



Knowledge Building Blocks:

Previous Learning:

- In Year 5, children learned about pronouns to avoid repetition, relative clauses, adverbials, parenthesis for clarity and concise noun phrases to build cohesion.

Year 6:

- Recap devices to build cohesion, pronouns, relative clauses, adverbials, parenthesis, conjunctions and ellipsis.

Key Questions:

- What has a conjunction been added to this sentence? What extra information do we get?
- Underline the cohesive devices in this paragraph.
- Underline the adverbials in this paragraph.

Cohesive devices are tools used to help link ideas, sentences or paragraphs together. For example, pronouns, relative clauses, adverbials, parenthesis, conjunctions and ellipsis.

Pronouns

Pronouns are used to replace a noun to avoid repetition.

Conjunctions

Build cohesion by linking ideas.

Relative Clause

Add extra information using a relative pronoun.

ellipsis

To show where words have been omitted.

Adverbial

Build cohesion by linking ideas across sentences and paragraphs.

Parenthesis

Used for clarity makes a sentence clearer.

Key Vocabulary:

pronouns
repetition
relative clauses
adverbials
parenthesis
clarity
concise

noun phrases
cohesion
ellipsis
conjunctions



Knowledge Building Blocks:

Previous Learning:

- Children should be familiar with the use of paragraphs to organise ideas from their previous learning in KS2.

Year 6:

- How can paragraphs be used in fiction and non-fiction writing.
- A new paragraph should be used when there is a change in time, location, character or theme.
- In non fiction writing, ideas are organised into paragraphs and may be structured using headings, sub-headings, bullet points and tables.

In fiction writing, a new **paragraph** is started when there is change in time, location, character or theme. To do this we might use different cohesive devices. For example: When the time , location or character or theme in the piece of fiction changes, we can use a suitable sentence opener to link the paragraphs together.

Once upon a time, there lived a young princess who was trapped in a tower. A dragon, with green and red scales and the sharpest claws you have ever seen, guarded the princess fiercely. She had been locked away by her evil step-sister, who was jealous of her beauty.

Many years later, a fearsome knight passed by on horse back. He heard the a sweet melody coming from the open window of the tallest tower. Never had he heard something so beautiful.

'**Many years later**' links the second paragraph to the first.

Key Questions:

- Why is there a new paragraph here?
- Where should the paragraphs be in this piece of writing? How do you know?
- What could be added to this article to make it easier to read?
- Add sub-headings to this piece of writing.

Key Vocabulary:

- paragraphs
- fiction
- non-fiction
- time
- location
- character
- theme
- headings
- subheadings
- bullet points
- tables
- cohesive devices



Knowledge Building Blocks:

Year 6:

- How are sentences organised within paragraph for both fiction and non-fiction writing?
- Sentences should follow a logical sequence which will be different depending on the intended outcome of the writing.
- For non-fiction writing, sentences should also follow a logical sequence. They may begin with an opening sentence which introduces a new point and links back to the previous.
- To contrast ideas, words or phrases can be used.
- To develop an idea, language can be used.
- Sequencing ideas involves the use of adverbials of time.

In fiction texts, we need to ensure that our sentences are in a **logical order**. The order they are written in will depend on the intention of the writing.

Sentences within a **paragraph** can be sequenced using different **adverbials**.

Sentences in non-fiction texts are also sequenced logically. This differs depending on the text type being used.

Use the word bank provided to complete the paragraph below.

Ice

The top and bottom of our planet are covered in ice. This ice at the Earth's poles helps to reflect some of the Sun's energy so that the planet doesn't become too hot. _____, the planet becomes warmer and more ice melts. _____, freshwater is introduced to salt water, _____ the currents and can have a detrimental impact on the weather.

Seas and Oceans

Around 71% of the Earth's surface is covered in water, so seas and oceans have an enormous impact on life; _____ we as humans are also having a huge impact on them. _____ that we produce is absorbed by the oceans, _____ them to become more acidic. This _____ has negative effects on marine life.

Extract taken from 'Year 6 Reading Skills – The Climate Crisis' by Classroom Secrets

- but
- then
- which affects
- which causes

- As melting ice travels into the ocean
- As the atmosphere stores more of this energy
- Some of the carbon dioxide

Key Questions:

- Organise these sentences into a logical order. Does it work if they are in a different order?
- Are these sentences sequenced correctly? How do you know?

Key Vocabulary:

- organised
- paragraphs
- fiction/non-fiction
- logical
- sequence
- adverbials



Knowledge Building Blocks:

Previous Learning:

- Now that children can organise sentences within paragraphs they can organise paragraphs within texts.

Year 6:

- This step covers both fiction and non-fiction writing.
- In non-fiction, paragraphs are usually sequenced, beginning with an introduction and ending with a conclusion.
- In fiction writing, paragraphs should flow and follow on from each other to build a story.

Key Questions:

- Organise these paragraphs into a logical order. Does it work if they are in a different order?
- Are these paragraphs sequenced correctly? How do you know?

In non-fiction writing, **paragraphs** usually begin with an **introduction** and end with a **conclusion**. Paragraphs in non-fiction texts should contain topic language and refer back to points already discussed in previous paragraphs using **cohesive devices**. The order of these paragraphs may not affect the flow or cohesiveness of the text. This will depend on the type of non-fiction text.

Number the paragraphs to sequence them correctly.

Once you have measured all of your ingredients, you need to whisk together the flour, eggs and milk together until there are no lumps in the batter. Use a spatula to scrape any remaining flour from the edge into the centre. If you would like thicker pancakes, leave the batter to settle for a few minutes.

Ladle a spoonful of batter into a very hot, greased frying pan. Leave the pancake to cook. After you see bubbles appearing on the top side of the pancake, it is ready to flip! You can do this using a spatula and leave to cook on the second side for about a minute.

Weigh and sieve a cup of flour into the bowl. Make sure you use self-raising flour if you would like thick, fluffy American pancakes. The bowl should be large enough to add the other wet ingredients into. You will also require one egg and a cup of semi-skimmed milk.

Key Vocabulary:

- organise
- paragraphs
- fiction/non-fiction
- sequenced
- introduction
- conclusion
- logical
- cohesive