

# Writing

Y3 W2e: Can use adverbs to qualify verbs e.g. he ran slowly

Commissioned by The PiXL Club Ltd.  
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# Teachers' Notes

- ❑ The PiXL therapies can be taught to a whole class or a target group. Each therapy is editable so that it can be adapted or extended.
- ❑ Each therapy begins with a LORIC activity to develop relevant character attributes.
- ❑ This is followed by a vocabulary task, which uses the PiXL 5-phase approach to teach key vocabulary. Further resources to develop vocabulary can be found in the Whole School area under the PiXL Unlock strategy.
- ❑ Each therapy adopts the 'Teach, model and apply' process with plenty of opportunities for pupils to demonstrate the taught skill.
- ❑ A range of question types are included to promote pupils' developing security by testing the same skill in different ways.

# Progress across amber – the 4-stage model

The three therapy tests which accompany this resource can be used to revisit the taught skill to check that the pupil is able to perform it independently and consistently.

A

A child has successfully completed a therapy test independently, following a set of therapy sessions.

A

A child has successfully completed a therapy test independently, a period after the relevant therapy sessions – we would advise about 2 weeks.

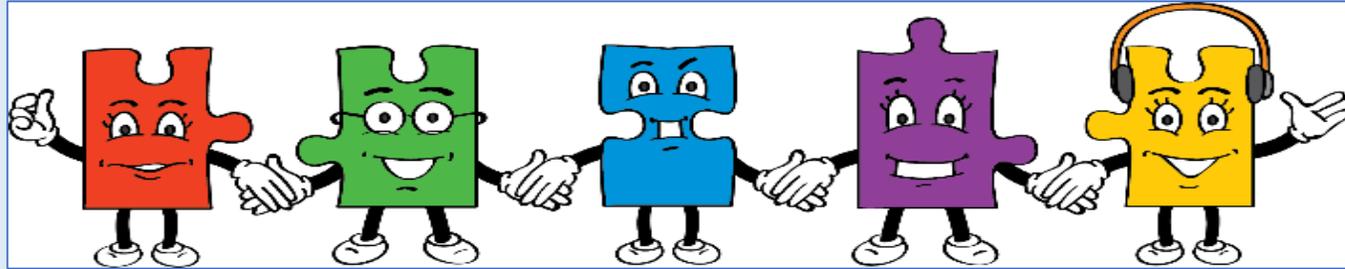
DA

A child has successfully applied their knowledge or skill in an unfamiliar context. This may be application across the curriculum or in a problem.

G

A pupil has successfully re-visited the skills at a later point, and applies these in an unfamiliar context or problem, or across the curriculum.

# LORIC task



Today the LORIC task will focus on your Charlie Communication skills:

- Speak clearly.
- Listen to the ideas of others.
- Take turns.

# LORIC task

Work with your group to create an  
A to Z list of animals:

e.g.

A = aardvark

C = cat

B = bear

D = dolphin



# Vocabulary activity

The word  
'quickly' is an  
adverb.

LINK IT

## Synonym Bingo


List 3, 6 or 9 synonyms for the word 'quickly'.

Quickly means at a fast pace – not slowly.

'Charlie opened the wrapper quickly to see if there was a golden ticket.'



# Teach

A **verb** can be thought of as a **doing** word (e.g. juggle, eat, write).

A **verb** can also be thought of as a **being** word (e.g. am, is, were, will be, has been).

Identify the **verb** in each sentence:

Samuel cooked his dinner.

Skye is a superb artist.

The girl skipped across the playground.

Tomorrow, it will be sunny.

# Teach

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Samuel **cooked** his dinner.

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# Teach

**Adverbs**  
describe  
**how,**  
**when** or  
**where**  
something  
happened.

**Adverbs** are used to **describe verbs**.

Many **adverbs** end in -ly but not all of them.

**Adverbs** can appear before or after the verb.

**Adverbs** can appear at the beginning, middle or the end of a sentence.

# Teach

## Adverbs

describe **how**,  
**when** or **where**  
something  
happened.

**Adverbs** can be  
used to **modify**  
**a verb**.

Examples include:

He *ran* quickly across the field.

The **adverb** 'quickly' modifies the verb 'ran'.

She *climbed* carefully up the wall.

The **adverb** 'carefully' modifies the verb  
'climbed'.

# Model

## Adverbs

describe **how**,  
**when** or **where**  
something  
happened.

**Adverbs** can be  
used to **modify**  
**a verb**.

An **adverb** can add extra detail to a sentence.

E.g. *The woman drove her car down the road.*

The woman carefully drove her car down the  
road.

The woman drove her car down the road quickly.

The woman drove her car down the road at night.

# Apply

Identify the **adverb** in the following sentences:

Amelia kicked the ball forcefully.

Mr Jones looked at all the books during the morning.

Katie waited quietly until it was her turn.

The class smiled cheerfully at their teacher.

# Apply

Identify the **adverb** in the following sentences:

Amelia kicked the ball **forcefully**.

Mr Jones looked at all the books **during the morning**.

Katie waited **quietly** until it was her turn.

The class smiled **cheerfully** at their teacher.

# Apply

Add an **adverb** to each sentence:

Danny picked some sunflowers.

The dog sprinted across the garden.

Mrs Smith placed the glasses on the table.

The boat glided across the ocean.

# Apply

Examples of **adverbs** you could add include:

Danny picked some sunflowers **delicately**.

The dog **frantically** sprinted across the garden.

Mrs Smith placed the glasses on the table **gently**.

The boat glided across the ocean **towards land**.

# Review

**Adverbs** describe **how**, **when** or **where** something happened.

**Adverbs** can be used to **modify a verb**.

Many **adverbs** end in **-ly** but not all of them.

**Adverbs** can appear before or after the verb.

**Adverbs** can appear at the beginning, middle or the end of a sentence.