

Varied Fluency

Step 7: Using Devices to Build Cohesion – Fiction

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

Terminology for pupils:

Ellipsis

Differentiation:

Developing Questions to support Using Devices to Build Cohesion. Texts use mainly simple or common vocabulary. Children are given extra information and only the necessary number of options to guide them towards the correct answers.

Expected Questions to support Using Devices to Build Cohesion. Texts use some subject/narrative specific vocabulary. Children are given no extra information and more than the necessary number of options.

Greater Depth Questions to support Using Devices to Build Cohesion. Texts use some subject/narrative specific vocabulary as well as a range of more complex sentence structures. Children are given no extra information and no options to choose from.

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Using Devices to Build Cohesion – Fiction

As the bottom of the ship got smaller above them, Cogan and Sumi checked the submarine was working properly. The cabin, which would be safe as deep as one thousand metres, was coping very easily with the first part of the dive.

In the ship’s control room, six tense people stared at the screen which showed the view from the submarine’s cameras. Marty (their leader) tapped a finger nervously against his lips. It was exciting to be so close to succeeding, but he knew he would only be truly happy once his friends were safely back.

Fifteen minutes later, a call crackled through on the control room radio. Cogan and Sumi were on the bottom! Everyone started to cheer, but in the bottom corner of a control panel a red warning light began to flash...

1a. Match each extract from the text to the type of cohesive device it features.

Marty (their leader)

Parenthesis

which showed the view

Relative pronoun

2a. Tick the reason ‘In the ship’s control room...’ needed to start a new paragraph.

A change in place

☐

A change in time

☐

3a. Complete the table with examples from the text.

<u>Noun</u>	<u>Relative clause</u>
	which showed the view from the sub’s onboard cameras
cabin	

4a. Write out an adverbial from the text which tells you when something happened.

Using Devices to Build Cohesion – Fiction

‘Leah, it’s me, Rissa,’ the text message said. ‘Please don’t be mad – I know you’re sad – but I really need your help.’ Merissa always got people to do what she wanted by seeming helpless. ‘I went to see a boy who Carla knows, and Jamie found out. Now he wants to fight him! Please can you talk to him?’

In April, Jamie had been Leah’s boyfriend. Then Merissa, who always got what she wanted, had taken him for herself. The memories felt like fire Leah’s chest as she wrote her reply...

Merissa waited nervously for Leah to message back. Her phone, which was always nearby, buzzed suddenly and she grabbed it. It looked like Leah was going to help!

In her bed, Leah smiled. It was time for revenge.

1b. Match each extract from the text to the type of cohesive device it features.

, which was always nearby,

Adverbial

In April,

Relative clause



VF

2b. Tick the reason ‘Marissa waited nervously...’ needed to start a new paragraph.

A change in time

☐

A change in character

☐

VF

3b. Complete the table with examples from the text.

<u>Noun</u>	<u>Relative clause</u>
	which was always nearby
boy	



VF

4b. Write out an adverbial from the text which tells you where something happened.



VF

Using Devices to Build Cohesion – Fiction

As the hull of the *Discoverer 2* shrank away above them, Cogan and Sumi checked the sub’s instruments. The cabin, which had been designed to withstand the immense pressure at a depth of one thousand metres, was handling this first part of the descent very easily.

In the *Discoverer 2*’s control room, half a dozen tense faces stared fixedly at the screen which showed the view from the sub’s onboard cameras. Marty (the expedition leader) tapped a finger anxiously against his lips. It was exciting to be on the verge of achieving something historic, but he knew he would only be able to truly enjoy the experience once his friends were safely back on the surface.

Just under fifteen minutes later, the call which the crew had been waiting for crackled through on the control room radio. Cogan and Sumi were on the bottom! Shouts of celebration filled the ship, but in the bottom corner of a control panel, unnoticed in the din, a red warning light began to pulse...

5a. Match each extract from the text to the type of cohesive device it features.

Marty (the expedition leader)

Parenthesis

, which had been designed to...

Adverbial

Relative pronoun

6a. Tick the reason ‘Just under fifteen minutes...’ needed to start a new paragraph.

A change in time

A change in place

A change in character

A change in theme

7a. Complete the table with examples from the text.

<u>Noun</u>	<u>Relative clause</u>
screen	which showed the view from the sub’s onboard cameras
	which the crew had been waiting for

8a. Write out one adverbial from the text and state whether it tells you where or when something happened.

Using Devices to Build Cohesion – Fiction

‘Leah, it’s me, Rissa,’ the message began. ‘Please don’t be mad – I know you said I was never to speak to you again – but I really need your help.’ Merissa always wheedled her way into getting people to do what she wanted by seeming vulnerable. ‘I went to see a boy who Carla introduced me to and Jamie found out and now he wants to fight him! Please can you talk to him?’

A few months earlier, Jamie had been Leah’s boyfriend. Then Merissa, who always had her eye on things she was not entitled to, had swept in and taken him for herself. The memories burned like hot coals in Leah’s chest as she composed her reply...

Merissa waited anxiously for Leah’s response. Her phone, which was never out of her reach, vibrated suddenly and she snatched it up. It looked like Leah was going to help!

In her bedroom, Leah smiled slyly. It was time for a little payback.

5b. Match each extract from the text to the type of cohesive device it features.

a boy who Carla introduced

Parenthesis

Adverbial

as she composed her reply

Relative pronoun

VF

6b. Tick the reason ‘Merissa waited anxiously...’ needed to start a new paragraph.

A change in theme

A change in time

A change in place

A change in character

VF

7b. Complete the table with examples from the text.

<u>Noun</u>	<u>Relative clause</u>
Merissa	who always had her eye on things she was not entitled to
	which was never out of her reach

VF

8b. Write out one adverbial from the text and state whether it tells you where or when something happened.

VF

Using Devices to Build Cohesion – Fiction

As the blue-black silhouette of the *Discoverer 2*’s hull shrank away above them, Cogan and Sumi carefully monitored the data provided by the sub’s instruments. The acrylic cabin, which had been redesigned several times to guarantee it could withstand the immense pressure a kilometre beneath the surface, was handling this early section of the descent very easily.

In the *Discoverer 2*’s cutting edge control centre, half a dozen tense faces stared fixedly at the screens which displayed various feeds from the sub’s onboard cameras. Marty (the expedition’s leader and main financial backer) tapped a finger anxiously against his lips in an attempt to stop himself biting his nails. It was certainly exciting to be on the verge of achieving something so historic, but he knew his enjoyment of any success would be tempered by concern until his friends returned safely to the surface.

Approximately a quarter of an hour later, the call which the crew had been waiting for crackled through on the control centre’s radio. Cogan and Sumi had touched down on the seabed! Claps and cheers of jubilation filled the ship as the team celebrated their achievement, but in the bottom corner of a control panel, unnoticed in the commotion, a red warning light began to pulse...

9a. Match each extract from the text to the type of cohesive device it features.

As the blue-black silhouette...

Parenthesis

which had been redesigned...

Adverbial

(the expedition’s leader and main...)

Relative clause

10a. Tick the box next to the reason ‘In the Discovery 2’s...’ started a new paragraph and put a cross in the box next to the reason ‘Approximately a quarter of an hour...’ started a new paragraph.

A change in time

☐

A change in place

☐

A change in character

☐

A change in character

☐

11a. Complete the table with examples from the text.

<u>Noun</u>	<u>Relative clause</u>
call	which the crew had been waiting for

12a. Write out two adverbials from the text, stating if they tell you where or when something happened.

Using Devices to Build Cohesion – Fiction

‘Leah, it’s me, Rissa.’ This was actually a useful opening line for the message to have, because Leah had deleted Merissa’s number as a result of their falling out. ‘Please don’t be mad – I’m fully aware you insisted I never contact you again – but I really need your help.’ Merissa always wheedled her way into getting what she wanted by playing on people’s compassion. ‘I’ve been (sort of secretly) messaging a boy who Carla introduced me to at her party and Jamie found out and now he says he’s going to go and ‘teach him a lesson’! Please can you convince him to drop it?’

Barely three months earlier, Jamie had been Leah’s boyfriend and she had been blissfully happy. Then Merissa, who was forever selfishly grasping for things she was not entitled to, had manipulated and flirted and taken him for herself. The memories smouldered like embers in Leah’s chest as she composed her reply...

Merissa anxiously picked at her fingernails as she awaited Leah’s response. Her phone, which was always close at hand, vibrated suddenly and she snatched it up, eager to know if her predicament was going to be resolved. Her eyes flew over Leah’s message. It looked as though she was going to help!

Relaxing back into bed, Leah smiled maliciously. It was time to exact her retribution.

9b. Match each extract from the text to the type of cohesive device it features.

GD

- I’m fully aware...

Merissa, who was forever...

Relaxing back into bed...

Parenthesis

Adverbial

Relative clause

VF

10b. Tick the box next to the reason ‘Barely three months earlier...’ started a new paragraph and put a cross in the box next to the reason ‘Relaxing back into bed...’ started a new paragraph.

GD

A change in time

A change in theme

A change in place

A change in character

VF

11b. Complete the table with examples from the text.

Noun	Relative clause
boy	who Carla introduced me to

GD

VF

12b. Write out all the adverbials from the text, stating if they tell you where or when something happened.

GD

VF

Varied Fluency
Using Devices to Build Cohesion –
Fiction

Developing

- 1a. Marty (their leader) – parenthesis, which showed the view – relative pronoun
- 2a. A change in place
- 3a. Screen, which showed the view from the submarine's cameras; cabin, which would be safe as deep as one thousand metres
- 4a. Various answers, for example: In the ship's control room

Expected

- 5a. , which had been designed to... – relative clause; Marty (the expedition leader) – Parenthesis
- 6a. A change in time
- 7a. call, which the crew had been waiting for and a further example such as cabin, which had been designed
- 8a. Various answers, for example: Just under fifteen minutes later – when

Greater Depth

- 9a. As the blue-black silhouette – Adverbial; which had been redesigned... – Relative clause; (the expedition's leader and main...) – Parenthesis
- 10a. A change in place should be ticked; A change in time should be crossed
- 11a. Various answers, for example: cabin: which had been redesigned several times to guarantee it could withstand the immense pressure a kilometre beneath the surface; screens: which displayed various feeds from the sub's onboard cameras
- 12a. Various answers, for example: In the Discoverer 2's cutting edge control centre – where; Approximately a quarter of an hour later – when

Varied Fluency
Using Devices to Build Cohesion –
Fiction

Developing

- 1b. In April – Adverbial; which was always nearby – Relative clause
- 2b. A change in character
- 3b. Phone, which was always nearby; boy: who Carla knows
- 4b. Various answers, for example: In her bed

Expected

- 5b. a boy who Carla introduced – relative pronoun; as she composed her reply – adverbial
- 6b. A change in character
- 7b. phone, which was never out of her reach and a further example such as boy who Carla introduced me to
- 8b. Various answers, for example: In her bedroom – where

Greater Depth

- 9b. – I'm fully aware... – Parenthesis; Merissa, who was forever... – relative clause; Relaxing back into bed – Adverbial
- 10b. A change in time should be ticked, a change in place should be crossed
- 11b. Various answers, for example: Merissa, who was forever selfishly grasping for things she was not entitled to; phone, which was always close to hand
- 12b. Various answers, for example: Barely three months earlier – where; Relaxing back into bed – where