



Standards
& Testing
Agency

Key Stage (KS2) English writing teacher assessment moderation

Self-led training resources: Exercise 7

2022

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Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses knowledge and skills needed to support the moderation of KS2 writing, as part of LA moderation visits.

The activities are designed for self-led learning and for completion independently as part of moderators' training. They can also be used within group and trainer led moderation sessions. Discussion and reflection with colleagues are central to the moderation process and opportunities to do this when using these materials will support effective training.

Training Exercise 7: Identifying and evidencing cohesion in pupil writing

- understanding how cohesion in writing is achieved
- exploring examples of cohesion in pupil work
- assessing cohesion against the framework statements for KS2

This exercise should take approximately 60 minutes to complete.

In addition to this exercise, you will need the following documents, on screen or in hard copy:

- [Teacher assessment \(TA\) frameworks at the end of KS2 \(English writing\)](#)
- [English programmes of study: key stages 1 & 2 National curriculum in England](#)
- [English – Appendix 2: Vocabulary, grammar and punctuation](#)
- [Glossary for the programmes of study for English.](#)

You may also wish to have the following materials available:

- [TA exemplification: KS2 English writing.](#)

You can work through the activities and record your responses on a hard copy of this exercise document.

If working on screen, you can use the accompanying response document. This is editable and allows you to type and save your responses to some activities.

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points.

Overview

This exercise consists of five sets of activities focusing on the following 'pupil can' statement included in the TA framework for the expected standard (EXS):

The pupil can:

use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

It supports the process of considering evidence in relation to this statement.

After completing this exercise, you will have:

- developed knowledge and understanding of devices which support cohesion
- greater confidence in identifying and assessing examples of cohesion in pupil work

Your role

Your role as a moderator is to work with the teacher to build a picture of what a pupil can do from the evidence presented, benchmarked against your standardised knowledge of the framework. This is to validate, or challenge, a teacher's assessment judgement.

Moderation by LA moderators supports the broader aim of quality assuring standards at a national level.

Activity 1: Reflecting on cohesion

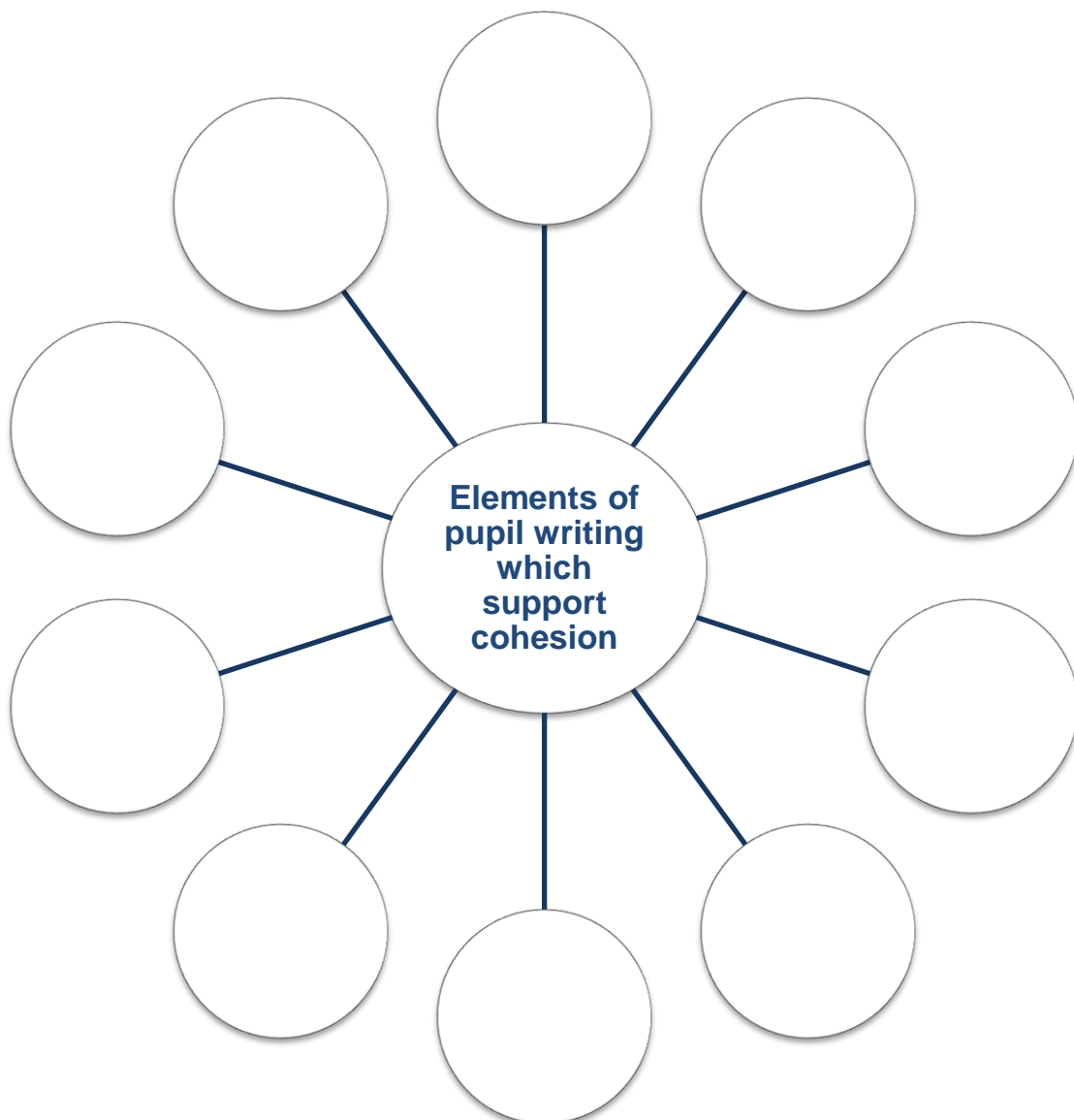
Cohesion is concerned with the ways in which words, sentences and paragraphs are linked together to connect parts of a text, enabling the reader to follow events, information or ideas. Cohesive writing appears logical and well-structured and supports the overall flow of a piece of text. Thus, cohesion is an important factor in ensuring writing meets a writer's intended purpose and the needs of their audience.

Activity 1a: Reflecting on how pupils build cohesion

Consider the elements of pupil writing which contribute to cohesion.



You may like to record your thoughts on the 'mind map'.



Key points

How do writers build cohesion?

There are many linguistic features – or devices – which a writer can use to link ideas and information within and across clauses, sentences and paragraphs to build cohesion, so that a text appears to flow and makes sense. These include:

- the use of adverbs, adverbials and conjunctions to add detail (such as ‘when’ and ‘where’) and support reader understanding
- the use of pronouns, synonymous references, determiners and ellipsis to refer back to preceding information, avoiding unnecessary repetition
- the deliberate repetition of words, phrases and themes to link clauses, sentences and paragraphs
- the use of adverbs and adverbials to signal relationships (such as cause or contrast) between ideas, events and information in the text.

The features or devices a writer uses to make a text cohesive may vary depending on the purpose and audience of the text.

The overall cohesion of a piece may also be supported by a writer’s accuracy and efficacy in other aspects of their writing, such as their ability to use a variety of sentence structures, manipulate tenses, and select precise and appropriate vocabulary.

How do pupils progress in this aspect of writing?

Over the course of the primary years, pupils’ knowledge of the vocabulary and grammatical structures which support cohesion develops as they study examples of these features in model texts, and practise them in their own writing. Their progress in using cohesive devices is not only measured by their knowledge of a range of features, but also by how they use them, and how appropriate and effective they are in relation to purpose. There is no fixed correlation between simple or complex devices and effectiveness in writing. In a persuasive text, for example, the use of a simple cohesive device may at some points be the most effective choice for the purpose. As their writing becomes more assured, pupils’ awareness of purpose and audience and genre will drive their choices of cohesive linguistic features.

To achieve the EXS in writing at the end of KS2, the TA framework stipulates that a pupil must demonstrate that they can use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. The examples in brackets only describe some of the ways in which pupils might meet this statement. The framework guidance reminds teachers to refer to the national curriculum to fully exemplify all statements, and signposts the non-statutory exemplification materials for examples of how the statements might be evidenced in pupil work.

Cohesion in the national curriculum

Before examining pupil work in this training exercise, you might like to remind yourself of the references to cohesion and cohesive devices in the [Programmes of study for KS2](#) and [English Appendix 2: vocabulary, grammar and punctuation](#). You may also like refer to the (non-statutory) [Glossary](#) for teachers.

Activity 1b: Mapping progress in cohesion in KS2

Read the Programmes of study for KS2, Appendix 2 and the Glossary, noting down any references to cohesion and to devices which link clauses, sentences and paragraphs and ideas, information and events in text, including those listed on the previous page of this exercise.



You can record your thoughts on the notepad.



Notepad

- note any references to cohesion and to the devices which link clauses, sentences and paragraphs and ideas, information and events in text.

Key points

There are many aspects of writing which contribute to the flow of a text covered in the programmes of study for KS2. There are also specific references to cohesion; to the devices listed on page 8 of this exercise (including adverbials, pronouns and conjunctions); and to other ways of linking information and ideas and organising writing. The non-statutory glossary for teachers describes cohesion and cohesive devices.

Lower KS2	Year 3 and 4 Programme of Study
	In composition, pupils should be taught to draft and write by: <ul style="list-style-type: none">• organising paragraphs around a theme.• in non-narrative material, using simple organisational devices [for example, headings and subheadings].
	In grammar, punctuation and spelling, pupils should be taught to: <ul style="list-style-type: none">• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• use conjunctions, adverbs and prepositions to express time and cause• use fronted adverbials.
	Appendix 2: Vocabulary, grammar and punctuation
	Year 3: <ul style="list-style-type: none">• sentence: expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]• text:<ul style="list-style-type: none">○ introduction to paragraphs as a way to group related material○ headings and subheadings to aid presentation• terminology: conjunction, clause, subordinate clause
Year 4: <ul style="list-style-type: none">• sentence: fronted adverbials• text:<ul style="list-style-type: none">○ use of paragraphs to organise ideas around a theme○ appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition• terminology: determiner, pronoun, possessive pronoun, adverbial	

Upper KS2	Year 5 and 6 Programme of Study
	<p>In composition, pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>In grammar, punctuation and spelling, pupils should be taught to:</p> <ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example, omitted) relative pronoun
	Appendix 2: Vocabulary, grammar and punctuation
	<p>Year 5:</p> <ul style="list-style-type: none"> • sentence: relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • text: <ul style="list-style-type: none"> ○ devices to build cohesion within a paragraph [for example, then, after that, this, first] ○ linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • terminology: relative clause, relative pronoun, cohesion <p>Year 6:</p> <ul style="list-style-type: none"> • text: <ul style="list-style-type: none"> ○ 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. ○ Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]
Glossary	<ul style="list-style-type: none"> • cohesion: a text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. • cohesive device: cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: <ul style="list-style-type: none"> ○ determiners and pronouns, which can refer back to earlier words ○ conjunctions and adverbs, which can make relations between words clear ○ ellipsis of expected words.

Cohesion in the TA framework

At EXS, the pupil can use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

To meet EXS at the end of KS2, pupils should demonstrate the ability to draw from the full range of devices described in the programmes of study to build cohesion, selecting those appropriate for the purpose and nature of the writing. In a professional discussion focussing on a TA judgement of EXS, moderators and teachers will look for evidence of how a pupil's inclusion of these devices specifically links to building cohesion within and across paragraphs to support the overall cohesion of a piece.

[The KS2 TA guidance](#) distinguishes between statements that might be sufficiently evidenced in “a single, comprehensive example of writing”, and statements for which “some evidence... would be expected in almost all writing”. The statement describing using devices to build cohesion falls into the second category. Pupils working at EXS should demonstrate the ability to sustain cohesion within individual pieces, and demonstrate this consistently across their writing collection, with only occasional lapses.

In a piece in which there is some evidence of the devices to support cohesion exemplified in the statement, but in which cohesion is not sustained and other aspects of the writing actually detract from overall cohesion, a pupil cannot be described as successfully meeting the ‘pupil can’ statement in that piece. Missing words, inappropriate word choices, words in the wrong order and sentences without main clauses are some examples of pupil errors which can detract from cohesion. Weaknesses in other aspects of writing described in the framework statements might also impact a pupil's ability to achieve cohesion. For example, a piece of writing with inaccurate tenses and punctuation is unlikely to be judged to be cohesive.

Writing that is not cohesive may appear disjointed and lack direction. It may be made up of discrete statements of unvaried construction, giving a list like quality to the work. The writing may lack balance, with too much detail in some sections and sparse detail in others. Information, events or ideas may not connect and flow, because the pupil has not yet developed their knowledge and use of linguistic devices which support cohesion.

Some ‘pupil can’ statements for WTS also relate to cohesion, specifically those describing using paragraphs to organise ideas and simple devices to structure [non-narrative] writing. To achieve WTS, pupils must also have met the statements for the preceding pre key stage standard 6 (or KS1 EXS), and thus to have demonstrated that they are able to use co-ordination and some sub-ordination to join clauses and link and explain information, events and ideas.

At GDS, ‘structure’ is given as an example of evidence of a pupil's ability to draw on their reading to support their writing (drawing independently on what they have read as models for their own writing [for example, literary language, characterisation, structure]).

As we have seen, many aspects of writing contribute to achieving cohesion, and cohesion is key to pupils being assessed as working at EXS as it is listed as one of the 'pupil can' statements for that standard. In the following activities in this exercise, you will be asked to examine work from a single pupil for evidence of devices which support cohesion. You will also be invited to reflect on how the evidence to support this statement might vary according to variations in purpose and genre and whether there is sufficient evidence to confirm that the pupil has met the 'pupil can' statement for cohesion.

For the purposes of training, the exercise examines four pieces of work rather than a complete pupil set and focuses on groups of cohesive devices. For additional examples of cohesion in writing by pupils working within the three framework standards, you may also like to refer to the [KS2 exemplification materials](#).

Activity 2: Considering the role of adverbs, adverbials and subordinating conjunctions in building cohesion

Adverbs and adverbials: time, place, manner, reason and degree

Pupils working at EXS at the end of KS2 will be familiar with a range of adverbs and of adverbials – including preposition phrases, noun phrases, subordinate clauses, similes and non-finite clauses – and use them in their writing to modify verbs or clauses.

Adverbs and adverbials can build cohesion by providing specificity and detail which allow a writer to develop the information or ideas in preceding clauses, sentences and paragraphs, and support reader understanding. Texts without adverbials may be difficult to follow. The expected statement lists adverbials of time or place as examples of cohesive devices. Pupils may also use other adverbials, including, for example, adverbials of manner, reason and degree allowing them to explain ‘how’, ‘why’ and ‘how much’.

- when:
 - I arrived late one dark night.
 - They can often be found nesting on cliffs.

- where:
 - They live across the road from us.
 - The fox tore up the hill, the hounds following not far behind.

- how:
 - I slurped the soup greedily with my spoon.
 - He ran as fast as he could.
 - The siblings fought like cats and dogs.
 - Gasping for breath, she collapsed on the floor.

- why:
 - She died of pneumonia.
 - He went out of curiosity.

- how much:
 - I wanted to go home badly.
 - He did help her a bit.

Subordinating conjunctions signalling time, cause and effect

Subordinating conjunctions also help to build cohesion by demonstrating time, or the sequence of events (as, while, once, after, until, before, when). They can also explain cause and effect (because, since, whenever, as long as, so, that).

Activity 2a: Evidencing adverbs, adverbials and subordinating conjunctions which support cohesion by adding detail

Read Piece A, 'Dear Diary,' by Pupil A looking closely at the pupil's use of adverbs, adverbials and subordinating conjunctions to support cohesion.

- think about how the pupil makes this diary opening cohesive by showing the reader where, when, how and why the first person narrator is writing.



Record your response by annotating the text or using the notepad.



Notepad

- find examples of the pupil's use of subordinating conjunctions, adverbs and adverbials.

- how does the pupil use these linguistic features to guide the reader of the diary?

- In what ways are the cohesive devices used appropriate for the diary genre?

Pupil A – Piece A: diary entry

Context: The class read 'The Giant's Necklace', a short story by Michael Morpurgo, and worked on characterisation and the features of diary writing. Pupils were then asked to write a first person account of the events in diary form. This is the opening page of a longer piece.

Dear ^DDiary,

Currently, I'm sitting on my family's sofa beside them. Obviously, they can't see me. That's the problem with being a ghost. I feel very isolated now I can't talk to my parents or even hug them. Even teasing the four mistakes (my brothers) is something I miss. Do you think they miss me? You may be wondering how I died, seeing as the last time I wrote was when I was still happily on holiday in Zennor! If I'm being straight with you, it's just completely insane. I'll tell you soon, but first I want to tell you what I can do. This may sound weird, however! This pen isn't in my hand... It is, in fact, scribbling down my ~~the~~ thoughts. You may also be wondering how I opened my diary. The truth is I can still pick things up, I just have the option not to. I can also float precariously in the air! Anyway, I'd like to tell you how it happened, so I can look back on it in a few years time...

Key points

Now read these notes on the pupil's use of subordinating conjunctions, adverbs and adverbials, and bear in mind your own observations.

- currently, I'm sitting on my family's sofa beside them. Obviously, they can't see me.

Pupil A uses adverbs and adverbials to tell the reader when (currently), where (on my family's sofa beside them) and how (obviously) the diary is being written. This clearly guides the reader, giving clarity to the character and the situation they find themselves in.

- ...the last time I wrote was when I was still happily on holiday in Zennor!

The diary entry is developed using adverbials to demonstrate time having passed (the last time I wrote) and how the narrator's situation has changed (still happily on holiday). The conjunction 'when' introduces the subordinate clause.

- the truth is I can still pick things up.

The use of the adverb 'still' contributes to cohesion, by demonstrating the link between the narrator's past and present.

- anyway, I'd like to tell you how it happened, so I can look back on it in a few years time...

The adverbial phrase (in a few years' time) gives the diary purpose and provides an effective cohesive link to the next section of the diary entry. The conjunction 'so' (KS1) introduces the subordinate clause, showing cause and effect. A wider range of conjunctions should be evidenced at the end of KS2.

Activity 3: Considering the use of pronouns, synonymous references, determiners, ellipsis and repetition to support cohesion

Pronouns and synonymous references are important devices for cohesion, as they allow the writer to refer to information in previous clauses, sentences and paragraphs without unnecessary repetition.

- we heard the howling as soon as we came over the hill. The raw sound echoed around the valley. Then it stopped abruptly.
“What was that?” I whispered fearfully, my heart beating.
“I don’t know, but I don’t like it,” Sam whispered back.

Determiners also allow writers to refer back concisely to preceding information, and to move from the general to the specific.

- Ayla rode a rusty old bike that had seen better days. The bike rattled noisily as she cycled down the cobbled street, so that everybody always knew when she was coming.
- Kai had always wanted a dog, but this dog was the cutest he’d ever seen.

Ellipsis, or intentional omission, can also be used to avoid repetition and improve flow.

- Jo had four children; the youngest [child was] a girl with curly red hair and startling blue eyes.
- the film [which] we watched yesterday was very exciting.

However, a writer may also deliberately repeat words, phrases and ideas for effect and emphasis, and to link information and events.

- she needed help, a lot of help. She needed it fast, and Alex was the only one who could help her.
- Lou glared at the small girl blocking his way, and she glared back at him.
- I’d heard tales of the three legged beast rumoured to roam these hills, and now here, right in front of me, was a huge animal... with three legs.

Activity 3a: Evidencing how a pupil avoids and uses repetition to build cohesion

Read Pupil A’s ‘Dear Diary’ piece again. This time, look closely at how the pupil uses pronouns, synonyms, word repetition, repeated phrases and ellipsis to build cohesion.



Record your response by annotating the text or using the notepad.



Notepad

- find examples of the pupil's use of pronouns, synonymous references, ellipsis and repetition.

- how does the pupil use these linguistic features to guide the reader of the diary entry?

- In what ways are the cohesive devices used appropriate for the diary genre?

Key points

Now read these notes and bear in mind your own observations.

- my family's sofa/beside them/they can't see me

The diary opens with cohesive use of pronouns (them and they) to develop ideas about the family and situation clearly.

- my parents/the four mistakes (my brothers)

The pupil uses synonyms to develop comments about the family (parents, four mistakes, brothers).

- this pen isn't in my hand...It is, in fact...

This is another example of the pupil's ability to use a pronoun to replace the noun, aiding cohesion.

- ...is something I miss. Do you think they miss me?

The repetition of the word 'miss' aids cohesion by making a clear connection between the narrator and the family, and highlights a main idea for the diary entry.

- you may be wondering... /You may also be wondering...

The repetition of the phrase 'You may be wondering' with the adverb 'also' in its second use contributes to the cohesive linking and development of ideas. These cohesive features demonstrate good awareness of the reader.

- if I'm being straight with you... /The truth is...

These similar expressions contribute to the diary's purpose and help to build overall cohesion.

- I can still pick things up – I just have the option not to.

The ellipsis at the end of this sentence (pick things up is not repeated) aids clarity and cohesion.

The use of ellipsis is appropriate for the diary genre, as it has a conversational tone.

- I'll tell you soon... (about the reasons why it's completely insane is not stated)

Activity 4: Considering the role of adverbs and adverbials in signalling relationships between events, ideas and information in texts

So far in this training exercise we have examined devices to build cohesion in Pupil A's imaginative narrative writing. We now move on to consider how Pupil A builds cohesion in nonfiction writing using adverbs and adverbials.

In this activity, the focus is on the use of adverbs and adverbials which link information, events and ideas across independent grammatical units (finite clauses, sentences or paragraphs) and signal the relationships between them. These relationships can include cause and effect, comparison and contrast, hierarchy and chronology. Relating different elements in a piece in this way supports cohesion.

Examples of some of the ways in which writers can use adverbs and adverbials to signal the relationship between information, events and ideas are by:

- listing: for example, first, second, finally
- adding: for example, furthermore, moreover, in addition, what is more
- elaborating: for example, in other words, for instance, for example
- expressing a result: for example, therefore, consequently
- inferring: for example, otherwise, in that case
- contrasting: for example, rather, on the other hand, however, alternatively
- shifting attention: for example, meanwhile, in the meantime, incidentally
- summing up: for example, to conclude, in conclusion, overall

Some of the information in this activity is based on examples given in:

Essential Primary Grammar (Myhill, Jones, Watson & Lines), Open University Press, McGraw Hill, 2016

Activity 4a: Evidencing the use of adverbs and adverbials to show how information in a text is related

Now read Pupil A's biography of John Lennon looking for examples of the pupil's use of adverbs and adverbials to link information and events.

- how does the pupil use these linguistic features to guide the reader of the biography?
- in what ways are the cohesive devices used appropriate for the biography genre?



Record your response by annotating the text or using the notepad.

Pupil A – Piece B: biography

Context: the class explored the features of biographical writing and researched John Lennon using a variety of resources. Pupils then wrote their biographies independently.

Inspirational hero, John Lennon, was born in 1940, however he was tragically murdered in 1980. Born in Liverpool, John grew up and formed the Beatles. Famous for his song-writing partnership with Paul McCartney, his music and his influence on the 60's rock 'n roll he was a very charismatic man, who led the most successful band in pop history. Even after the band split up he stayed a remarkable musician and never stopped writing songs. After his untimely death we still remember him for his peace campaigns, unique songs and witty lyrics.

This amazing, world remembered man was born during a German Air raid, Julia Lennon - John's mother - was married to Alfred (also known as Freddie) Lennon. Alfred was not around much as he was a sailor so Julia took on all the responsibilities. At the age of four he was made to choose who he wanted to live with because his parents were splitting up. He chose his father but, after seeing how upset his mother was, he ran to her. After that, he never saw his father again. His mother was poor, unable to look after him, so John went to live with her sister, Aunt Mimi, and was happy.

Nevertheless, Julia often visited and taught John a range of instruments. The piano, the banjo and the guitar. At the age of fifteen she gifted him his own guitar. He was very happy and used it lots. Aunt Mimi quoted:

"The guitar's very well, John, but you're never going to make a living of it."

However, But John became very good at playing the guitar and set up a band called The Quarrymen.

At the age of seventeen, his mother passed away in an accident caused by an off duty police officer. John was devastated and couldn't talk of it for years. He eventually named his son after her.

John's best friend, Stuart, had been in The Quarrymen with him but he didn't go to Hamburg. Brian Epstein - their manager, bought a new drummer, Ringo Starr.

Flourishing Despite Stuart not being there, they performed very well with Ringo. By this time, John had married Cynthia Powell (A fellow art student) and was soon going to be a father himself. His career was also going great and The Beatles' first album went to number one in the charts after being released.

It was called "Please Please Me".
However, In 1962, Stuart sadly died. John was very upset; his best friend had died. * There's

Most of the songs were written by John and/or Paul. They had an amazing partnership without a doubt. Not only that but they usually sang the songs.

At this time John had a son. He and Cynthia had named him Julian, after John's mother. Even so, John wasn't home much. He was often away, touring with the Beatles. Subsequently he didn't see Cynthia much either.

In addition to touring so much they became tired. They were being mobbed around the UK and USA so decided to stop touring. This was Beatlemania. Whenever they left their houses there were people trying to catch a glimpse of them.

The Beatles continued to record songs and were still extremely popular with their fans. As well as that John was happy with Yoko.

Importantly The Beatles had made quite a few films and were changing their style.

They had achieved everything and as John had said:

"The Beatles are bigger than Jesus".

Tragically John was murdered in 1980 by a crazed fan called Mark Chapman. He had been shot 4 times = ^{over 4 times} "five bullets" ^{had been} being fired - and immediately cried out for help. Even so, a police car rushed out to help him. In the car, he sadly passed away.

His wife Yoko had said: "Death alone does not extinguish a flame and spirit like John."

Whereas people are often forgotten, John's legacy will live on.

* Cynthia was very upset and probably thought their relations was ending.

Key points

Now read these notes and bear in mind your own observations.

The pupil uses adverbial phrases within and across paragraphs to show the chronology of events in John Lennon's life, and this is appropriate for the biography genre. For example, in the first paragraph, 'Even after the band split up...' and 'After his untimely death...'; in the second paragraph, 'At the age of four...' and 'After that...'; in the third paragraph, 'At the age of fifteen...'; and in the fourth paragraph 'At the age of seventeen...'. These cohesive devices lack variety in places, for example the repetition of 'at the age of ...', and time adverbials (mostly noun phrases) are overused and usually at the beginning of sentences. This repetition and lack of variety in sentence structure means that parts of the text appear formulaic.

The pupil does use 'nevertheless' and 'however' to signal contrasting information, and they use 'subsequently' appropriately to relate cause. Overall, the information is clearly organised in a way that suits the purpose of the nonfiction biography text. However, the range of cohesive devices used to connect the information is limited.

There are also some lapses in cohesion – for example, in paragraph two the pronoun 'he' refers confusingly to both John and his father Alfred. Towards the end of the biography cohesion becomes less secure than in the opening, for example, in the fifth and seventh paragraphs: 'Despite Stuart not being there they performed very well with Ringo...' and 'In addition to touring so much they became tired'. In these examples, the pupil is trying to use a wider range of adverbials, but the choices lack precision and clarity. This is an important point to note when assessing a pupil's use of cohesion; it is not only the range of devices used, but how the pupil has used them, that demonstrate their ability to write clearly for purpose and the reader.

Activity 5: Considering effective cohesion in writing for different purposes

We have seen that writers' choice of cohesive devices is linked to the purpose and nature of the writing, as well as their awareness of the reader.

To build a fuller picture of Pupil A's ability to build cohesion, we will now examine two final pieces – a balanced argument and a formal evidence report – and consider how they select the use of cohesive features according to purpose and audience.

Activity 5a: Considering the devices selected to support cohesion in balanced argument and report writing

Read the balanced argument piece and the report of evidence (Pieces C and D) by Pupil A, reflecting on the range of cohesive devices included, and on how effectively they are used for purpose and audience.

As it is a very long piece, we have included the opening page of the report only. However, we will consider the argument piece in its entirety.



Record your response by annotating the text or using the notepad.



Notepad

How effective is Pupils A's use of cohesive devices when writing for different purposes?

1. Balanced argument: Should all cars become electric?

2. Formal evidence based on the story of Goldilocks.

Pupil A – Piece C: a balanced argument

Context: after analysing examples of balanced arguments, pupils worked in groups to research a topic and held mini debates. The arguments put forward in the debates formed the basis of their independent writing. Pupil A chose to debate electric cars.

Should all cars become electric?

As everyone knows, pollution and climate change have begun effecting humans, animals and the overall eco-system. ~~The~~ Diesel and petrol cars are a contributing factor due to the fuel they run on being a fossil fuel. This argument will explain the benefits and disadvantages of owning a ~~car~~ supposedly eco-friendly car.

For many years, people in the UK have been taught about climate change; the problems with fossil fuels; rising pollution levels and more, however hardly a single decision has been made to stop the flow of traffic-fumes. Petrol and diesel carry chemicals and carcinogens, such as benzene, which can cause cancer. A suitable decision would be to encourage electric cars which do not provide fumes and are much more beneficial to the current climate issues.

On the other hand, electric car batteries only charge for 100 miles, whereas petrol cars can drive 330 miles to 400 miles, when fully filled up. Even though electric cars play an important role in eliminating fossil-fuels from the air, research has proved that petrol and ~~also~~ diesel cars ~~provide~~ provide a more sturdy ride. However, many people ^{believe} that electric cars generate greenhouse gases fossil-fuels by being charged.

In contrast, electric cars have instant acceleration, whereas non-electrics take a certain amount of time to get going at the correct speed. By using instant acceleration of an electric car, your travel time will decrease slightly.

Petrol and diesel do have benefits eg their noise while it may be ~~annoying~~ annoying, electric cars are usually silent and can be a danger to pedestrians. For example, if you are a pedestrian crossing the road at a corner, you generally listen out as you ^{can not} see round. ~~X~~ If a car is silent and you ^{can not} see it, there is a chance of being hit.

Studies show that electric cars have zero carbon emissions. That means they do not leak fossil-fuels and of other forms of polluting gases. They also do not produce any noise pollution.

Finally, electric cars are expensive (at around \$30,000 - \$40,000) and have an extremely limited range. Petrol and diesel cars, however, have a wider range and are generally cheaper. Electric cars are better for the environment, but petrol cars are cheaper and have more option.

To conclude this argument, this paragraph will summarise and solve this argument. Electric cars are genuinely better for the Earth as they do not generate fossil-fuels directly and do not cause any illnesses or big issues for human beings. On the other hand, petrol cars are cheaper and have a longer life - some lasting over 15 years. Overall, a conclusion should be made: electric cars should be highly encouraged, however making them compulsory would take longer than expected as petrol and diesel cars are still being made and driven. After reading this argument, what would you purchase?

Pupil A – Piece D: formal evidence report

Context: pupils studied police interviews and worked collectively on gathering and reporting evidence on a case – Bo Peep and her sheep – before selecting their own case to report on independently.

Investigator: K.
On the 12th January 1960-
Goldilocks was convicted of breaking, entering and vandalising The Three Bears' cottage, however some overlooked evidence has now been uncovered and it shows has been found to show that her family may have been unnecessarily ostracised by society, for no more than a simple misunderstanding. Goldilocks' grandchild - Curlylocks and her mother have hired a private investigator, Jack Spratt, to get her name cleared.

On the day of the crime, at approximately 10am, Baby Bear apparently suggested that he and his parents should go for a walk while their porridge cooled down (specifically Baby Bear's). Little did his parents know that Baby Bear had, in fact, invited Goldilocks round for 10am that day. The invitation had asked Goldilocks to come round to Baby Bear's cottage for a healthy breakfast and a light training session.

Key points

Now read these notes and bear in mind your own observations.

Balanced argument: Should all cars become electric?

The purpose of the piece is to present arguments for and against all cars becoming electric, and to guide the reader towards an informed conclusion.

Pupil A uses a range of adverbs and adverbials to link ideas and information across paragraphs, including to present contrasting points of view (On the other hand... In contrast...); to add further information (...as everyone knows... for many years...); and to reach a conclusion (Finally...; To conclude...).

Within some paragraphs Pupil A connects ideas clearly by using adverbs and word repetition, for example, in the second paragraph... 'however hardly a single decision has been made...'; 'A suitable decision would be...'. Word choices appropriate to the purpose also support cohesion, such as '...contributing factor', '... important role in eliminating', '...highly encouraged', '... compulsory'.

In other paragraphs cohesion is less secure, as the pupil struggles to link complex ideas with clarity. For example, in the third paragraph, ideas about charging cars, distances travelled, comfort of the ride, and generating greenhouse gases become confused. The paragraph begins with 'On the other hand,...' but the subsequent information does not effectively contrast with the points made in the previous paragraph. Nor does the final sentence in this paragraph, beginning 'However many people believe that...', link clearly to the previous point in the paragraph. The pupil is now finding it difficult to use cohesive devices to maintain clarity.

Overall, there is some evidence of the pupil's ability to use a range of cohesive devices appropriate for the purpose of a balanced argument, and they build to a clear concluding paragraph, which shows good awareness of the reader. However, complex ideas are not always clearly integrated or connected within and across paragraphs, for example, paragraph six beginning 'Studies show that electric cars...' is not logically connected to other points in the overall argument.

Formal evidence based on the story of Goldilocks (opening page only).

The purpose of this piece is to present evidence from an investigation into Goldilocks' alleged crime. The purpose requires the writing to be formal, factual, objective and informative, in the 'police report' genre. The implied reader is the judge or jury.

Pupil A uses a range of cohesive devices in the opening page of this report, which are appropriate for the purpose. They begin with the date as an adverbial phrase (On the 12th January – 1960 which sets the factual tone and style of the piece appropriately. The date is brought to the front of the sentence, to foreground its importance.

The name 'Goldilocks' is repeated twice within the opening paragraph to achieve a clear focus on the main idea, and the paragraph ends with an appropriate substitution, 'to get her name cleared...'. The reader of this report is now clearly positioned to expect evidence to support this aim, showing the pupil's effective organisation of the opening paragraph.

The second paragraph opens with the fronted adverbial 'On the day of the crime...' to signal clearly the purpose of this next stage of the report.

Deliberate repetition for effect is again used to aid the formality and clarity of the report, for example 'Baby Bear' is referred to four times in paragraph two, on the opening page. In many genres of writing this repetition would not be an appropriate cohesive device, but in this formal report it is effective, as it creates the impression of factual evidence being presented. The repetition of '10am' also aids cohesion for the purpose in the paragraph.

The sentence styles included are also appropriate to the purpose and genre of the piece and thus support cohesion. For example, the passive form is used '...it has been found to show...' and 'The invitation had asked...'. Language choices – such as '...overlooked evidence', '...unnecessarily ostracised', '...apparently suggested' – are also relevant to the genre and contribute to overall cohesion.

Overall, the cohesive devices used in the opening to this report are used effectively for its intended purpose and audience.

Activity 5b: Reaching a judgment based on the accumulated evidence

The pupil can use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

- considering your examination of the four pieces above, has sufficient evidence accumulated to support the statement related to cohesion in the EXS framework?



Summarise your response by in the speech bubble below.

A large, empty speech bubble with a black outline and rounded corners. It has a small pencil icon on the left side, indicating where to write the response.

Conclusion

On the basis of the four pieces examined here, there is just enough accumulated evidence to establish that Pupil A has met the statement related to cohesion. Pupil A's pieces demonstrate an ability to use a range of devices to build cohesion in writing for different purposes and in different genres. The balanced argument piece is the least secure piece of cohesive writing in the collection, as some ideas lack clarity, and the argument is disjointed in places, but these lapses do not prevent the piece being judged as evidencing this statement. (To confirm this view, the piece can be favourably compared to the balanced argument piece by [Morgan](#), described as working at the lower end of EXS in the exemplification materials.)

During a moderation visit, a larger number of pieces would be examined and additional evidence might be requested. In this pupil's case, this would give the moderator and teacher an opportunity to look for a wider range of devices than those used in the pieces included here. Pupil A is secure in their use of adverbs and adverbials, particularly those related to time, so they might seek evidence of other devices.

An examination of additional pieces of writing by Pupil A might also look for further evidence of the other aspects of writing that can support cohesion. These might include more evidence of: the pupil's ability to use a variety of sentence types in a piece (for example, multi-clause sentences, simple sentences for effect and relative clauses); their ability to manipulate tenses across paragraphs; their use of repeated themes and of dialogue to advance plot in narrative; and their use of expanded noun phrases to convey information precisely and concisely.

As we have seen, achieving cohesion is supported by the accurate and effective use of many linguistic features working in combination. This exercise has isolated a few of these to support you in identifying sufficient evidence to support cohesive writing at EXS at the end of KS2, as described in the TA framework for writing.

Summary

In Exercise 7, you have:

- reflected on the meaning of cohesion and how it is achieved through specific purposeful and appropriate word choices
- examined pupil work to explore an individual pupil's attempts to build cohesion using a range of devices when writing for different purposes
- considered whether the evidence presented is sufficient to support a judgement that this pupil achieves cohesion in their writing to EXS.

