



Standards
& Testing
Agency

Key stage 2 (KS2) English writing teacher assessment moderation: self-led training resources

Training Exercise 7: Identifying and evidencing cohesion in pupil writing

Response document

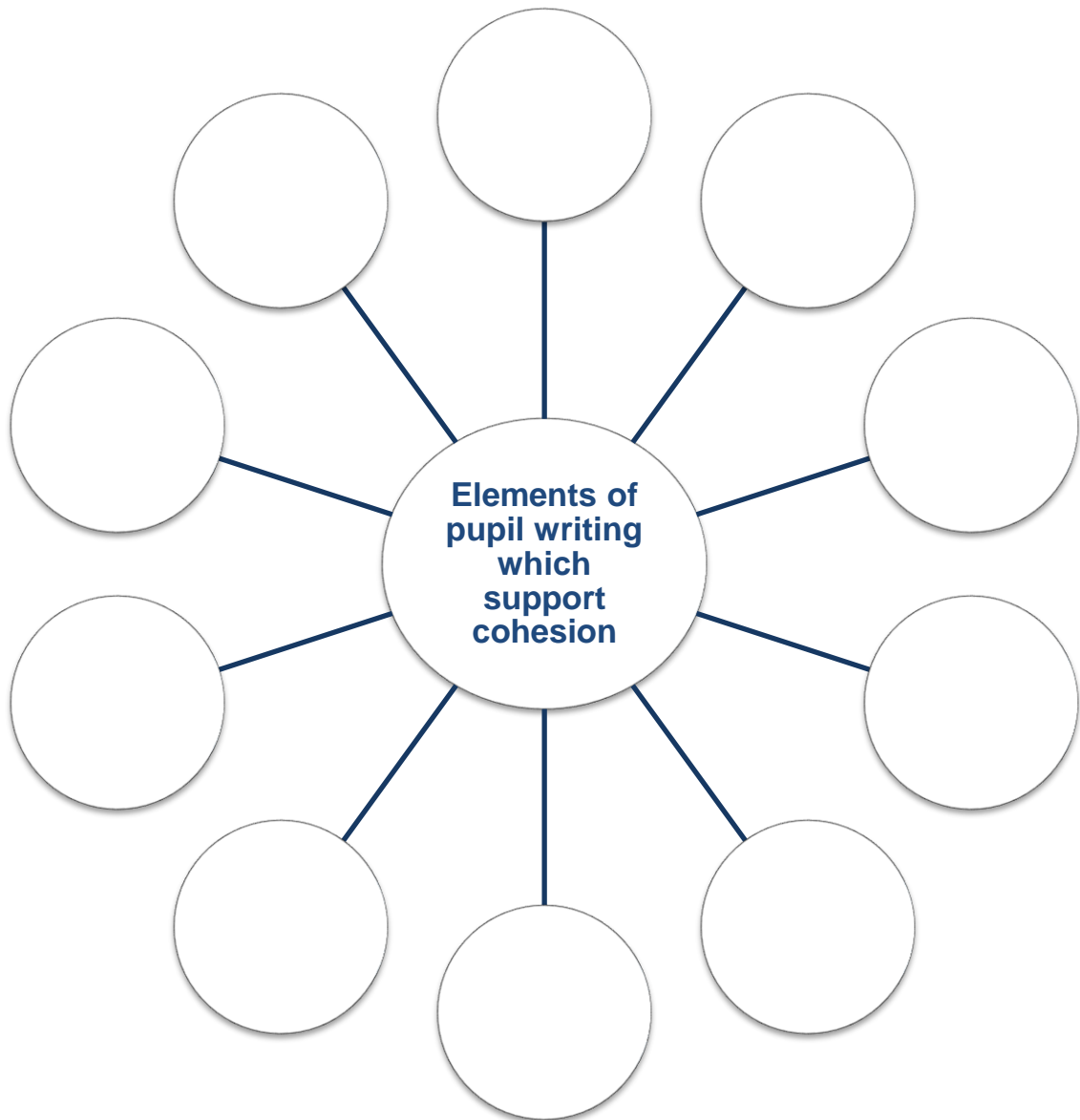
This document accompanies KS2 Training Exercise 7. You can use it on screen to type and save your responses to particular activities in that exercise.

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'.



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.

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?

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?

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.



Notepad

- find examples of the pupil's use of adverbs and adverbials which signal the relationship between events, ideas and information.

- 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?

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

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 expected standard framework?



Summarise your response by writing in the speech bubble below.

A large, empty speech bubble with a black outline and rounded corners. It has a tail pointing downwards and to the left. A small pencil icon is located on the left side of the bubble, indicating where to start writing.



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