



# Spoken Language Including ORACY

Progression of Skills  
Cramlington Village Primary School

Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>	<b>SEE SPECIFIC SENTENCE STEMS</b>
<p><b>Vocabulary</b> ‘Rise and shine’, speak, clearly, gesture, if, so, because, could, but, join in, take turns, look at, events, detail, question, answer, unfamiliar adult, turn-taking in talk, listening partner, volume of their voice,</p> <p>Groupings- circle, pair, trio</p>	<p><b>Vocabulary</b> As for EYFS plus- tone, voice, calmly, context, contribution, audibly, eye contact, conjunctions, organise, sequence, agree, linking, firstly, secondly, finally, reasons, opinion, agree, disagree, politely, chronological order, discussion, change my mind, willing, take part, small group discussions, audience, turn-taking, visual aids, roles of the ‘builder’ and ‘challenger’. clarify, listener</p> <p>Groupings - nest, onion, traverse, fishbowl</p>	<p><b>Vocabulary</b> As for Y1 plus- delivery, referencing, ideas, adapt, audience, situation, building, challenging, connection, experience, awareness, confidence, pre-prepared, unfamiliar people, purpose, participation, conversation, role play, scenarios, elaborate, ‘tell me more,’ hot-seating, question tennis, engage their audience, interesting</p>	<p><b>Vocabulary</b> As for Y2 plus- varying, vary, convey, authoritatively, pathos, position, posture, addressing, precise, specialist, reflect, summarise, shared agreement, differing opinion, content, expert role, authentic audience, role of chair / chair a discussion, shared language to describe talk, ‘discussion guidelines’, ‘Talk Detectives’ summaries, ‘silent summariser’, feedback, articulate.</p>	<p><b>Vocabulary</b> As for Y3 plus- effect, impact, presentational talk, anecdote, delivery, consider, phrasing, express, purpose, supporting evidence, citing, probing questions, reflect, natural prompts, subtle prompts, empathise, persuade, entertain, collaboratively, market research, feedback, mock election, performance poetry, peer teaching, oral storytelling, similes, metaphors, time connectives, rich description, build suspense, persuasive pitch, a ‘hook’, grab the audience’s attention, rhetorical devices, list of three, rhetorical questions</p>	<p><b>Vocabulary</b> As for Y4 plus- project, projection, sophisticated, fluency, accuracy, supporting evidence, differing perspectives, off topic, on track, extended periods, flair, passion, speech, debate, compering, stand up comedy, transcript, vocal warm ups, diaphragm breathing exercises, voice projection, slam poetry</p>	<p><b>Vocabulary</b> As for Y5 plus- stage presence, consciously adapt, pace, volume, idiom, expression, construct, detailed argument, complex narrative, spontaneously, humour, read a room, disengage, mentor, commentary, power pose</p>

## PHYSICAL - including Drama, Performance and Confidence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>I can... speak audibly so I can be heard and understood</b></p> <p><b>I can... use gestures to support meaning in play</b></p> <p>I can... express myself effectively, showing awareness of listeners' needs.</p> <p>I can... speak confidently in a familiar group, will talk about my ideas.</p>	<p><b>I can... use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</b></p> <p><b>I can... speak clearly and confidently in a range of contexts</b></p> <p>I can... speak clearly in a way that is easy to understand.</p> <p>I can... speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>I can.. know when it is my turn to speak in a small group presentation or play performance.</p> <p>I can... take part in a simple role play of a known story.</p> <p>I can... recite simple poems by heart.</p>	<p><b>I can... start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</b></p> <p>I can ... speak confidently within a group of peers so that my message is clear.</p> <p>I can ... practise and rehearse reading sentences and stories aloud.</p> <p>I can ... take on a different role in a drama or role play and discuss the character's feelings.</p> <p>I can... recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>I can... continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p><b>I can... deliberately vary the tone of my voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</b></p> <p><b>I can... considers position and posture when addressing an audience.</b></p> <p>I can...rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>I can... speak regularly in front of large and small audiences.</p> <p>I can... participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>I can... prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>I can... begin to use appropriate intonation and volume when reading aloud.</p>	<p><b>I can... consider movement when addressing an audience.</b></p> <p><b>I can... use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</b></p> <p>I can... use intonation when reading aloud to emphasise punctuation.</p> <p>I can... practise and rehearse sentences and stories, gaining feedback on my performance from teachers and peers.</p> <p>I can... take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>I can... discuss the language choices of other speakers and how this may vary in different situations</p> <p>I can... prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p><b>I can... project my voice to large audience.</b></p> <p><b>I can... use gestures increasingly naturally.</b></p> <p>I can... narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>I can use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>I can combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>I can... continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p><b>I can... speak fluently in front of an audience.</b></p> <p><b>I can... have a stage presence.</b></p> <p><b>I can... consciously adapt tone, pace and volume of voice within a single situation.</b></p> <p>I can... participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>I can... confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>I can... gain, maintain and monitor the interest of the listener(s).</p> <p>I can... select and use appropriate registers for effective communication.</p>

(Bold statements from Oracy)

## LINGUISTIC - including Vocabulary Building and Standard English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>I can... use talk in play to practice new vocabulary</b></p> <p><b>I can... join phrases with words such as 'if', 'because' 'so' 'could' 'but'</b></p> <p>I can...use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>I can... use vocabulary appropriately specific to the topic at hand</b></p> <p><b>I can...take opportunities to try out new language, even if not always used correctly.</b></p> <p><b>I can...use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</b></p> <p><b>I can...use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</b></p> <p>I can... use appropriate vocabulary to describe my immediate world and feelings.</p> <p>I can...think of alternatives for simple vocabulary choices.</p>	<p><b>I can... adapt how they speak in different situations according to audience.</b></p> <p><b>I can... use sentence stems to signal when I am building on or challenging others' ideas.</b></p> <p>I can ...start to vary language according to the situation between formal and informal.</p> <p>I can...start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>I can...suggest words or phrases appropriate to the topic being discussed.</p> <p>I can...start to vary language according to the situation between formal and informal.</p> <p>I can...usually speak in grammatically correct sentences.</p>	<p><b>I can... use specialist language to describe my own and others' talk.</b></p> <p><b>I can...use specialist vocabulary.</b></p> <p><b>I can...make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</b></p> <p>I can... use vocabulary that is appropriate to the topic and/or the audience.</p> <p>I can...recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>I can...discuss topics that are unfamiliar to their own direct experience.</p>	<p><b>I can... carefully consider the words and phrasing I use to express my ideas and how this supports the purpose of talk.</b></p> <p><b>I can...regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</b></p> <p><b>I can... know and use language that is acceptable in formal and informal situations with increasing confidence.</b></p>	<p><b>I can... use an increasingly sophisticated range of sentence stems with fluency and accuracy.</b></p> <p>I can... use language that is acceptable in formal and informal situations with confidence.</p> <p>I can... recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p><b>I can... vary sentence structures and length for effect when speaking.</b></p> <p><b>I can... be comfortable using idiom and expressions.</b></p> <p>I can... use relevant strategies to build their vocabulary.</p> <p>I can... use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>I can... speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>I can... use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>I can... confidently explain the meaning of words and offer alternative synonyms.</p>

## COGNITIVE

### - including Speaking for a range of Purposes / Asking and Answering Questions / Participation in Discussions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can... use 'because' to develop my ideas</p> <p>I can... make relevant contributions and asks questions</p> <p>I can... describe events that have happened to me in detail</p> <p>I can... use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can... ask appropriate questions of others.</p> <p>I can... answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>I can... listen and respond to ideas expressed by others in conversation or discussion</p>	<p>I can... offer reasons for my opinions</p> <p>I can... recognise when I haven't understood something and asks a question to help with this.</p> <p>I can... disagree with someone else's opinion politely.</p> <p>I can... explain ideas and events in chronological order.</p> <p>I can... organise my thoughts into sentences before expressing them.</p> <p>I can... describe my immediate world and environment.</p> <p>I can... retell simple stories and recounts aloud.</p> <p>I can... begin to ask questions that are linked to the topic being discussed.</p> <p>I can... answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>I can... recognise when it is their turn to speak in a discussion.</p> <p>I can... recognise that different people will have different responses and these are as valuable as their own opinions and ideas.</p>	<p>I can... ask questions to find out more about a subject.</p> <p>I can... build on others' ideas in discussions.</p> <p>I can... make connections between what has been said and their own and others' experiences.</p> <p>I can... talk about myself clearly and confidently.</p> <p>I can... verbally recount experiences with some added interesting details.</p> <p>I can... offer ideas based on what has been heard</p> <p>I can... show that I am following a conversation by asking relevant and timely questions.</p> <p>I can... answer questions using clear sentences.</p> <p>I can... begin to give reasoning behind their answers when prompted to do so.</p> <p>I can... give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>I can... engage in meaningful discussions that relate to different topic areas.</p> <p>I can... remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>I can... offer opinions that aren't my own.</p> <p>I can... reflect on discussions and identify how to improve.</p> <p>I can... summarise a discussion.</p> <p>I can... reach shared agreement in discussions.</p> <p>I can... organise what I want to say so that it has a clear purpose.</p> <p>I can... begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>I can... ask questions that relate to what has been heard or what was presented to me.</p> <p>I can... begin to offer support for my answers to questions with justifiable reasoning</p> <p>I can... engage in discussions, making relevant points or asking relevant questions to show I have followed a conversation.</p> <p>I can... take account of the viewpoints of others when participating in discussions.</p>	<p>I can... give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>I can... ask probing questions.</p> <p>I can... reflect on my own oracy skills and identify areas of strength and areas to improve.</p> <p>I can... give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>I can... debate issues and make my opinions on topics clear.</p> <p>I can... adapt my ideas in response to new information.</p> <p>I can... generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>I can... regularly offer answers that are supported with justifiable reasoning.</p> <p>I can... engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>I can... begin to challenge opinions with respect.</p> <p>I can... engage in meaningful discussions in all areas of the curriculum</p>	<p>I can... draw upon knowledge of the world to support my own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>I can... identify when a discussion is going off topic and to be able to bring it back on track.</p> <p>I can... plan and present information clearly with ambitious added detail and description for the listener.</p> <p>I can participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p> <p>I can... ask questions which deepen conversations and/or further their knowledge.</p> <p>I can... understand how to answer questions that require more detailed answers and justification.</p> <p>I can... develop, agree to and evaluate rules for effective discussion; follow our own rules in small groups and whole- class conversations.</p> <p>I can... engage in longer and sustained discussions about a range of topics.</p> <p>I can... ask questions, offer suggestions, challenge ideas and give opinions in order to</p>	<p>I can... construct a detailed argument or complex narrative.</p> <p>I can... spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>I can... communicate confidently across a range of contexts and to a range of audiences.</p> <p>I can... articulate and justify arguments and opinions with confidence.</p> <p>I can... give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>I can make reference back to my original thoughts when my opinions have changed and give reasons for my change of focus.</p> <p>I can... regularly ask relevant questions to extend my understanding and knowledge.</p> <p>I can... articulate and justify answers with confidence in a range of situations</p> <p>I can... maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>I can... consider and evaluate</p>

					take an active part in discussions.	different viewpoints, adding my own interpretations and building on the contributions of others.  I can... offer an alternative explanation when other participant(s) do not understand.
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## SOCIAL and EMOTIONAL - including Listening Skills and Following Instructions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>I can... look at someone who is speaking to me</b></p> <p><b>I can... take turns to speak when working in a group</b></p> <p>I can...listen attentively in a range of situations.</p> <p>I can... give my attention to what others say and respond appropriately, while engaged in another activity.</p> <p>I can... follow instructions involving several ideas or actions.</p>	<p><b>I can... listen to others and am willing to change my mind based on what I have heard</b></p> <p><b>I can... organise group discussions independently of an adult.</b></p> <p>I can...listen to others in a range of situations and usually respond appropriately.</p> <p>I can...understand instructions with more than one point in many situations.</p>	<p><b>I can... start to develop an awareness of audience e.g. what might interest a certain group.</b></p> <p><b>I can... be aware of others who have not spoken and to invite them into discussion.</b></p> <p><b>I can... confidently deliver short pre-prepared material.</b></p> <p>I can...listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p> <p>I can... fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>I can... attempt to follow instructions before seeking assistance</p>	<p><b>I can... adapt the content of my speech for a specific audience.</b></p> <p><b>I can... speak with confidence in front of an audience.</b></p> <p>I can ... listen carefully in a range of different contexts and usually respond appropriately to both adults and my peers.</p> <p>I can... follow instructions in a range of unfamiliar situations.</p> <p>I can... recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p><b>I can... use more natural and subtle prompts for turn taking.</b></p> <p><b>I can... empathise with an audience.</b></p> <p><b>I can... consider the impact of my words on others when giving feedback.</b></p> <p>I can...listen carefully in a range of different contexts and usually respond appropriately to both adults and my peers.</p> <p>I can...follow complex directions/multi-step instructions without the need for repetition.</p>	<p><b>I can... listen for extended periods of time.</b></p> <p><b>I can... speak with flair and passion.</b></p> <p>I can ...listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p> <p>I can...follow complex directions/multi-step instructions without the need for repetition.</p>	<p><b>I can... use humour effectively.</b></p> <p><b>I can... read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</b></p> <p>I can... make improvements based on constructive feedback on my listening skills..</p> <p>I can...follow complex directions/multi-step instructions without the need for repetition.</p>

## Sentence stems for Language of Argument - Agreement and Disagreement

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
He / She didn't share / take turns I want to..... I like..... I don't like..... I think..... Why? I think..... What do you think? I don't think..... Why do you think this? It is..... It's not..... Yes because..... No because..... I like..... I don't like.....	Yes/ No because..... I like..... because... and..... I don't like... because... and... I agree with..... because..... It is right..... It is wrong..... 'Now that we have heard that, has anyone changed their mind?'	No because..... Yes because..... I agree / disagree because.... I think..... because.... and also because..... However..... Also..... Building on from... Challenging ...idea... Just a minute...	An argument for is... because.. An argument against is... ..because.. I understand however / due to / but / therefore ..... I accept your decision however I feel / believe..... because / as / due / to.....	An argument for ....is..... because..... and.... An argument against .... is....because.....and..... I understand.... that....depending on the content but would argue.... I understand your point of view, however I disagree because.....	In my opinion... should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree,..... My second important reason for wanting to ban..... is that..... Perhaps some people would argue that .....that..... However, I would point out that..... ..... It is clear that a ban on..... would be a great step forward! 'That might be true, however what do you think about X?' 'I agree and I would like to add ...' 'It feels a bit like we are going off topic here. Let's get back to X'	On the one hand..... but..... ..... Convince me that..... ..... I am convinced..... ..... Given that..... .....

## Sentence stems for Language of Comparison

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is.....and that is.....	They are the same because... They are different because... ..is.....and.....is..... They are alike because they are both.....	They are the same because.... They are similar because..... They are different because.... is.....and.....is..... They are alike because they are both..... It feels different because this one..... and that one.....	.... and.....are both..... ....and.....are alike in that... ....and.....are similar because... ....and.....are different in that... ....is...but.....is..... .....is.....while.....is.....	.....and.....are both..... .....and.....are alike in that... ...and...are similar because.. .....and.....have the following points in common: ..... One similarity between..... and.....is that..... Another is..... A further..... One difference is..... A further difference.....	In some ways....and.....are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example... while..... Another difference is.....	In some ways.....and.....are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example... while..... Another difference is that... ..whereas..... Finally.....but..... ..... The similarities/differences seem more significant that the similarities/differences because.....

## Sentence stems for Language of Deduction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>It will..... because.....</p> <p>I think I will.....</p> <p>I think.....because.....</p> <p>It is.....because.....</p> <p>It has.....because.....</p> <p>Why do you think this is a .....?</p> <p>What can you see?</p> <p>Why did.....happen?</p> <p>.....happened because.....</p>	<p>I think that.....</p> <p>I think that .....because....</p> <p>It is.....because.....</p> <p>.....happened because...</p> <p>What do you think happened?</p>	<p>Say how the characters feel and explain why.</p> <p>I think that.....because....</p> <p>This happened.....because...</p> <p>I know this.....</p> <p>What do you think happened?</p> <p>How do you know that.....?</p>	<p>I conclude that.....because...</p> <p>I found that.....because.....</p> <p>As a result of...I conclude that..</p> <p>After looking at the data/information/results I conclude that.....</p> <p>On observing I found that...</p>	<p>In conclusion, I would say that...due to the fact that....</p> <p>My results make me think that.....because.....</p> <p>Having analysed the data, I conclude that....</p>	<p>The fact is....</p> <p>In effect.....</p> <p>Given that...then.....</p> <p>I deduce/deduct.....</p> <p>I have worked out.....</p> <p>In conclusion.....</p> <p>I conclude.....</p>	<p>The facts lead to.....</p> <p>Based on.....</p> <p>Been lead to the conclusion that.....</p> <p>The evidence leads to...</p> <p>Having considered.....</p> <p>This infers that.....</p>

## Sentence stems for Language of Description

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>It is big / small (size)</p> <p>It is (shape name)</p> <p>It is a (shape name)</p> <p>It is soft / hard or hot / cold (texture / properties)</p> <p>It feels like.....</p> <p>It looks like.....</p> <p>It tastes like.... because...</p> <p>It sounds like.....</p> <p>It smells like.....</p> <p>It is the same because....It is different because.....</p> <p>As above, use This ..... looks like ..... etc</p>	<p>It is.....and.....</p> <p>The.....is.....and.....</p> <p>This is .....</p> <p>They are .....</p> <p>They are.....because....</p> <p>It is a (adjective) / (noun)</p> <p>.....has .....</p> <p>..... have .....</p>	<p>It / This is.....and.....</p> <p>This has ..... and ...</p> <p>The.....is.....and...</p> <p>They are...and.....</p> <p>I feel.....because.....</p> <p>This is a big, round, red, beach ball</p>	<p>It looks/feels/sounds/smells like .....</p> <p>It appears to be...because...</p> <p>It seems to be...as.....</p> <p>I think it looks like...due to...</p> <p>It reminds me of.....because / therefore / meanwhile.....</p> <p>Why? How? What? Tell Me About...</p>	<p>It looks/feels/tastes/sounds/smells like .....</p> <p>It appears to be...because....</p> <p>It seems to be like...because...</p> <p>I think it looks like...because...</p> <p>It reminds me of...because...</p> <p>Why? How? What? Tell Me About...</p>	<p>It looks/feels/tastes/sounds/smells like .....</p> <p>It appears to be...because....</p> <p>It seems to be like...because...</p> <p>I think it looks like...because...</p> <p>It reminds me of...because...</p> <p>Why? How? What? Tell Me About...</p>	<p>In comparison to.....</p> <p>Idioms e.g. Peas in a pod</p> <p>Develop / Introduce metaphors and similes.</p>

## Sentence stems for Evaluation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I made this train.</p> <p>“I like the way the wheels rotate”</p> <p>I’ve done this picture.</p> <p>“I can see you have put lots of detail in there, flowers, people, trees”</p> <p>I like this because.....</p> <p>I made this.....</p> <p>I did this.....</p> <p>I’ve done this...</p>	<p>I found...hard/easy because...</p> <p>I like / dislike because.....</p> <p>I feel that.....next time.</p> <p>I could.....</p> <p>In my opinion...because....</p>	<p>I think my..... /book is..... because.....</p> <p>Next time I could.....</p> <p>I found...hard/easy because...</p> <p>I like / dislike...because....</p> <p>It was interesting because.....</p> <p>I like this because.....</p> <p>I like the part where...because.</p> <p>What I found hard about this work was.....</p> <p>I found this piece of work hard/easy because...</p>	<p>I found this work....because...</p> <p>Next time I could/would/.....</p> <p>Maybe you could try... / I feel that.....</p> <p>I enjoyed it because.....</p> <p>....was successful / ambitious because.....</p> <p>You could improve this work by.....</p>	<p>I enjoyed.....because.....</p> <p>....was successful / ambitious because.....</p> <p>You could improve this work by.....</p> <p>Maybe you could try.....</p> <p>Next time I / you could / would.....</p>	<p>My view is that....because...</p> <p>This is supported by the fact that.....</p> <p>In my opinion... furthermore...</p> <p>However....</p> <p>Possible improvements may include.....</p>	<p>My view is that.....</p> <p>In my opinion.....</p> <p>This is supported by the fact that.....</p> <p>Furthermore.....however...</p> <p>Possible improvements may include.....</p> <p>Or alternatively.....</p>

## Sentence stems for Language of Explanation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
It is..... You put..... I / He / She ..... It is.....because..... This is..... That is....because..... The.....is..... They are / were..... When..... 'Would you rather be... 'if', 'because' 'so' 'could' 'but'	I..... because..... When I.....because.... After I..... How..... Why..... Where..... When..... Sometimes incorporating sequence language structures. Linking to... 'What did you mean by X?'	I.....because..... When I .....because..... After I..... The.....because..... We/They.....because..... How.....Why..... Where.....When..... Tell me more about...	How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / because.....	How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because	Because of..... x happened For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for.....	..... such as ..... Due to.....x has / is.... In summary..... Owing to.....x has / is.... This has altered..... Evidently.....

## Sentence stems for Explaining in Maths

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I've got the ...one It's the same/ different ..... It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think....heavier... / lighter...	I know.....because..... .....is in-between/after/ before because..... ....comes before...because.. ....comes after...because... So then..... The answer is.....because...	I started at 5 because the..... .....and.....are both.... I jumped on/up in ...because.. ...and...are different in that.... This makes.....so I ..... So then I.....because..... I know.....because.....	If you.....then..... First..... After that..... I know.....because..... .....and..... are alike in that..... / .....and.....are similar because..... ...is...but...is... / .....is ...while.....is..... When..... / If....., ..... , so ....	We know that..... so/ because.... / It can't be....so/because..... So it must be...so/because... / I agree/disagree with you because..... A major difference between... and.....is that..... Some ways in which... and.....differ are....., So..... / ..... As a result, .....	I think the question means... so the answer would be.... I know that...therefore I would try out..... If the.....add up to....then the total number must be..... Knowing this means we can work out what's missing! .... as a result, ..... ....therefore..... The reason..... is that..... .....is due to.....	First I....Then...Next...Finally. I approached it methodically (by)..... I was systematic... (when/because) I looked at the whole problem and broke it down into steps..... We could possibly....or..... So far I have discovered/ worked out that.....

## Sentence stems for Language for Hypothesis

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How do you know e.g. 'The porridge is hot'? It is.....because..... I think...because..... It will.....because..... The...is.....because..... What do you think? What will happen if.....?	I think.....because.....and.... I don't think...because...and.... .....will happen because....	I think this.....because..... I know this, so I think .... This will happen because.....	Because I know that.....I know ..... Due to this.....I know that....	Because I know that ..., I know that..... Due to the fact that.....I know that.....will happen Maybe it's because .....	It is true that..... Can we prove that..... In conclusion..... I would like to prove/ disprove.... Perhaps the reason is .....	Based on the evidence I have been presented with, I can conclude..... Taking everything into account..... Having analysed..... Having pondered..... If we accept this hypothesis, what else will be true? Given this, it is likely that .....

## Sentence stems for Language of Opinion

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I like / don't like..... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will..... It will..... It will..... because..... I think..... because..... I think that..... What do you think? What will happen if.....? If.....?	I think..... I think.....because..... I like.....best.....because.... My partner thinks..... I agree because..... I disagree because.....	I think.....because ..... I prefer.....because..... My partner thinks..... I agree/disagree because.....	I agree/disagree because..... I appreciate/understand.....'s opinion because/as/due to.... However I feel....because/as /due to... My opinion/view is... because/as/due to..... I believe...because..... What is your opinion.....How do you feel.....Why do you feel.....	I agree/I disagree because..... I appreciate ....'s opinion because..... Due to..... However I think differently because..... Most reasonable people would agree that.....because.... What is your opinion on the issue of bullying? How would you feel if you were being bullied/in that situation?	Therefore / In my opinion / I believe He considers... It is my opinion that.....however others may/might believe..... 'I have a similar opinion because ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...'	Consequently / Based on fact / Because of my beliefs..... To hold the view / After consideration After / On reflection It is my understanding that..... The facts lead me to the conclusion that.....

## Sentence stems for Language of Prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I think it will..... 'What do you think will happen?' It will..... The.....will..... The.....is going to..... This will.....because..... What do you think will happen next? What will happen if.....	I think..... I think.....because..... (prior knowledge) I predict.....will happen. They are the same because..... (comparing)	.....same..... .....similar..... .....different..... I think.....because..... I predict that.....because..... I think they will be alike because they are both.....	I predict that...because .....however/meanwhile/ther efore/also..... I predict that....after / as a result of ..... This is probable because... and.....are different in that.....therefore as a result..... After...I predict that..... The outcome will be..... because..... What do you think? How did you come to that prediction?	I predict that.... because ...however Due to the fact that... (extension of because) As a result of..... this will happen because..... All events lead on to... because.... Because.....and.....are similar, I predict that..... will happen. The outcome will be.....due to... Based on....I predict that..... After hearing all the evidence, I think that..... will happen	I predict that..... I believe / I think... might / or. If... Then..... X has happened, therefore I think.....	In light of.....I predict..... There is a high / low probability..... The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors

## Sentence stems for Language of Re-telling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
First I..... First we..... Then..... After..... And then..... What did you do first? Then what happened? .....happened first. Next.....happened. Then.....happened. .....happened last. Next.....and.....happened. At the end.....happened. ....happened in the beginning. ....happened in the middle. ....happened in the end.	My partner said..... Retelling stories – Once upon a time..... One day..... Long ago..... ‘What happened next?’	My partner said..... First, Next, Then, After that, Finally... At last .... Suddenly .... ‘What happened next?’ ‘What did...?’	Once upon a time..... Once there was..... As a result of..... Meanwhile..... Later on..... Eventually ..... Unfortunately..... Luckily..... I remember that..... Then this happened..... During..... Lastly..... In the end..... To conclude / In conclusion...	In the beginning..... Subsequently...(time connectives) On the other side of the forest..... Back at home ..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly.... In the end..... To conclude / In conclusion / To sum up.....	First, Next, Then, After that, Finally... ‘What happened next?’ ‘What did...?’	First, Next, Then, After that, Finally... ‘What happened next?’ ‘What did...?’ In summary..... The consequence of.....

## Sentence stems for Language of Sequencing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
First..... Next..... Then..... After that..... and then..... .....happened first. Next.....happened. Then.....happened. .....happened last. It is.....because..... It is.....	First I will..... Next I would..... Then I..... After that I..... Finally I..... Firstly...secondly...finally	First..... (First put the hat on) Next..... After that..... Finally..... Last of all.....	First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly..... ...because.....	Firstly.....because/however/therefore/after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/Lastly..... In conclusion.....	Meanwhile..... Following this / that..... In the beginning.....	Whilst X was..... Y was..... During X – Y happened. Initially the..... were..... However.....

EYFS	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say ‘How can I help you today?’ ‘Yes, let me get that for you. One moment’. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. ‘Wow you sounded just like a grown up shopkeeper!’</li> <li>Support pupils’ understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li> <li>Support pupils’ understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. ‘Perfect partners sit calmly and face each other when they are listening’.</li> <li>Introduce new language and sentence stems through call and repeat, ‘my turn, your turn’.</li> <li>Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. ‘tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!’</li> <li>Build pupils’ confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?</li> </ul>	<ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> </ul>

Year 1	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>• Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.</li> <li>• Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.</li> <li>• Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.</li> <li>• As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'</li> <li>• Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</li> </ul>	<ul style="list-style-type: none"> <li>• To take part in small group discussions without an adult.</li> <li>• To be filmed speaking and use this for reflection</li> <li>• To speak in front of a larger audience e.g. during an assembly.</li> </ul>

Year 2	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>• Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.</li> <li>• Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.</li> <li>• Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>• Use hot-seating and question tennis to develop pupils' questioning skills.</li> <li>• Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.</li> <li>• Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.</li> <li>• Participate in a short 'show and tell' session.</li> </ul>

Year 3	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>• Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.</li> <li>• Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.</li> <li>• Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.</li> <li>• Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.</li> <li>• Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.</li> <li>• Play 'articulate' with specialist subject vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>• Become a storyteller for an authentic audience.</li> <li>• Present to an audience of older or younger students.</li> <li>• Chair a discussion.</li> <li>• Hold a class meeting.</li> </ul>

Year 4	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>● Introduce pupils to sentence stems to cite evidence and ask probing questions.</li> <li>● Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.</li> <li>● Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.</li> <li>● Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.</li> <li>● When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.</li> </ul>	<ul style="list-style-type: none"> <li>● To use talk for a specific purpose e.g. to persuade or to entertain.</li> <li>● To speak in front of a larger audience of adults e.g. a group of eight.</li> <li>● To collaboratively solve a problem.</li> <li>● To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</li> <li>● To receive feedback from a peer or audience member on their oracy skills.</li> <li>● Create TV or Radio adverts.</li> <li>● Mock election hustings</li> <li>● Peer teaching</li> <li>● Perform poetry by heart</li> </ul>

Year 5	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>● Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.</li> <li>● Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.</li> <li>● Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.</li> <li>● Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'</li> </ul>	<ul style="list-style-type: none"> <li>● Enter a debate competition</li> <li>● BBC school report</li> <li>● Create a Youtube Channel</li> <li>● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>● Leading a parents' evening.</li> <li>● Compering a school talent show or event.</li> <li>● Slam poetry</li> <li>● Stand up comedy</li> </ul>

Year 6	
Teaching Ideas	Possible Experiences
<ul style="list-style-type: none"> <li>● Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</li> <li>● Practise 'power poses'</li> </ul>	<ul style="list-style-type: none"> <li>● Give a speech to an audience of peers and adults.</li> <li>● Lead School Council</li> <li>● Mentor or teach younger students</li> <li>● Lead an assembly.</li> <li>● Act as a tour guides for prospective parents.</li> <li>● Record their own sports commentary.</li> </ul>