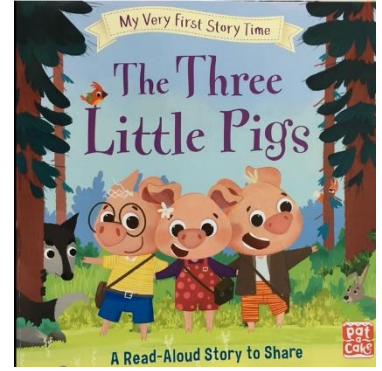


## Weekly focus: news reports

Last week, you planned a news report based on 'The Story of the Three Little Pigs'. This week, you will be writing and recording your news report telling people about what happened on that fateful day when 2 houses were destroyed and 3 pigs had to shelter in a brick house, fearing for their lives.



Monday 1<sup>st</sup> March 2021

### Task 1 - Nasty Writing

One convention (common feature) of news reports is that the introduction uses the '5Ws' to tell you who, what, why, where and when the event happened that the article is about. They tell you the most important information first and then give more detail later.

*Read this opening sentence to a news report and pick out the missing 5ws.*

### Lottery winner loses it!

Millionaire lottery winner, Joe Jones from Hull, has managed to spend all of his £2.5 million after going on a mad spending spree in New York whilst on a luxurious holiday last week.

Who? \_\_\_\_\_

What? \_\_\_\_\_

Why? - *Went on a mad spending spree.* \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

*How did you do? Check your answers at the bottom of the next page.*

## Task 2 - Write the introduction of your news report

This lesson, you will be writing the introduction to your news report using the 5ws. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p><b>Formal vocabulary</b></p> <p>Uses longer 'uplevelled' words e.g. instead of using 'said' it might use 'announced'. Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</p>	
<p><b>News vocabulary</b></p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p><b>Fronted adverbials</b></p> <p>Adverbs at the start of a sentence, which add more detail to the verb in a sentence. News reports often use adverbials of time e.g. 'yesterday' to show when the events happened.</p>	
<p><b>Co-ordinating conjunctions</b></p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p><b>Subordinating conjunctions</b></p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p><b>Direct speech</b></p> <p>Quotes of what people said exactly, using direct speech punctuation. For example, "I found Granny inside the wolf's stomach," reported Miss Riding Hood. It's used to get an idea of what actually happened.</p>	
<p><b>Past tense</b></p> <p>Used to show that something happened in the past.</p>	

Let's have a look at how we can turn our plans and word banks into a fantastic introduction that uses the success criteria on the next page. You don't need to worry about using direct speech this lesson, as this works better for the eyewitness statements.

Answers to Nasty Writing above.

1. Who: Joe Jones
2. What: won the lottery and spent all of his money
3. Why: went on a mad spending spree
4. Where: New York
5. When: last week

Here's my plan and the introduction I wrote. The introduction needs to tell the reader what Mr. Wolf has been accused of, which I've already planned for. I have annotated my introduction to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail

Introduction
Who? What? Why? Where? When?
<ul style="list-style-type: none"> <li>• <b>Who:</b> Mr Wolf</li> <li>• <b>What:</b> Accused of blowing down two houses and entering a property illegally</li> <li>• <b>Why:</b> Two houses have collapsed and a chimney is broken.</li> <li>• <b>Where:</b> Fairytown</li> <li>• <b>When:</b> Three weeks ago.</li> </ul>

**Wild Wolf Gets New Home In Jail**

Three weeks ago, Mr Wolf was accused of blowing down two residences and entering a third house illegally in a vicious attack on a pig family from Fairytown. On Monday 1<sup>st</sup> February 2021, two pigs had to run for their lives when Mr Wolf visited their houses and blew them down before breaking a third family member's chimney. Although Mr Wolf tried to escape police he has since been caught and is awaiting a trial to be punished for his terrible crimes.

Although Mr Wolf tried to escape police he has since been caught and is awaiting a trial to be punished for his terrible crimes.

Ending sentence tells the reader what the article is about

Now it's your turn! Write the introduction to your news report using your plan, word bank and success criteria

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Tuesday 2<sup>nd</sup> March 2021

### Task 1 - Nasty Writing

Throughout your report you will need to use fronted adverbials, particularly of time,.  
Let's recap what a fronted adverbial actually is!

**Fronted** = at the start of a sentence.

**Adverbial** = gives more information about a verb (or adjective).

Here is a reminder of what a verb is, in case you've forgotten:

**Recap!**

**verb**  
Describes an action or feeling.

sleep			love
shout			teach
hear			sneeze
	run	feel	

Fronted adverbials of time tell the reader when something happened. These could be something more general like:

Yesterday, ...

Tomorrow, ...

Last week, ...

Or something more specific like an exact date:

On July 28<sup>th</sup> 2020, ...

Have a go at filling in the gaps with your own fronted adverbials of time. Think about the tense of the clause (if it's past tense, it can't be happening tomorrow!) and don't forget to include the comma afterwards.

\_\_\_\_\_ John went to the shops.

\_\_\_\_\_ I'm going to the cinema.

\_\_\_\_\_ I ate a slice of chocolate cake.

## Task 2 - Write the body of your news report

This lesson, you will be writing the body of your news report. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p><b>Formal vocabulary</b></p> <p>Uses longer 'uplevelled' words e.g. instead of using 'said' it might use 'announced'. Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</p>	
<p><b>News vocabulary</b></p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p><b>Fronted adverbials</b></p> <p>Adverbs at the start of a sentence, which add more detail to the verb in a sentence. News reports often use adverbials of time e.g. 'yesterday' to show when the events happened.</p>	
<p><b>Co-ordinating conjunctions</b></p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p><b>Subordinating conjunctions</b></p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p><b>Direct speech</b></p> <p>Quotes of what people said exactly, using direct speech punctuation. For example, "I found Granny inside the wolf's stomach," reported Miss Riding Hood. It's used to get an idea of what actually happened.</p>	
<p><b>Past tense</b></p> <p>Used to show that something happened in the past.</p>	

Let's have a look at how we can turn our plans and word banks into a fantastic body that uses the success criteria.

I have annotated my body to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

Body
<i>Explain what happened in more detail.</i>
<ul style="list-style-type: none"> <li>• Mr Wolf turned up at Mr Straw's house</li> <li>• Mr Wolf asked to come into Mr Straw's <u>house</u> but Mr Straw refused to let him in.</li> <li>• Mr Wolf blew down the straw house belonging to the pig Mr Straw.</li> <li>• Mr Straw escaped to the house of his brother Mr Stick.</li> <li>• Mr Wolf asked to enter the home of Mr Stick but both Mr Stick and his brother refused to let him in.</li> <li>• Mr Wolf blew down the stick house.</li> <li>• Both pig brothers escaped to the house of their sister Miss Brick.</li> <li>• Mr Wolf tried to gain entry to the brick <u>house</u> but all three pigs refused to let him in.</li> <li>• Mr Wolf tried to blow down the brick house but failed.</li> <li>• Mr Wolf climbed down the chimney of the brick house and landed in the fire.</li> <li>• Mr Wolf ran away.</li> </ul>

Formal Vocabulary. 'Premises' and 'property' instead of house

Fronted Adverbials magpie from my word bank. → On the Monday morning in question, Mr Wolf arrived at the residence of Mr Straw. Mr Wolf requested to enter the premises but was refused by Mr Straw who was worried for his safety. Unprovoked, Mr Wolf then proceeded to blow down the house of Mr Straw before chasing him across the village green to the property of his brother Mr Stick.

→ Before long, Mr Wolf appeared outside the front door of Mr Stick's premises. and began loudly knocking in the hope of being let in. Because of Mr Wolf's behaviour towards Mr Straw, both pig brothers felt that Mr Wolf should not be allowed to enter the house and told him to leave at once. Instead of leaving, Mr Wolf blew down the home of Mr Stick. Luckily, both pig brothers managed to escape to the home of their younger sister, Miss Brick, before Mr Wolf could catch them. I used lots of different conjunctions

I started a new paragraph each time I wrote about a different pig. → After that, Mr Wolf tried to gain entry to the brick house. As Mr Wolf had been extremely threatening towards both Mr Straw and Mr Stick, they advised their sister not to let Mr Wolf in. A short time later, despite several angry attempts to blow down Miss Brick's house, Mr Wolf decided that since he could not get in through the door he would try to enter through the chimney.

News Vocabulary taken from my word mat.

Miss Brick, fearing for the life of both herself and her brothers, decided to light a fire below the chimney in an attempt to stop Mr Wolf climbing down it. Unfortunately, not only did Mr Wolf land in the fire sending sparks across her carpet but he also broke the chimney as he climbed down it. Mr Wolf then left the premises at great speed in the direction of the local park.

Past Tense

Now it's your turn! Write the body to your news report on the next page on the lines provided. Sentences starters have been given to support you but you may have better ones you would like to use instead. Simply cross out my ones and put your own ones in. Don't forget to use your plan, word bank and success criteria. If you didn't manage to make a vocabulary bank, try using the small vocabulary bank at the bottom of the next page. Don't forget to use subordinating conjunctions.



Please email this piece of writing to your class teacher.

Describe what happened when Mr Wolf went to Mr Straw's house.

Three weeks ago, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe what happened when Mr Wolf went to Mr Stick's house.

Shortly after, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe what happened when Mr Wolf went to Miss Brick's house.

Then, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe what happened when Mr Wolf started coming down the chimney.

To stop Mr Wolf \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Fronted Adverbials of Time

Time
Afterwards, Immediately, Soon, After a while,

### News Vocabulary

ADJECTIVES FOR DESCRIBING THE NEWS				
OBJECTIVE	INFORMATIVE	DESCRIPTIVE	UNBIASED	IMPARTIAL
SUBJECTIVE	PARTIAL	BIASED	UNETHICAL	DAMAGING
ETHICAL	GROUND-BREAKING	UNRELIABLE	RELIABLE	HORRIFYING
DEFAMATORY	SHOCKING	EYE-OPENING	EPOCH-MAKING	SCANDALOUS
MISLEADING				

INFORMAL	FORMAL
Remove.....	Eliminate
Get out.....	Escape
Avoid.....	Evade
Come after.....	Follow
Go away.....	Leave
Use.....	Utilize
Empty.....	Vacant
Enough.....	Sufficient
End.....	Terminate
At once.....	Immediately

Wednesday 3<sup>rd</sup> March 2021

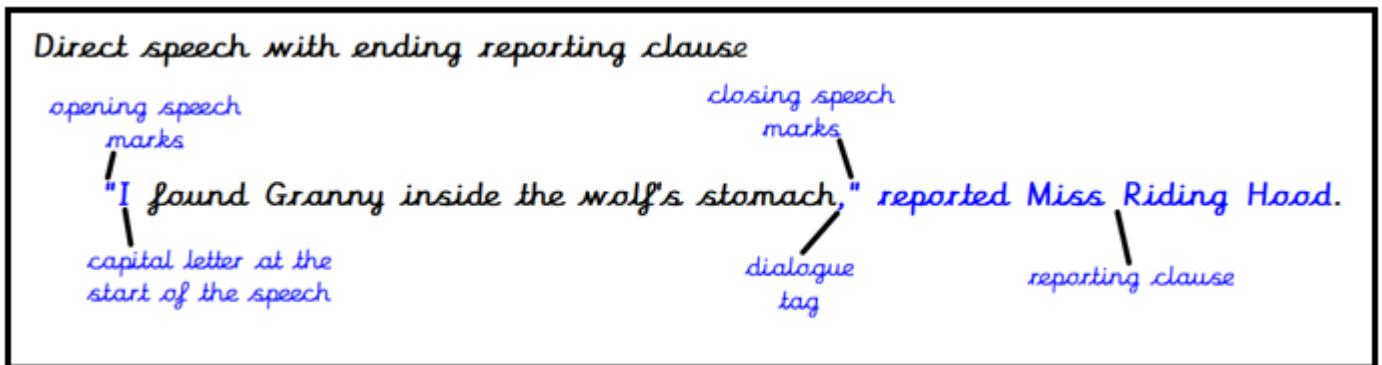
### Task 1 - Nasty Writing

Today, you'll be using direct speech in the eyewitness section of your news report. Let's recap what direct speech is.

**Direct speech** is used to show **exactly** what the person saying it has said and needs to use the correct speech punctuation.

**"I found Granny inside the wolf's stomach," explained Miss Riding Hood.**

When we use direct speech, we need to make sure we use the correct direct speech punctuation like the example below:



#### 'Said' synonyms

- stated
- replied
- reported
- mentioned
- noted
- observed
- commented
- added
- explained
- revealed

It's good to use different synonyms for 'said' like these examples.



Imagine this is a reporter for the local Fairytown news. Her job is to get witness statements from the characters who are either involved in a news story she is writing or who witnessed what happened.

Here are two examples of direct speech from interviews she may have carried out following the terrible actions of Mr Wolf towards the three little pigs.

"Mr Wolf chased us all the way to our sister's house," explained Mr Stick.

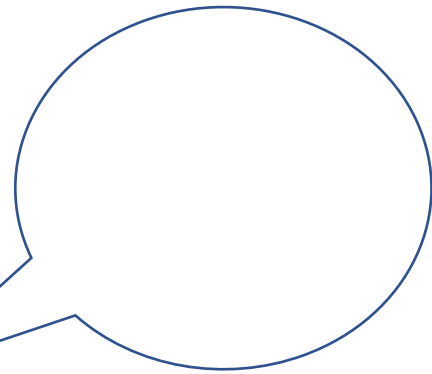
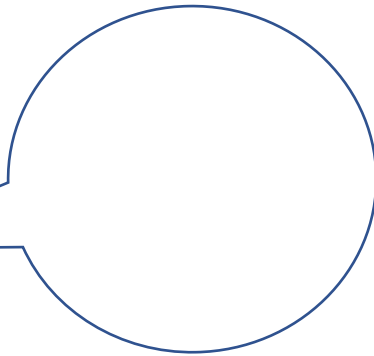


"Mr Wolf is an extremely rude and bad-tempered creature," reported Miss Brick.





Now it's your turn, have a go at correctly adding direct speech to the pictures of Miss Brick and Mr Straw below. Don't forget to use different synonyms for said and use the direct speech examples to make sure you punctuate your speech correctly.



## Task 2 - Write the eyewitness statements for your news report

This lesson, you will be writing the eyewitness statements for your news report. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p><b>Formal vocabulary</b></p> <p>Uses longer 'uplevelled' words e.g. instead of using 'said' it might use 'announced'. Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</p>	
<p><b>News vocabulary</b></p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p><b>Fronted adverbials</b></p> <p>Adverbs at the start of a sentence, which add more detail to the verb in a sentence. News reports often use adverbials of time e.g. 'yesterday' to show when the events happened.</p>	
<p><b>Co-ordinating conjunctions</b></p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p><b>Subordinating conjunctions</b></p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p><b>Direct speech</b></p> <p>Quotes of what people said exactly, using direct speech punctuation. For example, "I found Granny inside the wolf's stomach," reported Miss Riding Hood. It's used to get an idea of what actually happened.</p>	
<p><b>Past tense</b></p> <p>Used to show that something happened in the past.</p>	

Let's have a look at how we can turn our plans and word banks into a fantastic eyewitness statement section that uses the success criteria from the page above.

In this section, direct speech is really important. You need to remember that it isn't a dialogue (a conversation) - it's just one short piece of speech for each eyewitness you have (like I have done below). You won't want to have more than 3 eyewitnesses either. I have annotated this section to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

Eyewitness Statements
<u>What did the people who saw the event say happened.</u>
<ul style="list-style-type: none"><li>• The pig, Mr Straw, claims that Mr Wolf blew down his house.</li><li>• The pigs, Mr Straw and Mr Stick, accuse Mr Wolf of blowing down the stick house they were in.</li><li>• All three pigs state that Mr Wolf first tried to blow down the brick house they were in but when that failed, he climbed down the chimney of the brick house.</li><li>• All three pigs claim that Mr Wolf left burnt wood and ash all over the carpet as he ran out of the brick house.</li></ul>

News vocabulary. An incident is something that happened.

Eyewitnesses who were directly involved in the incident have been interviewed, as has a neighbour who was walking past as Mr Wolf tried to enter the home of Miss Pig.

"I saw Mr Wolf climb up onto the roof of the brick house and squeeze himself into the chimney." commented Mr Hound

Mr Straw had this to say about his terrible experience "I cannot believe that wicked Mr Wolf not only destroyed my house but my brother's house too!"

Miss Brick was quick to add "Thank goodness I made my house out of bricks otherwise who knows what would have happened to us all."

I've used three pieces of direct speech to show what the witnesses saw. Direct speech doesn't need to be formal.

I've used a new paragraph for each eyewitness statement.

Formal Vocabulary - 'destroyed' rather than 'knocked down'

Past tense

Now it's your turn! Write the eyewitness section of your news report using your plan, word bank and success criteria.

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Thursday 4<sup>th</sup> March 2021

## Task 1 - Nasty Writing

It is really important that when we write we use different conjunctions. They help us to add more detail to our sentences.

<p><b>Co-ordinating conjunctions</b></p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>
<p><b>Subordinating conjunctions</b></p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>

Take a look at the Paragraph below. I have only used the conjunctions 'and', 'so' and 'but'. Read it out aloud. Although it makes sense it is very repetitive.

Mr Wolf went to the first house **and** knocked on the door **and** asked to come in **but** Mr Straw said "No," **so** Mr Wolf Huffed **and** he puffed **and** he blew the house down. Then he chased Mr Straw to Mr Stick's house **but** he wasn't quick enough **so** Mr Straw was able to get safely inside.

Here is a very similar paragraph but this time I have left gaps for you to insert a subordinating conjunction. Once you have added the **different** subordinating conjunctions to each gap read the paragraph aloud. Can you see how it now contains far more detail and is far less repetitive.

Choose one of these subordinating conjunctions to put into each of the gaps.

When

Since

because

Mr Wolf went to the first house and knocked on the door then asked to come in but Mr Straw said "No" \_\_\_\_\_ he was extremely afraid of Mr Wolf. \_\_\_\_\_ Mr Wolf could not get in through the door, he huffed and he puffed and blew the house down. \_\_\_\_\_ Mr Wolf noticed Mr Straw getting away, he chased him to the home of Mr Stick. Unfortunately, he wasn't quick enough so Mr Straw was able to get safely inside.

## Task 2 - Write the conclusion of your news report

This lesson, you will be writing the conclusion of your news report, which will tell the reader what happened as a result of the event. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<b>Formal vocabulary</b> <i>Uses longer 'uplevelled' words e.g. instead of using 'said' it might use 'announced'. Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</i>	
<b>News vocabulary</b> <i>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</i>	
<b>Fronted adverbials</b> <i>Adverbs at the start of a sentence, which add more detail to the verb in a sentence. News reports often use adverbials of time e.g. 'yesterday' to show when the events happened.</i>	
<b>Co-ordinating conjunctions</b> <i>Used to join main clauses. They add more detail to a sentence.</i> <b>for and nor but or yet so</b>	
<b>Subordinating conjunctions</b> <i>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</i> <b>if since as when although while after before until because</b>	
<b>Direct speech</b> <i>Quotes of what people said exactly, using direct speech punctuation. For example, "I found Granny inside the wolf's stomach," reported Miss Riding Hood. It's used to get an idea of what actually happened.</i>	
<b>Past tense</b> <i>Used to show that something happened in the past.</i>	

For your conclusion, you don't need to worry about adding in direct or reported speech as we have already done this and it's not appropriate for a conclusion. The tense is also a little odd in the conclusion, because you will use a mixture of past and present tense since somethings have already happened, like Mr Wolf being captured and other things are still happening now like Mr Wolf being sentenced by a judge. Let's have a look at how we can turn our plans and word banks into a fantastic conclusion that uses the relevant parts of the success criteria (on the next page).

I have annotated this section to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

Conclusion
What happened after the event? For example, did Mr. Wolf get arrested?
<ul style="list-style-type: none"><li>• Mr. Wolf arrested by police</li><li>• Still in jail</li><li>• Campaign to release him - people believe he's innocent</li></ul>

Past tense to say what happened.

I have used a fronted adverbial of time to open my paragraph

On the night of the incident, Mr Wolf was found hiding in the local park. He was quickly arrested and is currently still in jail awaiting a trial. A campaign has been started by the friends of Mr Wolf to try to get him released although the Fairytown police believe there is more than enough evidence to send him to prison for many years.

Present tense to say what's happening now

I have used different conjunctions from my word map

News vocabulary from my word mat. Evidence means information

Now it's your turn! Write the eyewitness section of your news report using your plan, word bank and success criteria.



Friday 5<sup>th</sup> March 2021

### Task 1 - Nasty Writing

Today, you're proof-reading your news report! One important part of proof-reading is to underline the spellings that you're not sure you've spelt correctly. **Have a go at underlining the incorrect spellings in this paragraph:**

Yestiday evening, Mr. Wolf was intervewd from jail and claimed that the events that haf been reported so far are inaccurit and defamatory. He stated that he did not visit the pigs' howses due to any malice, but simply wantd to borrow a cup of sugar to make his granny a birthday cak. Unfortunly, Mr. Wolf had a cold and wen he sneezd outside Mr. Bacon's house, the loose straw structure tumbld down and Mr. Bacon was left ded in the rubble. Mr. Wolf reportd that he cares abot the environment and hates to see wast, so he ate Mr. Bacon rather than leaving him to rot.

Check the answers on the next page once you've finished.

### Task 2 - Proof-read your news report

This lesson, you're going to proof-read your writing. Proof-reading is really important because we usually make mistakes in the first draft of writing (even famous authors do!). We're going to use the success criteria we have been using this week and the proof-reading success criteria below. If you've forgotten what any of your success criteria means, have a look back to the previous days and reread the table.

Success Criteria for writing a news report	
Formal vocabulary	
News vocabulary	
Fronted adverbials	
Co-ordinating conjunctions	
Subordinating conjunctions	
Direct speech	
Past tense	

Success criteria for proof reading	
^ I've missed something out	
// - I need to start a new line	
S - I need to underline incorrect spelling words, have a go and check.	
I can check for missing punctuation (full stops, capital letters, commas and speech marks)	

Proof-reading is making sure the grammar, spelling and punctuation in our writing is correct.

**Now have a go at proof-read your news report using both of the success criteria's above.**

When you have finished proof reading your work practice reading it out like a News Report. Pretend you are a news reader on the TV and you are covering the story of The Three Little Pigs. You might want to dress up as a News Reader or perhaps get some of your family to dress up as witnesses that you can interview. When you are happy with your News Report, ask someone to record it for you then send it in to your teacher.

Top tips for being a News Reader

- Speak clearly
- Look at the camera
- Don't hold your script up in front of your face

### Nasty Writing Answers

Yestiday evening, Mr. Wolf was interviewd from jail and claimed that the events that haf been reported so far are inaccurit and defamatory. He stated that he did not visit the pigs' howses due to any malice, but simply wantd to borrow a cup of sugar to make his granny a birthday cak. Unfortunly, Mr. Wolf had a cold and wen he sneezed outside Mr. Bacon's house, the loose straw structure tumbld down and Mr. Bacon was left ded in the rubble. Mr. Wolf reportd that he cares abot the environment and hates to see wast, so he ate Mr. Bacon rather than leaving him to rot.

## INFORMAL & FORMAL WORDS

INFORMAL	FORMAL	INFORMAL	FORMAL
Pin down.....	Determine	Sick.....	Ill
Throw away.....	Discard	Ask out.....	Invite
Make out.....	Discern	Go away.....	Leave
Talk about.....	Discuss	Free.....	Liberate
Give out.....	Distribute	Deal with.....	Manage
Give.....	Donate	Bad.....	Negative
Remove.....	Eliminate	See.....	Perceive
Imagine.....	Envisage	Happy.....	Pleased
Break out.....	Erupt	Give up.....	Quit
Get out.....	Escape	Older.....	Senior
Avoid.....	Evade	Use.....	Utilize
Go through.....	Examine	Empty.....	Vacant
Make up.....	Fabricate	Enough.....	Sufficient
Ease.....	Facilitate	End.....	Terminate
Come after.....	Follow	At once.....	Immediately
Test.....	Experiment	Look into.....	Investigate
Break up.....	Disintegrate	Chance.....	Opportunity

3

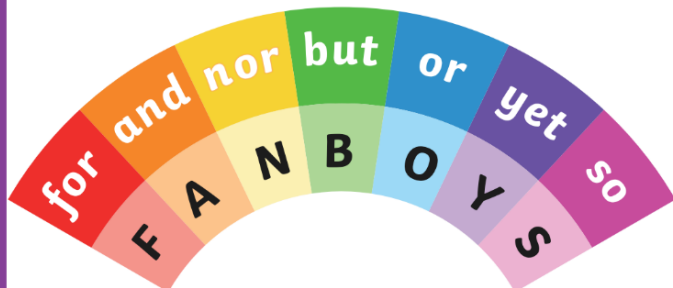
TESL.COM

## 'Said' synonyms

- stated
- replied
- reported
- mentioned
- noted
- observed
- commented
- added
- explained
- revealed

### Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



twinkl

### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



twinkl

## Fronted Adverbials of Time

### Time

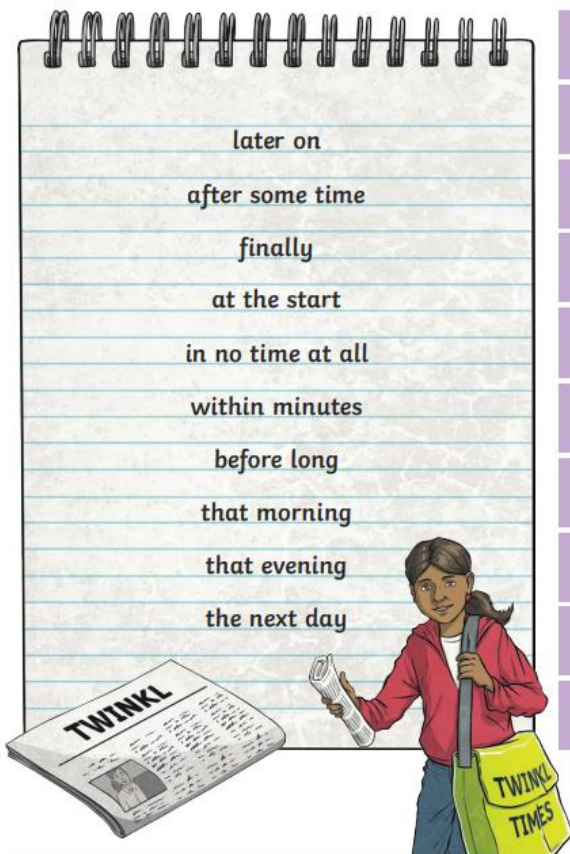
Afterwards,  
Already,  
Always,  
Immediately,  
Last month,  
Now,  
Soon,  
Yesterday,  
Today,  
Tomorrow,  
Next year,  
In January,  
On Tuesday,  
In the morning,  
After a while,

# ADJECTIVES FOR DESCRIBING THE NEWS



*A mixture of fronted adverbials, news vocabulary and conjunctions*

## Year 4 Recounts: Newspaper Reports



this incident		the unusual event	
reports suggest		witnesses report	
amazingly		strange happenings	
all over the country		was quoted as saying	
evidence suggests		experts believe	
crowds witnessed		however	although
because	when	if	what
as	after	while	when
before	so	but	where
that	since	who	why