

Application and Reasoning

Step 1: Recognising 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
English Year 6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Terminology for pupils:

- Ellipsis

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Explain the use of a cohesive device in a given sentence.

Expected Explain the use of a cohesive device in a sentence within a paragraph.

Greater Depth Explain the use of a cohesive device used differently within a paragraph.

Questions 2, 5 and 8 (Application)

Developing Write the first sentence of the next paragraph. Including one cohesive device.

Expected Write the first two sentences of the next paragraph. Including one cohesive device.

Greater Depth Write the first two sentences of the next paragraph. Including two cohesive devices.

Questions 3, 6 and 9 (Reasoning)

Developing Explain which of two cohesive devices you would use to add more information to a sentence and why.

Expected Explain which of three cohesive devices you would use to add more information to a sentence and why.

Greater Depth Explain which cohesive device you would use to add more information to a sentence and why. No options given.

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Recognising Devices to Build Cohesion – Fiction

It was the sort of town which always ended up with a gang bullying people into paying to be left alone. One street (if you could call this strip of mud a 'street') and a few simple houses in the middle of the countryside. Miles from anywhere. Miles from help.

It was only by chance that Cassie had met Javier on the track between Hope's Edge and the Thornwater road. Her horse had lost a shoe in the recent storms and so she had been forced to head for the nearest town. Along the way, she had seen Javier resting against a rock by the track. On an evening ride for help, pushing through thunder and rain, he had fallen off his horse and broken his leg. Cassie had wondered what sort of awful situation would make a man ride – through the night – into a storm that fierce. It had not taken Javier long to explain.

She had made it to Hope's Edge, and she was beginning to understand more clearly why Javier had been forced to ride for help. It was like a ghost town. A few worried faces looked out of windows, but quickly disappeared if Cassie looked in their direction. The only sounds she could hear came from the town's saloon. This was where the gang ruled the town from. Cassie tied her horse to a post and stepped inside...

1a. Explain why the writer used brackets in paragraph 1.

One street (if you could call this strip of mud a 'street') and a few simple houses in the middle of the countryside.



R

2a. Write the first sentence of the next paragraph. Include a relative clause.



A

3a. If you were going to add extra information to the first sentence of paragraph 3, would you use a relative clause or a fronted adverbial? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck rumbled along the bumpy road, Gerrit fidgeted nervously. He was excited, but worrying thoughts nagged at him. What if the reports were true and the young, friendly lion he had released was now a fierce leader of his own pride? Would Ubhuti ignore Gerrit? Reject him? Or (Gerrit shuddered) do something worse?

The ranger driving the truck pointed to an enormous tree to the west. “We can usually find the lions under that tree or somewhere nearby,” he explained. “It may be the middle of their territory. It’s the best place to start looking.”

Off the road, the pickup slowed down. The last thing Gerrit and his guide wanted was for the car to startle the pride and drive them away. So they drove forward slowly, getting closer to the tree...

There they were! Some lionesses and cubs lay in the shade, watched over by a single huge male who stood up when the truck appeared. Gerrit’s heart thumped. It was Ubhuti! The large lion stepped forward, watching the two men behind the windscreen. This was it. Hands shaking, Gerrit opened the door...

1b. Explain why the writer used an ellipsis at the end of paragraph 3.

So they drove forward slowly, getting closer to the tree...



R

2b. Write the first sentence of the next paragraph. Include a fronted adverbial.



A

3b. If you were going to add extra information to the first sentence of paragraph 4, would you use parenthesis or a fronted adverbial? Why?



R

Recognising Devices to Build Cohesion – Fiction

It was the sort of town which always seemed to wind up with some gang or other bullying the inhabitants into paying to be left alone. One street (if you could call this strip of horse-trodden mud a 'street') and a handful of simple houses, all huddling together in the middle of the plains. Miles from anywhere. Miles from help.

It was sheer chance that had led to Cassie meeting Javier on the rarely used track between Hope's Edge and the Thornwater road. Fleet, her stallion, had lost a shoe in the recent storms and so she had been forced to head for the nearest town. Along the way, she had discovered Javier propped up against a rock a few feet from the track. On a desperate ride for help, pushing too hard through thunder and rain, he had been thrown from his horse and shattered his leg. Cassie had wondered what sort of appalling situation would drive a man to ride for aid – through the night, no less – into the teeth of a storm that fierce. It had not taken Javier long to explain.

She had made it to Hope's Edge and she was beginning to understand more clearly why Javier had been forced to ride for help. It was like a ghost town. A few anxious faces peered out from behind curtains, but people swiftly disappeared as Cassie caught their eyes. The only sounds she could hear spilled out from the town's single saloon. This was where the gang had established themselves then. Cassie secured Fleet to a post and stepped inside...

4a. Explain why the writer used dashes in paragraph 2.



R

5a. Write the first two sentences of the next paragraph. Include a relative clause.



A

6a. If you were going to add extra information to the first sentence of paragraph 3, would you use a relative clause, a fronted adverbial or parenthesis? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck bounced and juddered its way along the potholed road, Gerrit fidgeted uneasily. He was excited, of course, but his pessimistic thoughts nagged at him. What if the report the rangers had given him was true, and the young, affectionate lion he had released had grown into a fierce, dominant male, the leader of his own pride? Would Ubhuti ignore Gerrit? Reject him? Or (Gerrit shuddered at the thought) do something worse?

The ranger driving the truck motioned to an isolated tree to the west. “We can usually find the pride under that baobab or somewhere in the surrounding area,” he explained. “It may well be the centre of their territory. It’s certainly the best location to start our search.”

After turning off the road, the pickup slowed to a crawl. The last thing Gerrit and his guide wanted was for their arrival to accidentally startle the pride and drive them away. So they crept forward gently, inching closer to the tree...

There they were! Six... seven... eight of them! A mix of lionesses and cubs lay resting in the shade, watched over by a single fearsome male who rose to his feet when the truck appeared. Gerrit’s heart pounded. It was Ubhuti! The great lion padded a few steps forward, his eyes fixed firmly on the two men behind the windscreen. This was the moment. Hands trembling, Gerrit opened the door...

4b. Explain why the writer used an ellipsis at the end of paragraph 4.



R

5b. Write the first two sentences of the next paragraph. Include a fronted adverbial.



A

6b. If you were going to add extra information to the first sentence of paragraph 4, would you use parenthesis, a fronted adverbial or a relative clause? Why?



R

Recognising Devices to Build Cohesion – Fiction

It was such a cliché. Pokey little towns like this inevitably attracted the attention of some gang or other and the inhabitants found themselves coughing up some sort of protection money. A solitary street (if you could call this stretch of horse-trodden quagmire a ‘street’) and a cluster of tumbledown houses, all huddling together against the expanse of the plains. Miles from anywhere. Miles from help.

But for the tinkering hands of fate, Cassie would never have encountered Javier on the off-ignored track between Hope’s Edge and Thornwater – High Ridge Road. Fleet, her trusty thoroughbred, had lost a shoe in the recent storms and so she had been forced to head for the nearest town, which a signpost had informed her was Hope’s Edge. Along the way she had heard some plaintive cries for help and discovered Javier propped up against a boulder a few feet from the track. On a madcap dash for help, pushing too hard through the thunderous downpour, he had been thrown from his mount and dislocated his ankle. Cassie had been aghast, wondering what hellish circumstances would drive a man to ride for aid – hampered by darkness, no less – into the teeth of so treacherous a storm. Javier, hoping against hope that he had found a saviour, had not taken long to explain.

Now, as Cassie and Fleet trotted into Hope’s Edge, she understood. It was like a ghost town. A few anxious faces chanced looks through cracks in curtains, but twitched back into obscurity the minute Cassie caught their eyes. The only sounds which pierced the blanket of silence spilled out from the town’s lone saloon. This was where the gang had established themselves then – the seat of their power. Cassie tethered Fleet to the hitching post and stepped inside...

7a. Explain why the writer used dashes twice in paragraph 2.



R

8a. Write the first two sentences of the next paragraph. Include a relative clause and an ellipsis.



A

9a. If you were going to add extra information to the first sentence of paragraph 3, what devices would you use? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck lurched and juddered its way along the pockmarked road, Gerrit fidgeted uneasily with the strap of his watch. He was excited, of course, but his pessimistic nature nattered and nagged away in the back of his mind. What if the reports provided by the reserve's rangers proved true, and the affectionate adolescent lion he had released a year or so earlier had grown into a fierce, dominant male, the leader of his own pride? Would Ubhuti simply ignore Gerrit? Reject him outright? Or (Gerrit's blood ran cold at the thought) do something worse?

The ranger driving the truck gestured to an isolated tree several hundred metres to the west. "The pride habitually rest beneath that baobab and hunt in the surrounding area," he explained. "We presume it to be the centre of their territory. It's certainly the best location we have for commencing our search."

After turning off the road and into the tall grass of the savanna, the pickup slowed to a crawl. The last thing Gerrit and his guide wanted was for the sudden arrival of their four-by-four to accidentally startle the pride and send them scattering. So they eased the truck forward as gently as possible, inching ever closer to the tree...

Then, before them was the pride! Six... seven... eight of them! A cluster of lionesses and cubs lounged in the shade, watched over by a single great-maned male who rose ominously to his feet when the truck emerged. Gerrit's heart threatened to explode with joy and fear! It was Ubhuti! Intrigued by this intrusion into his territory, the majestic lion padded a few steps forward, his eyes fixed firmly on the two men behind the windscreen. This was the moment. Hands quivering, Gerrit opened the door...

7b. Explain why the writer used ellipses three times in paragraph 4.



R

8b. Write the first two sentences of the next paragraph. Include a fronted adverbial and parenthesis.



A

9b. If you were going to add extra information to the first sentence of paragraph 4, what devices would you use? Why?



R

Application and Reasoning Recognising Devices to Build Cohesion – Fiction

Developing

- 1a. To include detail about the street and convey the author's opinion.
- 2a. Various answers, for example: Cassie, who was looking more confident than she felt, glanced around the inside of the saloon.
- 3a. Various answers, for example: A fronted adverbial could help convey the time it had taken Cassie to reach the town (e.g. Finally, she had made it to Hope's Edge...)

Expected

- 4a. To include details about when Javier had ridden for help.
- 5a. Various answers, for example: Loud conversations came to an abrupt halt as she stepped inside the door. Cassie, who was looking more confident than she felt, could sense that all eyes were now fixed on her.
- 6a. Various answers, for example: A relative clause could add more information about the town (e.g. She had made it to Hope's Edge, which was like nothing she had ever seen before, and...)

Greater Depth

- 7a. The first use of a single dash allows the author to add the name of the street at the end of the sentence. The pair of dashes allows the author to insert information within the sentence so we know when Javier rode for help.
- 8a. Various answers, for example: Cassie, who appeared more confident than she felt, stepped inside the door. The loud conversation stopped abruptly and a glass smashed to the floor...
- 9a. Various answers, for example: A fronted adverbial could help convey the time it had taken Cassie to reach the town, pronouns could be used to avoid repetition, parenthesis could be used to add additional information.

Application and Reasoning Recognising Devices to Build Cohesion – Fiction

Developing

- 1b. To help build suspense about what they might find at the tree.
- 2b. Various answers, for example: Slowly, he edged himself out of the truck.
- 3b. Various answers, for example: A fronted adverbial could demonstrate his joy at finding them (e.g. Amazingly, there they were!)

Expected

- 4b. To help build suspense about what might happen when he opens the door.
- 5b. Various answers, for example: Slowly, he edged himself out of the truck. He was careful not to startle Ubhuti.
- 6b. Various answers, for example: A dash to add extra information (e.g. There they were – a whole pride of them!)

Greater Depth

- 7b. To show there is a pause between counting each lion and to help build suspense about what might happen when he opens the door.
- 8b. Various answers, for example: Slowly, he edged himself out of the truck. He needed to know that Ubhuti, even after all this time, still remembered him.
- 9b. Various answers, for example: Parenthesis to add more information (e.g. Then before them, in the shade of the trees, was the pride!)