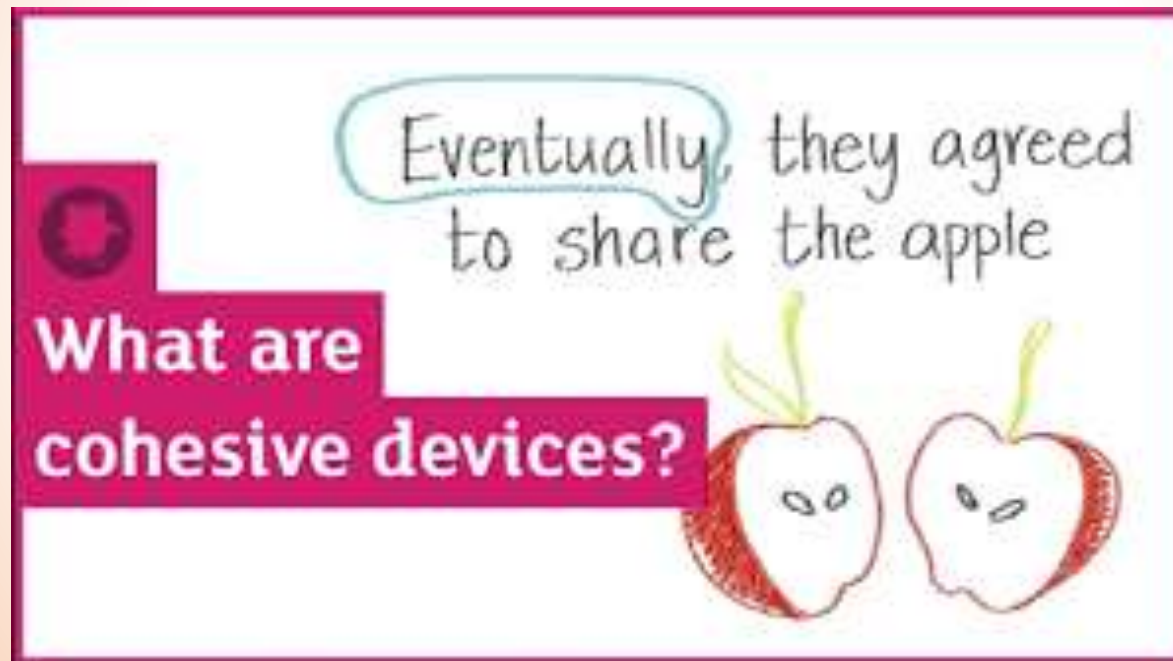


L.O. To be able to use different devices to create cohesion in my writing.



L.O. To be able to use different devices to create cohesion in my writing.

Linking ideas *between* paragraphs

*What do you know about **paragraphs**?*

Paragraphs

Paragraphs help to **organise** writing.

They:

- begin on a new line
- are usually more than one sentence
- are about one topic or idea

*What do you know about **paragraphs**?*

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Cohesion

Good arguments have **cohesion**.

We want our **paragraphs** to:

- flow smoothly
- build one idea at a time
- link clearly so the listener can follow easily

When an argument has **cohesion**, it sounds more convincing.

(It is not just a list of random ideas; it sounds well thought through.)

We can use **cohesive devices** to create **cohesion**.

Adverbials

Revision

An **adverbial** modifies a **verb** or a **clause**.

Adverbials can be

...answering the
questions,

firstly

a word,

In what order?

a phrase,

or a clause,

Where?

in the shops

when a child is old enough

When?

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Adverbials of **number** are great for **cohesion**.

Firstly

Secondly

Thirdly

Lastly

You can use these **adverbials** to order points in an argument.

Each **paragraph** introduces a point with the idea explained further in later sentences.

The **adverbials** **order** the points.

In what order?

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Adverbials link Paragraphs

Firstly, I should not have to tidy my bedroom because I have too much homework to do. I am in Year 6 now and it is more important that I do well in school than have a tidy bedroom.

Secondly, now that I am older, I should be allowed to keep my bedroom how I wish to. It is important to give young people the chance to make their own choices; I like my bedroom messy.

Lastly, it was not me that made the mess in my room. It was tidy before my little brother went in there; he should be the one to tidy it.

*Can you spot the linking **time adverbials**?
How do they give this argument cohesion?*

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Spot the punctuation.

Adverbials link Paragraphs

Firstly, I should not have to tidy my bedroom because I have too much homework to do. I am in Year 6 now and it is more important that I do well in school than have a tidy bedroom.

Secondly, now that I am older, I should be allowed to keep my bedroom how I wish to. It is important to give young people the chance to make their own choices; I like my bedroom messy.

Lastly, it was not me that made the mess in my room. It was tidy before my little brother went in there; he should be the one to tidy it.

*Each **paragraph** gives a different reason.*

*The **adverbials** link the paragraphs, ordering the points.*

*The reader is guided from one paragraph to the next using **number adverbials**.*

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Firstly

Secondly

Thirdly

Lastly

Number Adverbials link Paragraphs

Your Turn!

*Think of three reasons you should be able to have
takeaway for dinner.*

*Use **adverbials of number** to order your points.*

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Adverbials of place can also be used in some arguments.

In the classroom

In the library

On the bus

Walking home

You might argue that having a mobile phone would cause problems (or not) in different places.

The **adverbials** move the points from one **place** to another smoothly.

Where?

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Adverbials of time can also be used in some arguments.

Before school

During science lessons

After lunch

Wanting a quiet evening

You might argue that having a more free time is important for children.

The **adverbials** move the points from one **time** to another smoothly.

When?

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What adverbials of number, place and time can you think of?

In what order?

Firstly

Secondly

...

Where?

In the classroom

In the library

...

When?


Before school

During lessons

...

Cohesion between Paragraphs

- **Paragraphs** organise the text into boxes of information.
- The first sentence in a paragraph **makes the main point**; it is sometimes called the **topic sentence**. This guides the reader.
- **Adverbials** often appear in the **topic sentence**, creating **cohesion**.



Firstly, football is good because it keeps people fit. The sport requires lots of running, and gross motor movement in tackles and dribbling. Core fitness is important for balance and players often cross train to improve their skills.

Secondly, football is good for developing social skills. Players know that they play better when they work as a team and clear communication is vital for success. Players develop strong relationships, learning to trust their teammates.

L.O. To be able to use different devices to create cohesion in my writing.

What order?

Cohesion between Paragraphs

Progressing in a game using a controller requires quick movements of the fingers and thumbs and rotation of the wrists. All these movements are also required in handwriting.

Many games involve solving puzzles and thinking round a problem. These problem-solving skills are often used in Maths and Science, and in other curriculum areas.

Taking part in enjoyable activities is good for friendship-building. There should always be time for friendship and fun in the curriculum.

These paragraphs argue that computer gaming should be part of the curriculum.

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **number adverbials**?*

L.O. To be able to use different devices to create cohesion in my writing.

What order?

Cohesion between Paragraphs

Answers

Firstly, gaming is good for your handwriting.

Progressing in a game using a controller requires quick movements of the fingers and thumbs and rotation of the wrists. All these movements are also required in handwriting.

Secondly, gaming develops problem-solving skills.

Many games involve solving puzzles and thinking round a problem. These problem-solving skills are often used in Maths and Science, and in other curriculum areas.

Lastly, gaming is fun way to spend time with friends.

Taking part in enjoyable activities is good for friendship-building. There should always be time for friendship and fun in the curriculum.

These paragraphs argue that computer gaming should be part of the curriculum.

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **number adverbials**?*

Cohesion between Paragraphs

Where?

Many of the tricks and stunts performed by skaters leave them at risk of falls and bumps to the head. Some ramps are high and surfaces are usually hard wood, tarmac or concrete.

There can be many hazards, such as obstacles, holes in the road and other vehicles. Cyclists are not required by law to wear a helmet, but it makes sense to protect your brain.

The distance you might fall means that a helmet is essential. Horses can be unpredictable at times, so even experienced riders might fall off occasionally.

*These paragraphs argue that helmets should be worn in different **places**.*

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **place adverbials**?*

L.O. To be able to use different devices to create cohesion in my writing.

Cohesion between Paragraphs

Where?

Answers

A helmet should be worn by someone on a skateboard.

Many of the tricks and stunts performed by skaters leave them at risk of falls and bumps to the head. Some ramps are high and surfaces are usually hard wood, tarmac or concrete.

A helmet should be worn by someone on a bike.

There can be many hazards, such as obstacles, holes in the road and other vehicles. Cyclists are not required by law to wear a helmet, but it makes sense to protect your brain.

A helmet should be worn by someone on a horse.

The distance you might fall means that a helmet is essential. Horses can be unpredictable at times, so even experienced riders might fall off occasionally.

*These paragraphs argue that helmets should be worn in different **places**.*

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **place adverbials**?*

L.O. To be able to use different devices to create cohesion in my writing.

Cohesion between Paragraphs

When?

This sweet food is a great start to any day. Cake is typically colourfully decorated and bright colours are good for waking up sleepy children, ready for the day.

Cakes are well-known to be high in fat and sugar. This high energy food gives children the strength to get through an afternoon of challenging lessons!

Children returning from a hard day of work deserve a reward. What could be better than a slice of cake? With so many types, everyone has a favourite treat.

*These paragraphs argue that children should eat cake at any **time**!*

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **time adverbials**?*

L.O. To be able to use different devices to create cohesion in my writing.

Cohesion between Paragraphs

When?

Answers

Cake is a great food in the morning.

This sweet food is a great start to any day. Cake is typically colourfully decorated and bright colours are good for waking up sleepy children, ready for the day.

At lunchtime, cake is the perfect meal.

Cakes are well-known to be high in fat and sugar. This high energy food gives children the strength to get through an afternoon of challenging lessons!

After a long day at school, cake is the ideal treat.

Children returning from a hard day of work deserve a reward. What could be better than a slice of cake? With so many types, everyone has a favourite treat.

*These paragraphs argue that children should eat cake at any **time**!*

*How could we create more **cohesion** between these **paragraphs**?*

*Can you think of a **topic sentence** to open each paragraph, using **time adverbials**?*