

# Chapter 4

# Cohesion, organisation and presentation

## Introduction

This chapter builds on the work done in Year 5. The early parts of this chapter cover cohesive devices. Later parts deal with layout and organisational devices that help to structure the children's writing. For further practice, please see the 'Cohesion, organisation and presentation' section of the Year 6 workbook.

## Poster notes

### Cohesive devices (page 79)

This poster reminds the children of the cohesive devices that they have covered in Year 5. Determiners, conjunctions, adverbs, pronouns, adverbials, synonyms and ellipsis are shown as building blocks that work in conjunction to make writing more cohesive. Use the poster as a starting point to discuss what each type of cohesive device does. The children could work in pairs to give examples for each type.

### Give your writing structure (page 80)

This poster shows a range of presentational and structural devices that the children can use to add cohesion to their writing. Paragraphs, titles, text boxes, columns, subheadings, bullet points, bold text and underlining are represented as building blocks to reflect their interlocking nature. Use the poster as a starting point for exploring how each could be used. Lead the children through a discussion of what each device looks like and what it does. Encourage them to find examples of each one from their reading.

## In this chapter

### Linking ideas across paragraphs page 81

Link ideas across paragraphs using cohesive devices.

### Writing cohesively page 85

Use a wide range of cohesive devices effectively.

### Presenting writing page 89

Use organisational and presentational devices to structure text.

### Guiding the reader page 93

Use layout devices to structure text and guide the reader.

### Organising writing page 97

Write cohesively, considering how to organise and present writing.

## Vocabulary

### Children should already know:

adverbial, ambiguity, cohesion, determiner, paragraph

### In Year 6 children need to know:

bullet point, ellipsis

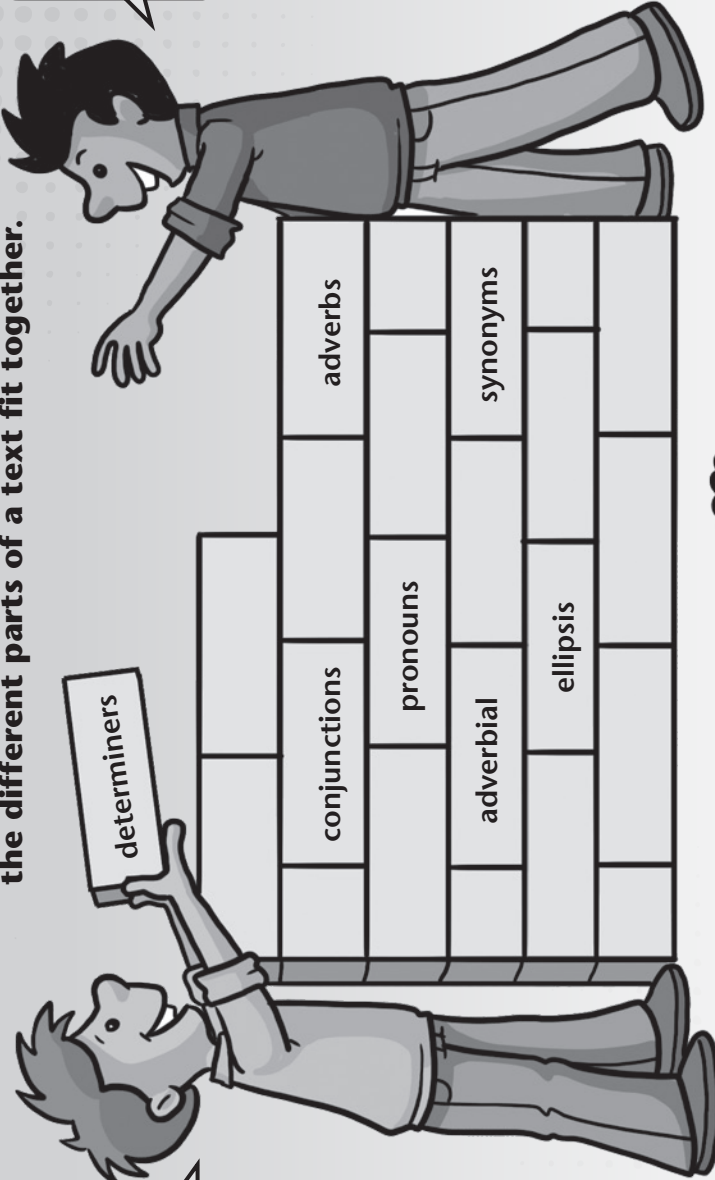
Cohesion, organisation and presentation

# Cohesive devices

Cohesive devices are words used to show how the different parts of a text fit together.

Make your writing cohesive by using these.

They will make your writing clear, help it flow and make it interesting.



Adverbials will make it even more interesting. Words such as **before**, **then** and **firstly** tell us when, where and how something happened.

# Linking ideas across paragraphs

## Objective

Link ideas across paragraphs using cohesive devices.

## Background knowledge

The activities in this section build upon the work done in Year 5. It is expected that the children will know about the use of pronouns, adverbs, adverbials of frequency, place, manner and time, conjunctions, synonyms, determiners and ellipsis.

Pronouns replace nouns; adverbs modify verbs, adjectives and even other adverbs; adverbials are similar to adverbs but they have more detail in them; conjunctions link clauses and can be either coordinating or subordinating; synonyms are words that have similar meanings; determiners are placed before nouns and any modifiers; ellipsis can mean the three ellipsis points to show omission but in the Programme of Study it refers specifically to the omission of words that are expected, predictable or superfluous.

The children need to think clearly about what cohesion means and how they can achieve it.

## Activities

- **Photocopiable page 82 'The missing link'**

In this activity, the children are asked to identify and match words and phrases with their correct device. Two types of device are omitted. The children will need to identify these and write new labels for them. The missing devices are synonyms and ellipsis.

- **Photocopiable page 83 'Adverbial links across paragraphs'**

The children are presented with three images that represent the action in three consecutive paragraphs of a short story. Invite the children to describe what is happening in each image. Then ask them to link the images by suggesting appropriate adverbials of time, place and frequency.

- **Photocopiable page 84 'Go with the flow'**

The children are given three pieces of writing. Each piece contains the end of one paragraph and the

second sentence of the next paragraph. They have to choose three different types of link and insert them into the appropriate places. They also have to identify the links they have used. This activity will assess their understanding of linking ideas across paragraphs by using cohesive devices.

## Further ideas

- **Tennis links:** Give the children a list of the different types of cohesive devices. In pairs, the children take it in turns to 'serve' a cohesive device to their partners. The partner has to give an example of the device, for example: **Adverbial of time** – **Yesterday morning**. If the partner is correct within ten seconds, they win a point and serve back. The first to five points is the winner.
- **Making links:** This is a continuation game. In groups of four, the children try to continue a story using a range of adverbials. Give the children an opening sentence, such as: **Ida had been waiting for her friend, Rona, for a long time**. Each person in the group continue the story in turn. As they do, they write it down. Allow five minutes and then listen to the new stories. Check with the rest of the class that each group has only used adverbials and count the number they have used.
- **Class display:** On a display board, write down the different types of cohesive devices. Ask the children to add examples of them to the display.
- **It took place then:** Give the children a range of events and times, such as: **Evie went to the market at 12 o'clock**. Ask them to rewrite the statements using adverbials of time, such as 'before'. They are not allowed to use the time from the statement you have given them. For example: **Evie went to the market just before lunch**.

## Digital content

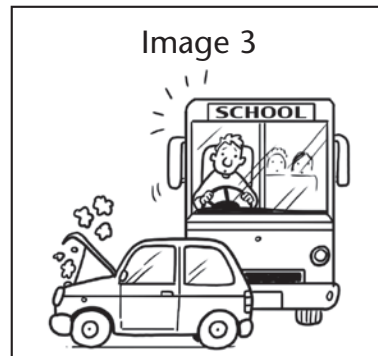
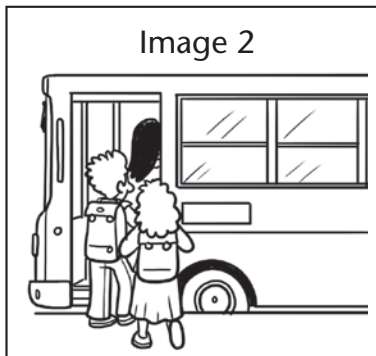
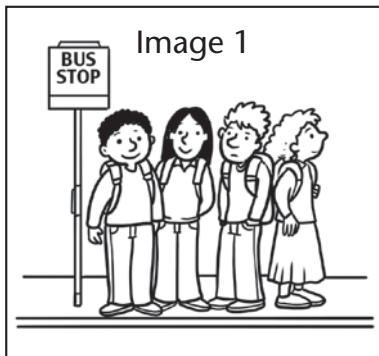
On the digital component you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'The missing link'.

**Linking ideas  
across paragraphs**

# Adverbial links across paragraphs

The images below tell a short story. Each image represents one paragraph of the story.



■ In the boxes below, write what you think is happening in each picture.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

■ The events in the story need to be linked together so that the paragraphs have cohesion. In the boxes below, write links to begin the paragraphs for images 2 and 3 using the appropriate adverbials. One has been done for you as an example.

	<b>Adverbials of time</b>	<b>Adverbials of place</b>	<b>Adverbials of frequency</b>
<b>Link image 1 to 2</b>	<i>Some time later, the bus arrived.</i>	_____	_____
<b>Link image 2 to 3</b>	_____	_____	_____

## Writing cohesively

### Link it up

Zoe has invented a paragraph machine. Unfortunately, it is not working properly. It is missing out cohesive devices. She needs to use some words from her device boxes to complete the paragraphs.

■ Help Zoe to complete the paragraphs by choosing appropriate words or phrases from the boxes. You need to use three different devices in each paragraph and you cannot use the same words or phrases twice.

Adverbials of time	
last week	
a few days ago	
a little later	
some time afterwards	

Adverbials of place	
behind the dresses	
above the door	
in front	

Determiners	
seven	more
the	all
some	her
few	

Conjunctions	
but	yet
because	for
and	so



\_\_\_\_\_ my sister went to the shops in the city centre. She had plenty of money \_\_\_\_\_ she couldn't see anything she wanted to buy. Just when she thought that she would come home empty handed, she went into a shop and saw \_\_\_\_\_ dresses that she liked.

\_\_\_\_\_ was another rack of trousers. My sister looked closely at \_\_\_\_\_ of them but she didn't buy any \_\_\_\_\_ she had run out of money.

A sign \_\_\_\_\_ told my sister that the shop closed soon. She looked at her watch and saw that she had only \_\_\_\_\_ minutes to catch the bus home. She ran to the bus stop \_\_\_\_\_ was too late and had to get the next one.