

# Varied Fluency

## Step 5: Organising Paragraphs within Texts

### National Curriculum Objectives:

English Year 6: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of

adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

English Year 6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Terminology for pupils:

- Ellipsis

### Differentiation:

**Developing** Questions to support organising paragraphs within texts by considering the order of a text and by identifying the following: adverbials used to link paragraphs, repetition of key words or phrases, and pronouns used to avoid unnecessary repetition. Includes simple sentences (with some adverbials) and questions on specific paragraphs.

**Expected** Questions to support organising paragraphs within texts by considering the order of a text and by identifying the following: adverbials used to link paragraphs, repetition of key words or phrases, and pronouns used to avoid unnecessary repetition. Includes multi-clause sentences and questions on specific paragraphs.

**Greater Depth** Questions to support organising paragraphs within texts by considering the order of a text and by identifying the following: adverbials used to link paragraphs, repetition of key words or phrases, and pronouns used to avoid unnecessary repetition. Includes extended sentences and questions relating to the entire text.

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## Organising Paragraphs within Texts

Lydia had been sentenced to a month in prison for vandalism. She had anticipated being labelled as a political prisoner and given the opportunity to continue the writing that had helped her drum up support for her cause. Instead, it was here that her struggles really began.

Due to her being held in general population, Lydia was never allowed to do anything that political prisoners would have been able to do. She could not lobby support for her cause and she could not continue the struggle on behalf of her fellow suffragettes still out in the world. The lack of opportunity to continue her work pained Lydia terribly.

On the other hand, perhaps Lydia could do something. She could emphasise the importance of her struggle, and the struggle of all her fellow suffragettes. The only way she could think of achieving this was through hunger strike. Lydia refused any meal. She suffered, she struggled, and she lived through pain. News of this struggle was sure to reach the outside world and Lydia felt certain that she could still make a meaningful contribution to her cause!

Meanwhile, the guards, realising Lydia's scheme, began preparing their own plans...

1a. Underline the adverbial used to open the final paragraph.



VF

2a. Which word is repeated in the third paragraph to emphasise it as a key word in the narrative?



VF

3a. True or false? If the second and third paragraphs were swapped, the story would still make sense.



VF

4a. Underline the pronouns and possessive determiners that the writer has used in the second paragraph to aid cohesion.



VF

## Organising Paragraphs within Texts

Manish had done all he could to persuade Yana that it was not a good idea for them to sneak into the circus tent the night before the grand opening. Yana, however, was stubborn and braver than Manish. She was too persuasive for him to win that battle. Now here they were, looking around a tent on a dark and starless night.

Manish searched his pockets frantically for his little keyring torch. He was desperate to find any way of lighting the dark surrounding him. The dark struck a fear into his very core.

Meanwhile, Yana had already walked right into the centre circle of the circus and was fearlessly play acting her role as circus ringleader. She could barely see the arena seating through the dark, but she didn't care.

Eventually, Manish found his torch and shone a light into the centre of the tent. He felt a slight twinge of relief as the thin beam of faint light struck upon his friend. His relief quickly turned to another feeling altogether. Who was that walking up behind her?

1b. Underline the adverbial used to open the final paragraph.



VF

2b. Which word is repeated in the second paragraph to emphasise it as a key word in the narrative?



VF

3b. True or false? If the second and third paragraphs were swapped, the story would still make sense.



VF

4b. Underline the pronouns and possessive determiners that the writer has used in the final paragraph to aid cohesion.



VF

## Organising Paragraphs within Texts

If Lydia thought being thrown into the back of a police van and driven off to Holloway Jail was the height of her struggles, she was gravely mistaken.

Sentenced to a month for vandalism, she had anticipated being labelled as a political prisoner and expected to continue the writing that had helped her drum up support for her cause. Instead, it was in jail where her struggles really began. It wasn't so much the cramped conditions that drained her spirit, though these did bring their own struggles, it was the lack of opportunity to continue her work that pained Lydia terribly.

Due to her imprisonment in general population, Lydia was never allowed to do anything that political prisoners would have been able to do. Most importantly, she could not continue the struggle on behalf of her fellow suffragettes still out in the world.

On the other hand, perhaps there was something that Lydia could do. She could emphasise the importance of her struggle, and of the struggle of all her fellow suffragettes. The only way she could think of achieving this was through hunger strike. Lydia refused any meal. She suffered, she struggled, and she lived through pain. News of this struggle was sure to reach the outside world and Lydia felt that certain she could still make a meaningful contribution to her cause!

Meanwhile, the guards, on seeing this scheme begin to come to fruition, began preparing their plans...

5a. Underline the adverbials used to open the fourth and final paragraphs.



VF

6a. Which word is repeated through the fourth paragraph to emphasise it as a key word in the narrative?



VF

7a. True or false? If the third and fourth paragraphs were swapped, the story would still make sense.



VF

8a. List the pronouns and possessive determiners that the writer has used in the fourth and fifth paragraphs to aid cohesion.



VF

## Organising Paragraphs within Texts

Inside the tent, darkness crawled up the canvas walls and circled into deep pools in the furthest corners.

Manish had done all he could to persuade Yana that it was not a good idea for them to sneak into the dark circus tent the night before the grand opening, but she was stubborn, braver than he was and too persuasive for him to win that battle. Now here they were, looking around a tent in the dark, on a starless night.

Manish searched his pockets frantically for his little keyring torch, desperate to find any way of lighting the darkness that engulfed his surroundings and struck a dark fear into his very core.

Meanwhile, Yana had already walked right into the centre circle of the circus and was fearlessly play acting her role as circus ringleader, even though she could barely see the arena seating through the dark. This was her moment!

Eventually, Manish found his torch and shone a light into the centre of the tent. He felt a slight twinge of relief as the thin beam of faint light struck upon his friend, but that relief quickly turned to another feeling altogether. Who was that walking up behind her?

5b. Underline the adverbials used to open the first, fourth and final paragraphs.



VF

6b. Which word is repeated through the second and third paragraphs to emphasise it as a key word in the narrative?



VF

7b. True or false? If the second and third paragraphs were swapped, the story would still make sense.



VF

8b. List the pronouns and possessive determiners that the writer has used in the second and third paragraphs to aid cohesion.



VF

## Organising Paragraphs within Texts

If Lydia thought being thrown into the back of a police van and driven off to Holloway Jail was the height of her struggles, she was gravely mistaken.

Lydia, having been sentenced to a month for vandalism, had anticipated being labelled as a political prisoner and afforded the right to continue the writing that had helped her drum up support for her cause. Instead, it was in jail where her struggles really began. It wasn't so much the cramped and squalid conditions that drained her spirit, though these did bring their own struggles, it was the lack of opportunity to continue her work that pained Lydia terribly.

Due to her imprisonment in general population, Lydia was never allowed to do anything that political prisoners would have been able to do. She could not lobby support for her cause and she could not continue the struggle on behalf of her fellow suffragettes still out in the world.

On the other hand, perhaps there was something Lydia could do. She could emphasise the importance of her struggle, and of the struggle of all her fellow suffragettes. The only way she could think of achieving this was through hunger strike. As such, Lydia refused any meal. She suffered, she struggled, and she lived through pain. News of this struggle was sure to reach the outside world and Lydia felt certain that she could still make a meaningful contribution to her cause!

Meanwhile, the guards, on seeing this scheme begin to come to fruition, began preparing plans of their own...

9a. Underline the adverbials used to open paragraphs.



VF

10a. Which word, or base word, is repeated throughout the text to emphasise it as a key word in the narrative?



VF

11a. True or false? If the second and third paragraphs were swapped and the fourth paragraph removed, the story would still make sense.



VF

12a. List the pronouns and possessive determiners that the writer has used in each paragraph to aid cohesion.



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## Organising Paragraphs within Texts

Inside the tent, darkness crawled up the canvas walls and circled into deep and sinister pools in the furthest corners.

Manish had done all he could to persuade Yana that it was not a good idea for them to sneak into the circus tent the night before the grand opening was due to be held, but she was stubborn, braver than he was and too persuasive for him to win that battle. Now here they were, looking around a tent in the dark, on a starless night.

Manish searched his pockets frantically for his little keyring torch, desperate to find any way of lighting the darkness that engulfed his surroundings and struck a dark fear into his very core.

Meanwhile, Yana had already walked right into the centre circle of the circus and was fearlessly play acting her role as circus ringleader, even though she could barely see the arena seating through the dark. This was her moment!

Eventually, Manish found his torch and shone a light into the centre of the tent. He felt a slight twinge of relief as the thin beam of faint light struck upon his friend, but that relief quickly turned to another feeling altogether. Who was that walking up behind her?

9b. Underline the adverbials used to open paragraphs.



VF

10b. Which word, or base word, is repeated throughout the text to emphasise it as a key word in the narrative?



VF

11b. True or false? If the second and third paragraphs were swapped and the opening paragraph removed, the story would still make sense.



VF

12b. List the pronouns and possessive determiners that the writer has used in each paragraph to aid cohesion.



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## Varied Fluency

### Organising Paragraphs within Texts

#### Developing

- 1a. **Meanwhile**
- 2a. **Struggle/struggled**
- 3a. **False, the order of events would not make sense.**
- 4a. **Her and she**

#### Expected

- 5a. **On the other hand; Meanwhile**
- 6a. **Struggle/struggled**
- 7a. **False, the order of events would not make sense.**
- 8a. **Her, she and their**

#### Greater Depth

- 9a. **Due to her imprisonment in general population; On the other hand; Meanwhile**
- 10a. **Struggle**
- 11a. **False, the order of events would not make sense.**
- 12a. **Paragraph 1 – her, she; paragraph 2 – her; paragraph 3 – her, she; paragraph 4 – her, she; paragraph 5 – their**

## Varied Fluency

### Organising Paragraphs within Texts

#### Developing

- 1b. **Eventually**
- 2b. **Dark**
- 3b. **False, the order of events would not make sense.**
- 4b. **His, he and her**

#### Expected

- 5b. **Inside the tent; Meanwhile; Eventually**
- 6b. **Dark/darkness**
- 7b. **True**
- 8b. **He, them, she, him, they, his**

#### Greater Depth

- 9b. **Inside the tent; Meanwhile; Eventually**
- 10b. **Dark**
- 11b. **True**
- 12b. **Paragraph 2 – he, them, she, him, they; paragraph 3 – his; paragraph 4 – her, she; paragraph 5 – his, he, her**