

Application and Reasoning

Step 5: Organising Paragraphs within Texts

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:

Questions 1, 4 and 7 (Application)

Developing Rewrite a given sentence, changing the adverbial without changing the meaning.

Expected Rewrite two sentences, changing the adverbials without changing the meaning.

Greater Depth Locate an adverbial and rewrite the sentence using a different adverbial which does not change the meaning.

Questions 2, 5 and 8 (Application)

Developing Write the next sentence in a story, starting with a given adverbial.

Expected Write the next sentences in a story, starting with a given adverbial.

Greater Depth Write the next paragraph in a story, starting with an adverbial.

Questions 3, 6 and 9 (Reasoning)

Developing Explain why a writer has chosen to repeat a specified word throughout a text consisting mainly of simple sentences.

Expected Explain why a writer has chosen to repeat a specified word throughout a text.

Greater Depth Explain why a writer has chosen to repeat a word or phrase throughout a text where the repeated word or phrase is not given in the question.

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Organising Paragraphs within Texts

The letter that began this mysterious tale arrived by the first morning post. It was addressed simply to 'The Great Detective'. Everyone at the station knew this could only mean Inspector Medford. She was a distinguished inspector known for her work in taking on investigations through her private detective agency.

Right at that moment, Inspector Medford was sitting in her home on Cook Street. She was looking over notes on a recent mystery in the city. She was very near solving it when her housekeeper burst into the room.

"I'm...so sorry, Ma'am, sorry to interrupt your work. This...an urgent message has been sent for you!" stammered Mr Hudson. "It came in from a mysterious looking young man. I think it may be from Scotland Yard, Ma'am. It says they need you right away!"

Quickly, Medford rose to her feet. She looked at Mr Hudson and calmly informed him that she already knew the message was there. "I expect it will be about the mystery surrounding the damaging of the crown at the Palace. I already have a theory on this mystery," she stated.

Understandably, Mr Hudson was stunned. "How could you possibly already know all of that?" he blurted.

1a. Rewrite the sentence below, changing the adverbial without changing the meaning.

Quickly, Medford rose to her feet.



A

2a. Write the next sentence in the story, starting with the sentence opener below.

Slowly,



A

3a. Why might the writer have chosen to repeat the word mystery throughout the text?



R

Organising Paragraphs within Texts

Angelo could not find anything to persuade him to pick up his brush and begin painting again. He knew that he had not caused the hospital to burn down. He knew he had not caused the town's river to run dry. He knew the death of his unborn son was not caused by his painting. Each tragic thing had coincided with the timing of the completion of his paintings. It made no sense for him to link his work with these unrelated disasters. He painted the hospital his son would be born in. He painted the river they would play in together. He painted his beautiful pregnant wife. He painted the things he loved and he loved the things he painted. Now that had all changed.

A long time ago, Angelo had painted many things without trouble. He had painted famous architecture, royals and all kinds of landscapes, and nothing bad ever followed. Angelo liked to paint the beautiful things in the world. He painted happiness and things that brought him joy. Angelo's paintings on canvas had a way of painting a smile on his own face, even when times were tough. Nonetheless, the tragedy of the happy artist is that he cannot paint over real life tragedy. That has a way of finding even those who fill their surroundings with lightness and colour.

Today, Angelo decided he was going to stop reflecting on the things he could do nothing to change. He was going to head out. He had ideas and he still had some things he could salvage. Angelo stepped outside. He breathed in the cool air and tried to freshen his mind.

1b. Rewrite the sentence below, changing the adverbial without changing the meaning.

A long time ago, Angelo had painted many things without trouble.



A

2b. Write the next sentence in the story, starting with the sentence opener below.

Later,



A

3b. Why might the writer have chosen to repeat the word tragedy throughout the text?



R

Organising Paragraphs within Texts

The letter that began this mysterious tale arrived by the first morning post. It was addressed simply to 'The Great Detective'. An address which was taken to mean only one possible intended audience, that of Inspector Medford, a famous inspector known also for her work in taking on investigations through her private detective agency.

Presently, Inspector Medford was seated in her home on Cook Street, looking over notes on a recent mystery in the city. She was on the verge of a breakthrough when her housekeeper burst into the room unexpectedly.

"I'm...so sorry, Ma'am, sorry to interrupt your work, but, this...an urgent message has been sent for you," stammered Mr Hudson. "It came in from a mysterious looking youth, but I think it may be from Scotland Yard, Ma'am, it says they need you right away!"

Without hesitation, Medford rose to her feet, looked at Mr Hudson and calmly informed him that she was aware of the message arriving. "I expect it will be about the mystery surrounding the damaging of the crown at the Palace, I already have a theory on this one," she stated.

Understandably, Mr Hudson was stunned. "How could you possibly already know all of that?" he blurted.

4a. Rewrite the sentences below, changing the adverbials without changing the meaning.

Presently, Inspector Medford was seated in her home on Cook Street, looking over notes on a recent mystery in the city.

Understandably, Mr Hudson was stunned.



A

5a. Write the next two sentences in the story, starting with the sentence opener below.

Slowly,



A

6a. Why might the writer have chosen to repeat the word mystery throughout the text?



R

Organising Paragraphs within Texts

Angelo could not find anything to persuade him to pick up his brush and begin painting again. He knew that he had not caused the hospital to burn down, the town's river to run dry, nor the death of his unborn son. He had simply painted these things, and their tragic happenings had coincided with the timing of the completion of his works. It made no sense for him to link his paintings with these unrelated disasters. He painted the hospital his son would be born in, he painted the river they would play in together, and he painted his beautiful pregnant wife. He painted the things he loved, and he loved the things he painted, or at least, he had.

A long time ago, Angelo had painted many things without trouble. He had painted famous architecture, royals and all kinds of landscapes without so much as even a minor mishap taking place. Angelo liked to paint the beautiful things in the world. He painted happiness and things that brought him joy. Angelo's paintings on canvas had a way of painting a smile on his own face even when times were tough. But the tragedy of the happy artist is that he cannot paint over real life tragedy. That has a way of finding even those who fill their surroundings with lightness and colour.

Today, Angelo had decided, he was going to stop reflecting on the things he could do nothing to change. He was going to head out. He had ideas and he still had some things he could salvage. Angelo stepped outside. He breathed in the cool air and tried to freshen his mind and dull his pains.

4b. Rewrite the sentences below, changing the adverbials without changing the meaning.

A long time ago, Angelo had painted many things without trouble.
Today, Angelo had decided, he was going to stop reflecting on the things he could do nothing to change.



A

5b. Write the next two sentences in the story, starting with the sentence opener below.

Later,



A

6b. Why might the writer have chosen to repeat the words tragedy and painting throughout the text?



R

Organising Paragraphs within Texts

The letter that began the unravelling of this mysterious tale arrived by the first morning post. It was addressed simply to 'The Great Detective', an address which was taken to mean only one possible intended audience, that of Inspector Medford. She was a distinguished inspector known for her work in taking on investigations through her private detective agency, as well as her work on more conventional criminal cases for Scotland Yard.

Presently, Inspector Medford was seated in her home on Cook Street, looking over notes on a recent mystery in the city. She was on the cusp of a breakthrough when her housekeeper, Mr Hudson, burst into the room quite unexpectedly.

"I'm...so sorry, Ma'am, sorry to interrupt your work, but, this...an urgent message has been sent for you," stammered Mr Hudson. "It came in from a mysterious looking blackguard, but I think it may be from Scotland Yard, Ma'am, it says they need you right away!"

Before any further interruption was required, Medford rose to her feet, looked directly at Mr Hudson and calmly informed him that she was well aware of the message arriving. "I expect it will be in reference to the mystery surrounding the damaging of the crown at the Palace, I already have a theory on this one," she stated.

Understandably, Mr Hudson was aghast. "How could you possibly already know all of that?" he blurted.

7a. Rewrite the opening sentence from the final paragraph, changing the adverbial without changing the meaning.



A

8a. Write the next paragraph in the story, starting with an adverbial.



A

9a. Find a word or phrase used more than once in the text. Explain why might the writer may have chosen to repeat that word throughout the text.



R

Organising Paragraphs within Texts

No matter what Angelo did, he could not find anything to persuade him to pick up his brush and begin painting again. He knew, if he really thought about it, that he had not caused the hospital to burn down, the town's river to run dry, nor the death of his unborn son. He had simply painted these things, and their tragic happenings had coincided with the timing of the completion of his paintings. It made no sense for him to link his work with these unrelated disasters. He painted the hospital his son would be born in, he painted the river they would play in together, and he painted his beautiful pregnant wife. He painted the things he loved, and he loved the things he painted, or at least, he had.

In his earlier years, Angelo had painted many things without trouble. He had painted famous architecture, royals and all kinds of landscapes without so much as even a minor mishap taking place. Angelo liked to paint the beautiful things in the world. He painted happiness and things that brought him joy. Angelo's paintings on canvas had a way of painting a smile on his own face even when times were tough. But the tragedy of the happy artist is that he cannot paint over real life tragedy. That has a way of finding even those who fill their surroundings with lightness and colour.

Today, Angelo had decided, he was going to stop reflecting on the things he could do nothing to change. He was going to head out. He had ideas and he still had some things he could salvage. Angelo stepped outside. He breathed in the cool air and tried to freshen his mind and dull his pains.

7b. Rewrite the opening sentence from the final paragraph, changing the adverbial without changing the meaning.



A

8b. Write the next paragraph in the story, starting with an adverbial.



A

9b. Find a word or phrase used more than once in the text. Explain why might the writer may have chosen to repeat that word throughout the text.



R

Application and Reasoning Organising Paragraphs within Texts

Developing

- 1a. Various answers, for example: Swiftly, Medford rose to her feet.
- 2a. Various answers, for example: Slowly, Inspector Medford began to explain the story.
- 3a. Various answers, for example: To let the reader know that this is a mystery story and that they should look for clues.

Expected

- 4a. Various answers, for example: Currently, Inspector Medford was seated in her home on Cook Street, looking over notes on a recent mystery in the city. Unsurprisingly, Mr Hudson was stunned.
- 5a. Various answers, for example: Slowly, Inspector Medford began to explain the story. "You see, Hudson, it's really quite simple."
- 6a. Various answers, for example: To let the reader know that this is a mystery story and that they should look for clues.

Greater Depth

- 7a. Various answers, for example: Unsurprisingly, Mr Hudson was aghast.
- 8a. Various answers, for example: Typically, Inspector Medford was nonchalant in her reply. "Simple, my dear Hudson!" she replied.
- 9a. Various answers, for example: Mystery or mysterious, because the writer is ensuring we are focused on something which may require a solution.

Application and Reasoning Organising Paragraphs within Texts

Developing

- 1b. Various answers, for example: Previously, Angelo had painted many things without trouble.
- 2b. Various answers, for example: Later, he would live to regret what he did next.
- 3b. Various answers, for example: To ensure the reader expects this to be a sad story.

Expected

- 4b. Various answers, for example: Previously, Angelo had painted many things without trouble. Now, Angelo had decided, he was going to stop reflecting on the things he could do nothing to change.
- 5b. Various answers, for example: Later, he would live to regret what he did next. He picked up his brush and began to paint himself.
- 6b. Various answers, for example: To emphasise the link between Angelo's painting and the sadness he is feeling.

Greater Depth

- 7b. Various answers, for example: That morning, Angelo had decided, he was going to stop reflecting on the things he could do nothing to change.
- 8b. Various answers, for example: Later, he would live to regret what he did next, but Angelo did not know that at the time. He picked up his brush, and settled on an idea, he would paint himself.
- 9b. Various answers, for example: Tragedy is repeated so that the reader expects this to be a sad story.