

Teacher notes

Tricky Grammar Story Starters – Adverbials

Teaching sequence for adverbials

Teaching grammar concepts introduced by the national curriculum can be tricky and getting them to stick can be even trickier. That's where this Y6 grammar and writing challenge can help. It has been designed to help children revisit and remember a key grammatical concept from the national curriculum programme of study for Y6.

This session provides a motivating and memorable image to stimulate discussion, before introducing the grammar element. Children have the opportunity to discuss and practise using this feature, before undertaking a short writing task to apply what they have learnt in the context of creative writing.

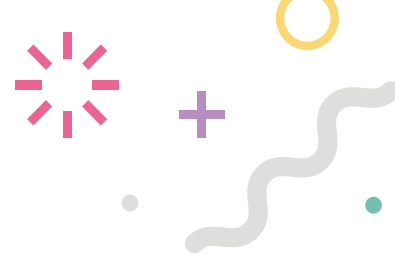
The challenge and image is presented in two forms: a 15-minute discrete teaching session (designed to be used with the whole class or a small group) and a sheet for children to work on independently, either

in class as a standalone activity, as a warm-up in writing lessons or at home as homework.

It has been designed to be used flexibly to help ensure that children understand the grammatical concept and can recognise and understand the feature (supporting the requirements of the GPS test). Most importantly, it will help children to apply the grammar content introduced in Y6 in their independent writing, supporting them to make the link between grammar and good writing.

More in this series





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Castle in the Ice

Teaching sequence for adverbials



1 Show the children this picture and ask them to talk with a partner about what it shows. Encourage them to comment on what they can see in the picture. Who might live in the castle? What type of stories might be set there?

2 Tell the children that a great treasure is kept inside the castle and they are going to tell the story of how it was found.

3 Remind the children that an adverbial is a word or phrase which gives more information about a verb or clause. Adverbials tell you about time, place, manner or

number. The children are going to use adverbials to plan their story, answering some questions as they go.



Ask the children to imagine they are a brave hero who has been sent to find the treasure. For each question overleaf they can talk to their partner for a minute before thinking of an answer. They could rehearse their answers orally, or jot them down on paper to help remember them.

Q1: When did they approach the castle? Share some of the children's answers – *long ago, just before midnight, in the middle of winter*. Explain that each of these phrases is an adverbial – it tells the reader when the story happened.

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Q2: Where was the castle? Share some of the children's answers – *over the hill, at the foot of the mountains, clouded by snow*. Explain that each of these phrases is an adverbial – it tells the reader where the story happened.

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Q3: How did they make their journey through the snow? Share some of the children's answers – *with difficulty, shivering and shaking, quietly*. Explain that each of these phrases is an adverbial – it tells the reader how something happened.

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Q4: What happened next? Remind the children that adverbials can be used to tell the reader what order events happened in – words and phrases like *next, after that* and *after a while* can show the passage of time in a story.

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Writing challenge

Ask children to write the story of the rescue of the treasure. Remind them to make use of adverbials to provide the reader with detail and help them to understand how, why and when things happened.

