Inkleaf LEARNING

Name _____

Date _____

Year 4 English

Fronted adverbials.

I can use fronted adverbials, followed by a comma.

A **fronted adverbial** comes at the start of a sentence and tells us when, where or how. Put a comma after it: After lunch, we played football.

1 Practise

Put the comma after the fronted adverbial. Then circle whether the adverbial tells us **when**, **where** or **how**.

Add the comma	Does it show when, where or how? Circle one.
Later that day we went swimming.	when where how
Under the bed the cat was hiding.	when where how
As quietly as possible Sam opened the door.	when where how
Every morning I brush my teeth.	when where how

2 Use It

Write two sentences about a storm. Start each one with a fronted adverbial.

1 _____

_____

2 _____

_____

3 Spot The Mistake

Tick the one that is right. Fix the other two.

- ☐ In the morning, we walked to school.
- ☐ Suddenly the lights, went out.
- ☐ Behind the tree a fox, was sleeping.

_____



☆ Challenge

Move the adverbial to the front and add a comma: **The children cheered when the bell rang.**
Does it change how the sentence feels? Explain.

_____

_____

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For grown-ups: how to help, and the answers.

How To Help

- Read the sentence aloud: the comma goes where you naturally pause.
- Make a word bank of starters: Suddenly, After a while, In the distance, Without a sound.
- Hunt for fronted adverbials in a book you are reading together.

Practise

1. Later that day, (when)
2. Under the bed, (where)
3. As quietly as possible, (how)
4. Every morning, (when)

Use It

1. Two sentences that start with an adverbial and a comma, e.g. Without warning, thunder shook the house.

Spot The Mistake

1. The first is right.
2. Suddenly, the lights went out.
3. Behind the tree, a fox was sleeping.

Challenge

1. When the bell rang, the children cheered. Putting the time first builds a moment of waiting before the cheer.