brown hair and blue eyes, which was unusual. She performed for 12 hours straight. People wondered how she didn't stop.

He **had** seen her before. She had been younger then and so had he.

Keeping tenses consistent in a specific frame of reference can also link ideas...

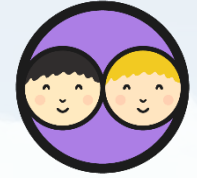
He wanted to be the record holder. That's why he had practised for so long. He knew he could do it.

He **might well have done** it if it wasn't for the dog...

Referring back to an aspect of the previous paragraph and making the right tense choice will effectively link ideas. Have a practice – what could the first sentence of the next paragraph to follow this one be?

The best thing about the day had been the rides. It was pure joy to relax and be thrown this way and that. There were so many to choose from.

# In What Order? When? How Often? Where?



Which of the following words answer the questions 'In what order?', 'When?', 'How often?' and 'Where?'. Some of the words may answer more than one question – in these cases try to choose the 'best fit.'

## In what order?

sometim  
es

recentl  
y

firstl  
y

neve  
r

hardly  
ever

alread  
y

nearb  
y

## When?

instantl  
y

nowher  
e

on

finall  
y

thirdly

twice

befor  
e

tomorro  
w

behin  
d

secondl  
y

## How often?

usually

outsid  
e

belo  
w

rarely

simultaneousl  
y

normall  
y

regularl  
y

occasionall  
y

whenev  
er

alway  
s

## Where?

over

once

anywhere

often

frequentl  
y

next

late  
r

unde  
r

# In What Order? When? How Often? Where?



Which of the following words answer the questions 'In what order?', 'When?', 'How often?' and 'Where?'. Here are some suggested possible answers.

## In what order?

firstly  
secondly  
thirdly  
next  
once  
twice  
Simultaneousl  
y  
finally  
after

## When?

already  
recently  
tomorrow  
before  
never  
whenever  
later  
instantly

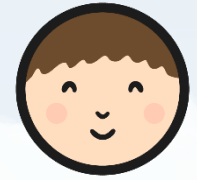
## How often?

regularly  
usually  
often  
sometimes  
rarely  
frequently  
hardly ever  
normally  
occasionally  
always

## Where?

over  
under  
behind  
below  
anywhere  
nearby  
outside  
on  
nowhere

# Paragraph Linking Hunt



Find yourself a reading book in the classroom or use your own. Hunt down the words that begin each of the paragraphs. This is easy to do because the paragraphs are likely to be **indented** (The way the first line of a paragraph is set in from the margin.)

Write down any adverbs used to link paragraphs which answer the question When? Where? or How Often? and make a note of each individual example you find.

You can decide if a word belongs to one of the groups by asking the question and trying to answer it with the word you have found. **E.g. When? Yesterday.**

For example:

## In what order?

firstly  
once  
finally

## When?

while  
yesterday  
meanwhile  
soon  
immediatley

## Where?

inside  
about  
below

## How often?

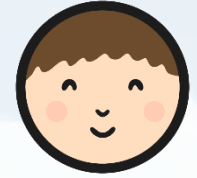
never  
occasionally



# Independent Focused Activity



# Missing Link Activity Sheet



Complete the **Missing Link Activity Sheet**. Use adverbs of time, place, frequency and number along with tense choices to link two paragraphs together.

Fill in the blanks by choosing the most suitable word from the list supplied.

Make your own word choices to fill the blanks in more complex sentences.

## Missing Link

Linking ideas across paragraphs using adverbials

1. Decide which **adverb of time** to use to link each pair of paragraphs together.

before	soon	when
--------	------	------

The tiny lion cub was captured and brought to the zoo at night. The cub was called James and was not put on display at first.

\_\_\_\_\_ visitors were able to see him. James began to eat solid food and wash himself. He was introduced to the other lions at the zoo.

The swimming pool was muddy and murky and covered with floating leaves. There was thick gunge on the side walls. A cleaning company was called in to help.

\_\_\_\_\_ long the pool looked as good as new. The water was sparkling, shimmering and clear. Time to celebrate with a party!

Danny was worried the train would be late. He kept checking his watch every two minutes. If he missed it, the day would be ruined.

\_\_\_\_\_ he looked up and saw the train. Danny was filled with relief. He climbed on to the train and sat himself by a window to enjoy the journey.

The weather has been icy and cold. The schools have been closed. Even the children have stayed inside.

\_\_\_\_\_ this is set to change. Tomorrow the sun will shine and the snow will disappear. It will feel as though winter is over.

## Missing Link

Linking ideas across paragraphs using adverbials of time, place, number and tense choices.

1. Choose **adverbs of time** to use to link each pair of paragraphs together.

The tiny lion cub was captured and brought to the zoo. He was fed with milk and watched day and night. The cub was called James and was not put on display at first.

\_\_\_\_\_ visitors were able to see him. James began to eat solid food and wash himself. He was introduced to the other lions at the zoo.

The swimming pool was muddy and murky and covered with floating leaves. There was thick gunge on the side walls. A cleaning company was called in to help.

\_\_\_\_\_ long the pool looked as good as new. The water was sparkling, shimmering and clear. Time to celebrate with a party!

Danny was worried the train would be late. He kept checking his watch every two minutes. If he missed it, the day would be ruined.

\_\_\_\_\_ he looked up and saw the train. Danny was filled with relief. He climbed on to the train and sat himself by a window to enjoy the journey.

The weather has been icy and cold. The schools have been closed. Even the children have stayed inside.

\_\_\_\_\_ this is set to change. Tomorrow the sun will shine and the snow will disappear. It will feel as though winter is over.

2. Choose **adverbs of frequency** to use to link each set of two paragraphs together.

Making a TV programme is fairly simple. Everybody works through the scenes – building the set and preparing the costumes. The filming begins and the actors and presenters need to get their lines right!

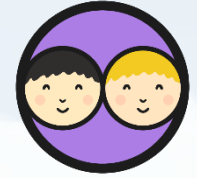
\_\_\_\_\_ there is a delay between the filming and the show being on TV. The pictures need to be edited and any sound effects and credits added. Sometimes some scenes will need reshooting.

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# Review Activity



# Paired Link Activity Sheet



Using the **Paired Link Activity Sheet** complete one or more of these talk tasks with a partner and be prepared to share your work.

You will be discussing:

Adverbs of Time

Adverbs of Place

Adverbs of Frequency

Adverbs of Number

## Paired Link

Linking ideas across paragraphs using adverbials of time, place, number and tense choices.

### 1. Linking Paragraphs with Adverbs of Frequency

With a partner can you create a fictional animal and talk through the strange details of its life? Build on your learning about paragraphs from Year 4 to make up sections of detail which relate to a paragraph theme. Take it in turns to say a paragraph and use adverbs of frequency to begin each new paragraph. Try really hard to add the extra detail that will make it a paragraph rather than a sentence.

Useful Adverbs of Frequency					
regularly	usually	often	seldom	normally	rarely
frequently	hardly ever	occasionally	sometimes	generally	

#### E.g. A fictional animal - Wongdoggle

**Normally** the wongdoggle is a small creature which has claws like a lobster and a tail like a horse. Not many wongdoggles are seen and some people don't know they exist.

**Sometimes** they are heard but not seen. They have a loud roar which can break glass.

**Usually** when they are close by, people sneeze. All people are allergic to wongdoggles. That is why they don't make good pets.

### 2. Linking Paragraphs with Adverbs of Time

With a partner can you create a story about a series of events that happened when you were kidnapped by bears – your listeners will want to know all the strange details of your tale! Build on your learning about paragraphs from Year 4 to think of groups of sentences which relate to a paragraph theme. Take it in turns to say a paragraph and use an adverb of time to link each new paragraph to the last. Try really hard to add the extra detail that will make it a paragraph rather than a sentence.

Useful Adverbs of Time					
already	recently	tomorrow	before	never	whenever
later	instantly	after	forever	yesterday	

#### E.g. Kidnapped by bears

**Yesterday** as I was walking home from the shop, a bear ran into the street in front of me. It made no sound as it did so but had a strange look in its eyes. I watched it slowly beckon to something behind me.

**Instantly** I was surrounded by bears. There must have been 50 of them. Brown, white, tall and small.

**Recently** I have been kidnapped by bears quite a lot so I know what to do. I finished my crisps and prepared for another night in a cave. With my hands in the air, I set off happily with the bears.



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### Adverbs of Place

below	anywhere	nearby
on	there	towards

for 16 miles and people had begun to push in. Everyone

They adjusted their helmets and checked their riot shields.

g at the leash. Radios were crackling and everyone was

broke loose.

iber

of instructions that would explain to someone how to  
fault task, your instructions will need to be as detailed as  
raphs from Year 4 to think of groups of sentences which  
to say a paragraph and use an adverb of number to link  
ard to add the extra detail that will make it a paragraph

### Adverbs of Place

below	anywhere	nearby
on	there	towards

elligent. You could ask it some questions or see if it can

teach it to talk. See if it seems keen to learn. Also see if

it gets the idea. Read it the dictionary or a book. Try to

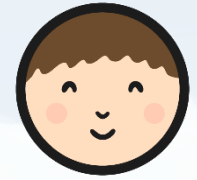
speak.

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# Consolidation Activity



# Building Block Paragraphs Activity Sheet



Complete the **Building Block Paragraphs Activity Sheet**.

Build a story from the 'blocks' provided on your worksheet.

Use Adverbs to link the chaos from paragraph to paragraph.

## ★ Building

Linking ideas across paragraphs using adverbials

Here is a selection of paragraphs for you to use as building blocks. Cut them out, reorder them, and stick them into your story when you have finished.

Above, the budgie was circling the light bulb and squawking at the same time. It seemed to be getting quicker. The cage door hung open.

After the sound of breaking glass woke him, the animal's owner James appeared at the living room door. He was sleepy from working a night shift, but managed to shout, 'what on earth is going on here? Stop it!'

Sometimes in the past, the cat and dog had been friends. Now it was war. The cat leapt on to the dog's back while the dog tried unsuccessfully to buck it off.

Normally this budgie was content to watch the world go by, but today was different. The budgie had been working and nibbling at its cage door all day. All of a sudden it opened and the budgie was free!




Next the cat took a swipe at the dog and got its claws stuck in the dog's collar. The dog shook its body wildly until the cat was launched across the room and into the fish tank. The cat climbed out quickly.


## ★★★ Building Blocks


Linking ideas across paragraphs using adverbials of time, place, number and tense choices.

Here is a selection of paragraph openers for you to use to construct a story. Each opener contains an adverb which will link the ideas in your paragraph to the previous one. Your linking adverb opener will guide you towards a way to finish each paragraph. The story features the following characters...

Try to include lots of detail about the way the story develops. Aim for at least three sentences in each paragraph. Jot your ideas down here and write your story on the next page.

Rarely a day goes by... 	Sometimes in the past...	Before things calmed down...
Normally this budgie was content...	Whenever the dog barked... 	Next, James...
Below there was chaos...	Above, the budgie... 	Often the animals ignored James...





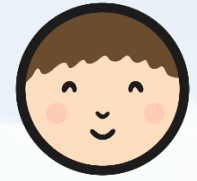
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# Assessment





# Building Block Paragraphs Activity Sheet

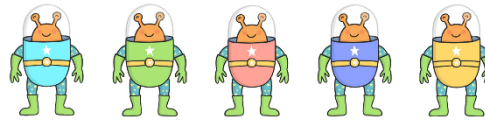


Use all of the information you have learnt and practiced about using adverbials to link paragraphs.

Work on your own to complete the **Alien Adverbials Application Activity**.

## Alien Adverbials

Linking ideas across paragraphs using adverbials of time, place, number and tense choices.



Can you write an account of an alien invasion using as many adverbials to link ideas across paragraphs as you can? The first paragraph has been done for you. There are useful words in the margin for you to use. Picking an adverbial which links to your previous paragraph will also help you think about the new paragraph.

Put a cross in the box underneath each alien for every linking adverbial you use at the beginning of a paragraph. If you cross off all 5 aliens – you save the Earth!

secondly

finally

next

inside

behind

already

later

firstly

# Aim

- I can make my writing flow across paragraph breaks by using adverbs of time, place, number and tense choices.

# Success Criteria

- I can understand the reasons to try and link paragraphs.
- I can identify different types of adverbials used to link paragraphs.
- I can use different adverbials to link paragraphs.
- I can use these techniques to achieve 'flow' in my writing.

