

Varied Fluency

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:

Developing Questions to support recognising cohesive devices in fiction in sentences using vocabulary mainly taken from Year 3 and 4 Spelling Lists.

Expected Questions to support recognising cohesive devices in fiction in sentences using vocabulary mainly taken from Year 5 and 6 Spelling Lists.

Greater Depth Questions to support recognising cohesive devices in fiction within extended sentences with several multiple clauses using more technical and complicated vocabulary, as well as that taken from the Year 6 Spelling List.

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Recognising Devices to Build Cohesion – Fiction

Droplets of condensation trickled down the front panel of the creation pod. Inside, a wrinkly body lay buried deep in the ice.

Dr Disaster, who sat at his computer, could hardly bring himself to push the button. All of the thefts, the science, and the secret deals in distant countries had been building to this moment. The words 'Creation finished' flashed brightly on the pod's screen. The doctor shut his eyes tight (he had never been very brave at times like this), reached out, and pressed.

The loud sound of sirens and machinery immediately filled the lab. Enormous pipes, which had been unused for so long, began to pump water out of the bottom of the creation pod as the ice inside melted. Soon, the creature would live...

Several minutes later, everything ended with a hiss as the pod door slowly opened. Full of excitement, Dr Disaster dashed closer and leaned over to see inside. A pair of wild, orange eyes flashed open as his face appeared. The creature was alive. It wanted to hunt.

1a. Find and copy the conjunction in the first sentence of paragraph 3.



VF

2a. True or false? Three fronted adverbials are used in paragraph 4.



VF

3a. Which personal pronoun refers to Dr Disaster in paragraph 2?



VF

4a. In which paragraph has an ellipsis been used to build suspense?



VF

5a. In the first sentence of paragraph 2, has the author used a relative clause or a fronted adverbial to give extra information about where Dr Disaster is?



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Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car was wrapped around a lamppost, its rear half crushed. Whatever had struck it had been flying at high speed. In the front seat, the sergeant slumped over, thrown around as the impact had sent the car spinning. As he came in and out of consciousness, he heard bits of information over the radio. "... police needed... heat signal has gone... corner of 75th Street... quickly..."

When he had come to his senses fully, the sergeant began trying to piece together what had happened. He had been patrolling the northeast corner of the city when a beam of light had flown out of a side street and smashed his car off the road. The car must have been thrown a long way because Higson had only just passed 75th Street when he was hit, but now found himself near 76th...

75th Street! The radio messages came back into the policeman's brain. He was there! Everyone was tracking whatever strange thing had just hit him. Painfully, he pulled himself through the car's smashed window, walked into an alleyway, and then froze. In front of him, hiding behind some bins, was a tiny girl. The sergeant, who had seen lots of weird things in his life, was lost for words. The girl was not like anyone he had ever seen. She *glowed*.

1b. Find and copy the two conjunctions in the second sentence of paragraph 2.



VF

2b. True or false? One fronted adverbial is used in paragraph 3.



VF

3b. Which personal pronouns refer to the sergeant in paragraph 3?



VF

4b. In which paragraph has an ellipsis been used to show words have been omitted?



VF

5b. In paragraph 3, has the author used a relative clause or a fronted adverbial to give extra information about the sergeant being lost for words?



VF

Recognising Devices to Build Cohesion – Fiction

Droplets of water carved crooked paths through the condensation which coated the front panel of the creation pod. Deep inside, cocooned in ice, a shrivelled body lay curled around itself.

Dr Disaster, who sat ready at the lab's control panel, could barely bring himself to push the button. All of the thefts, the research, the secretive exchanges in countries all across the world; it had all been building to this moment. The words 'Genesis complete' flashed invitingly on the pod's display screen. The doctor screwed his eyes shut (he had never been the bravest when it came to big occasions), stretched his finger out, and pressed.

The swelling sound of sirens and the thrum of machinery immediately filled the lab. Pumping equipment, which had lain unused for so long, whirred into life and drew away any water which pooled in the bottom of the creation pod as the ice inside melted. Soon, Dr Disaster's creation would take its first breath...

Several nerve-wracking minutes later, the thawing process finished with a hiss as the pod door slowly opened. Unable to contain his excitement, Dr Disaster scurried closer and craned his neck to see inside. A pair of piercing eyes, orange slits above vicious teeth, flashed open as they sensed his movement. The creature was alive. It wanted to hunt.

6a. List all the conjunctions used in paragraph 3.



VF

7a. How many fronted adverbials are used in paragraph 4?



VF

8a. Which relative pronoun refers to Dr Disaster in paragraph 2?



VF

9a. How has an ellipsis been used in paragraph 3?



VF

10a. In the first sentence of paragraph 2, has the author used a relative clause, a fronted adverbial or a conjunction to give extra information about a Dr Disaster?



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Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car was wrapped around a lamppost, the rear part of its cabin horribly crumpled. Whatever had struck it had been travelling at an incredible speed. In the front seat, the sergeant lay slumped over, thrown roughly forward as the impact had sent the car spinning. As he drifted in and out of consciousness, he caught fragments of information over the radio. "... units required... heat signal has disappeared... corner of 75th Street... urgent..."

When a throbbing headache told him that he had fully regained his senses, the sergeant began trying to piece together what had happened. He had been driving his usual route, patrolling the northeast corner of the city, when a streak of brilliant white light had burned out of a side street and sent his car crashing off the road. It must have been thrown quite a distance because Higson had only just passed the junction with 75th Street when he was hit, but now found himself a few buildings away from 76th...

75th Street! The radio messages tumbled back into the policeman's brain. He was there! The rest of the force was tracking whatever mysterious object had just hit him. Painfully, he pulled himself through the car's smashed window, staggered into an alleyway, and immediately froze. There before him, cowering behind some bins, was a tiny girl. The sergeant, who had experienced plenty of peculiar things in his career, was lost for words. The girl was unlike anyone he had ever seen. She glowed.

6b. List all the conjunctions used in paragraph 2.



VF

7b. How many fronted adverbials are used in paragraph 3?



VF

8b. Which relative pronoun refers to the sergeant in paragraph 3?



VF

9b. How has an ellipsis been used in paragraph 1?



VF

10b. In paragraph 3, has the author used a relative clause, a fronted adverbial or a conjunction to give extra information about the sergeant being lost for words?



VF

Recognising Devices to Build Cohesion – Fiction

Droplets of water carved crooked paths through the condensation which blanketed the front panel of the creation pod like meandering streams on a metallic planet. Deep within, cocooned in protective ice, a shrivelled, hairless body lay curled around itself, awaiting birth.

Dr Disaster, who muttered maniacally in front of the lab's complex control panel, was trying to convince himself to start the activation sequence. The desperate heists, the unethical research, the clandestine exchanges in far-flung countries; they had all been building to this moment. The fateful words 'Genesis complete' pulsed invitingly on the pod's display screen. Refusing to look (cowardice always plagued him when it came to moments of consequence), the doctor stretched his finger out and pressed.

The swelling wail of sirens and the thrum of advanced machinery immediately resounded throughout the lab as soon as the switch had been activated. Specially-designed pumping equipment, which had lain dormant for countless months, whirred into life and drew away any liquid which pooled in the base of the creation chamber as the ice inside melted. Soon, the doctor's abhorrent creation would be unleashed...

Several nerve-jangling minutes later, the thawing process concluded with the hiss of escaping gases as the pod door was released and swung slowly upwards. His half-blind left eye twitching uncontrollably with excitement, Dr Disaster scurried closer and craned his neck to see inside. A pair of malevolent eyes, orange daggers above vicious canines, flashed open and tracked his movement. The creature, against all the odds, was alive. It wanted to hunt.

11a. List all the conjunctions used in paragraph 3 and group them into coordinating and subordinating.



VF

12a. How many fronted adverbials are used throughout the whole text?



VF

13a. List all the pronouns that refer to Dr Disaster in paragraph 2. Which is a relative pronoun?



VF

14a. How has an ellipsis been used in paragraph 3? How else can an ellipsis be used?



VF

15a. In paragraph 2, find an example of using a relative clause to give extra information about a noun.



VF

Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car – or what was left of it – was wrapped like a piece of litter around the base of the lamppost, the rear part of its cabin horribly misshapen. Whatever had collided with it had been travelling at an inconceivably high speed. In the driver's seat, the sergeant lay slumped over the dashboard, thrown about like a ragdoll as the impact had sent the car spinning. As he drifted in and out of consciousness, he caught snippets of police chatter over the radio. "... units required... heat signal offline... corner of 75th Street... urgent... unidentified..."

When a pulsing headache forced him to accept that he had fully regained his senses, the sergeant groggily began trying to piece together what had befallen him. He had been following his usual Friday routine, patrolling the impoverished northeast corner of the city, when a streak of brilliant white light had erupted from a side street and sent his car crashing off the road. It must have been thrown a remarkable distance because Higson recalled having only just passed the junction with 75th Street when the collision occurred, but had come to his senses only a stone's throw from 76th...

75th Street! The garbled radio messages tumbled back into Higson's brain as realisation struck him. He was there! The full might of the city's police department was tracking whatever mysterious object had just hit him, and he was currently their best lead. With considerable effort, he dragged himself through the car's buckled window, staggered into an alleyway which headed in the right direction, and immediately froze. There before him, cowering miserably among some bins, was a tiny girl. The sergeant, who had witnessed more than his fair share of peculiarities in his career, was lost for words. The girl was unlike anyone he had ever seen. She *glowed*.

11b. List all the conjunctions used in paragraph 2 and group them into coordinating and subordinating.



VF

12b. How many fronted adverbials are used throughout the whole text?



VF

13b. List all the pronouns that refer to the sergeant in paragraph 3. Which is a relative pronoun?



VF

14b. How have ellipses been used differently in paragraphs 1 and 2?



VF

15b. In paragraph 3, find an example of using a relative clause to give extra information about a noun.



VF

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Developing

- 1a. The loud sound of sirens and machinery immediately filled the lab.
- 2a. false - there are two
- 3a. he
- 4a. paragraph 3
- 5a. relative clause

Expected

- 6a. and, as
- 7a. two
- 8a. who
- 9a. An ellipsis has been used to build suspense.
- 10a. relative clause

Greater Depth

- 11a. Coordinating: and
Subordinating: as, as soon as
- 12a. five
- 13a. Himself, him, who (the relative pronoun).
- 14a. An ellipsis has been used to build suspense. They can also be used to show where words have been omitted, to show where a speaker has been broken off suddenly or to show hesitation in speech.
- 15a. Dr Disaster, who muttered maniacally in front of the lab's complex control panel, was trying to convince himself to start the activation sequence.

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Developing

- 1b. He had been patrolling the northeast corner of the city when a beam of light had flown out of a side street and smashed his car off the road.
- 2b. false - there are two
- 3b. he and him
- 4b. paragraph 1
- 5b. relative clause

Expected

- 6b. when, and, because, but
- 7b. two
- 8b. who
- 9b. An ellipsis has been used to show where words have been omitted.
- 10b. relative clause

Greater Depth

- 11b. Coordinating: and, but
Subordinating: when, because
- 12b. five
- 13b. Him, himself, he, who (the relative pronoun).
- 14b. In paragraph 1, an ellipsis has been used to show that words have been omitted. In paragraph 2, an ellipsis has been used to build suspense.
- 15b. The sergeant, who had witnessed more than his fair share of peculiarities in his career, was lost for words.