

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]).