



## Reception - Year 6

# Language Structures and Oracy Progression Map.

*Part 1: Language Structures.*

*Part 2: Oracy.*

Some suggestions for class teachers in planning for children's academic language development.

# Reading and writing float on a sea of talk.

## Context:

Progress is one of the key measures of success for pupils and schools and how teachers support the progress of pupils in the classroom. This document sets out some suggestions for progress in the teaching of language structures, building upon some ideas from Sue Palmer's book 'Speaking Frames'.

For the purpose of this document here are two helpful definitions:

- Language structures - the sentence starters.
- Language Functions - the purpose for which the language is being used.

This document includes 12 commonly-used language functions with suggested language structures, chosen because children experience difficulties with developing the academic language these require. These are cross-curricular and not subject-specific.

**This document is to be used to support lesson planning, as language structures must be taught within the context of subject knowledge. These are not the only language structures children should be acquiring, but they are frequently used. This is not an assessment tool.**

## How to plan for children's language development

This document should be used to support planning for talk in a range of subjects and lessons across the curriculum. It identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher to both identify what is needed and to structure the development of language for progress in key skills over a unit of work. This identification of the language that needs to be taught should support differentiation according to the range of language ability within

the class. This is particularly useful as Calverton has many classes with mid-phase pupils who are new to English. Planning for language structures extends speaking and listening beyond the use of key words and supports the expression of ideas within a task. Identifying appropriate language structures as well as key vocabulary at the planning stage leads to learning objectives being firmly embedded. The aim is for all children to be taught how to express and develop their ideas.

This document describes the planning process as a series of steps as follows:

1. Identify the key learning objective.
2. Establish the key skills to be developed.
3. Decide on what the children need to say in order to learn, explore, explain and define a new skill or learning. What have they used previously that they can apply to this?
4. Clarify what the teacher needs to model.
5. Provide opportunities for the children to use the new language.

### **Practical teaching and learning strategies to support language acquisition**

- **Visuals** - Display sentence structures enabling children to use them as a point of reference during talk based tasks.
- **Modelling** - Deciding which structure to use based on the context, then speak the sentence, 'thinking aloud'.
- **Improving the quality** - encourage responses that build on those of others, e.g. 'I agree with...because...'
- **Partner and group talk** - expect children to use sentence structures from previous lessons together with the given sentence structures, encourage them to question each other and develop each other's responses.
- **Oral rehearsal** - practise orally using 'writer's talk' (Talk for Writing Pie Corbett), in pairs or individually.
- **Recording children's talk** - encourage children to listen to their own talk so as to develop and improve on it.

**Impact:** *If used consistently in planning:*

- Sentence structures are being used independently by the pupils and transferred appropriately to other subjects, showing that the new language has become securely embedded.
- Writing levels have improved.
- Contributions in class increase as the children have the tools to express themselves and they make full responses to what others have said.
- Discussion about their own work continues independently throughout lessons, in partners and in groups, supporting one another and extending themselves.
- Engagement with tasks increases.
- Many children have developed a more formal register of talk for the classroom which is closer to their written register, showing that academic language is becoming embedded.
- A wider use of sentence structures and range of vocabulary in talk and writing.
- Children show confidence in talking about the quality of their own and others' talk.

**Part 1.**  
**Language Structures.**

**The Language of Argument - Agreeing and Disagreeing.**

<b>EYFS</b>	He/She didn't share/take turns I want to ..... I like..... I don't like ..... I think ..... <i>Why?</i> I think ..... <i>What do you think?</i> I don't think..... <i>Why do you think this?</i> It is..... It's not..... Yes because..... No because..... I like ..... I don't like.....
<b>Year 1</b>	Yes/No because ..... I like.....because.....and..... I don't like.....because.....and..... I agree with.....because..... It is right..... It is wrong.....
<b>Year 2</b>	No because..... Yes because..... I agree/disagree because ..... I think.....because.....and also because..... However..... Also.....
<b>Year 3</b>	An argument for is.....because..... An argument against is .....because.....

	<p>I understand however/due to/but/therefore.....</p> <p>I accept your decision however I feel/believe.....because/as/due/to.....</p>
<b>Year 4</b>	<p>An argument for .....is.....because.....and.....</p> <p>An argument against.....is .....because.....and.....</p> <p>I understand .....that.....depending on the content but could argue.....</p> <p>I understand your point of view, however I disagree because.....</p>
<b>Year 5</b>	<p>In my opinion.....should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....</p> <p>My second important reason for wanting to ban ..... is that.....</p> <p>Perhaps some people would argue that .....that.....</p> <p>However, I would point out that.....</p> <p>It is clear that a ban on ..... would be a great step forward!</p>
<b>Year 6</b>	<p>On the one hand .....but.....</p> <p>Convince me that .....</p> <p>I am convinced.....</p> <p>Given that.....</p>

### The Language of Comparison - Comparing and Contrasting.

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

	<p>However they both differ in some ways. For example .....while.....</p> <p>Another difference is that.....whereas.....</p> <p>Finally.....but.....</p> <p>The similarities/differences seem more significant than the similarities/ differences because.....</p>
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The Language of Deduction - Making an assumption based on prior knowledge.	
<b>EYFS</b>	<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><i>Why do you think this is a .....?</i></p> <p><i>What can you see?</i></p> <p>Why did .....happen?</p> <p>.....happened because.....</p>
<b>Year 1</b>	<p>I think that.....</p> <p>I think that.....because.....</p> <p>It is .....because.....</p> <p>.....happened because.....</p> <p><i>What do you think happened?</i></p>
<b>Year 2</b>	<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><i>What do you think happened?</i></p> <p><i>How do you know that .....?</i></p>



<b>Year 3</b>	<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>
<b>Year 4</b>	<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>
<b>Year 5</b>	<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>
<b>Year 6</b>	<p>The facts lead to.....</p> <p>Based on.....</p> <p>Been led to the conclusion that.....</p> <p>The evidence leads to.....</p> <p>Having considered.....</p> <p>This infers that.....</p>

### The Language of Description - Describing.

<b>EYFS</b>	<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.....because</p> <p>It looks like.....because</p>
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	<p>It tastes like.....because</p> <p>It sounds like.....because</p> <p>It smells like.....because</p> <p>It is the same because.....</p> <p>It is different because.....</p> <p><i>As above, use This .....looks like.....etc</i></p>
Year 1	<p>It is .....and.....</p> <p>The .....is.....and.....</p> <p>This is .....They are.....</p> <p>They are.....because.....</p> <p>It is a (adjective)/ (noun)</p> <p>.....has.....</p> <p>.....have.....</p>
Year 2	<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>
Year 3	<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><i>Why? How? What? Tell me about....</i></p>
Year 4	<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><i>Why? How? What? Tell me about....</i></p>

Year 5	It looks/feels/tastes/sounds/smells like..... It appears to be .....because..... It seems to be like .....because..... I think it looks like.....because..... It reminds me of.....because..... <i>Why? How? What? Tell me about....</i>
Year 6	In comparison to..... <i>Idioms e.g. Peas in a pod</i> <i>Develop/Introduce metaphors and similes</i>

The Language of Evaluation - Evaluating.	
EYFS	I made this train. <i>"I like the way the wheels rotate"</i> I've done this picture. <i>"I can see you have lots of detail in there, flowers, people, trees"</i> I like this because..... I made this..... I did this..... I've done this.....
Year 1	I found.....hard/easy because..... I like/dislike because..... I feel that.....next time. I could..... In my opinion.....because.....
Year 2	I think my...../book is.....because..... Next time I could ..... I found.....hard/easy because.....

	<p>I like/dislike.....because.....</p> <p>It was interesting because.....I like this because.....</p> <p>I like the part where.....because.....</p> <p>What I found hard about the work was.....</p> <p>I found this piece of work hard/easy because.....</p>
Year 3	<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>
Year 4	<p>I enjoyed .....because.....</p> <p>.....was successful/ambitious because.....</p> <p>You could improve this work by.....Maybe you could try.....</p> <p>Next time I/ you could/would.....</p>
Year 5	<p>My view is that .....because.....</p> <p>This is supported by the fact that.....</p> <p>In my opinion.....furthermore.....However.....</p> <p>Possible improvements may include.....</p>
Year 6	<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>

## The Language of Explanation - Explaining

<b>EYFS</b>	It is..... You put..... I/He/She..... It is.....because..... This is ..... That is.....because..... The.....is..... They are/were..... When.....
<b>Year 1</b>	I.....because..... When I.....because..... After I..... How..... Why..... Where..... When.....  <i>Sometimes incorporating sequence language structures.</i>
<b>Year 2</b>	I.....because..... When I.....because..... After I..... The.....because..... We/They.....because..... How.....Why.....Where.....When.....
<b>Year 3</b>	How.....Why..... Where.....When..... What.....After..... Then/As a result of/Later/because.....

Year 4	How.....Why..... Where.....When..... What.....After..... Then/As a result of/Later/Meanwhile/Furthermore/Eventually/In contrast to/because.....
Year 5	Because of.....x happened For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for.....
Year 6	.....such as..... Due to.....x has/is..... In summary..... Owing to.....x has/is..... This has altered..... Evidently.....

The Language of Explanation - in a mathematical context	
EYFS	I've got the .....one It's the same/different..... It's the same number..... They/We both have..... There is one more.....It's one less..... Another one..... I have one more..... They/We have two each Altogether I have..... I think..... .....heavier...../.....lighter.....

Year 1	<p>I know.....because.....</p> <p>.....is in-between/after/before because.....</p> <p>.....comes before.....because.....</p> <p>.....comes after.....because.....</p> <p>So then.....</p> <p>The answer is.....because.....</p>
Year 2	<p>I started at 5 because the ..... and.....are both.....</p> <p>I jumped on/up in.....because..... and.....are different in that.....</p> <p>This makes.....so I.....</p> <p>So then I.....because.....</p> <p>I know.....because.....</p>
Year 3	<p>If you.....then.....</p> <p>First.....After that.....</p> <p>I know.....because.....</p> <p>.....and.....are alike in that...../.....and.....are similar because.....</p> <p>.....is.....but.....is...../.....is.....while.....and.....is.....</p> <p>When.....,...../If.....,.....so.....</p>
Year 4	<p>We know that.....so/because...../It can't be.....so/because.....</p> <p>So it must be.....so/because...../I agree/disagree with you because.....</p> <p>A major difference between.....and.....is that.....</p> <p>Some ways in which.....and.....differ are.....</p> <p>.....,so...../.....as a result.....</p>
Year 5	<p>I think the question means.....so the answer would be.....</p> <p>I know that.....therefore I would try out.....</p> <p>If the .....add up to.....then the total number must be.....</p> <p>Knowing this means we can work out what's missing!</p> <p>.....as a result.....</p> <p>.....therefore.....</p> <p>The reason.....is that.....is due to.....</p>
Year 6	<p>First I .....then...next.....Finally.....</p> <p>I approached it methodically (by).....</p>

	<p>I was systematic.....(when/because)</p> <p>I looked at the whole problem and broke it down into steps.....</p> <p>We could possibly .....or.....</p> <p>So far I have discovered/worked out that.....</p>
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### The Language of Hypothesis - a suggestion that tries to explain something, based on evidence.

EYFS	<p>How do you know e.g. 'The porridge is hot'?</p> <p>It is .....because.....</p> <p>I think.....because.....</p> <p>It will.....because.....</p> <p>The .....is.....because.....</p> <p>What do you think?</p> <p>What will happen if.....?</p>
Year 1	<p>I think.....because.....and.....</p> <p>I don't think .....because.....and.....</p> <p>.....will happen because.....</p>
Year 2	<p>I think this.....because.....</p> <p>I know this, so I think.....</p> <p>This will happen because.....</p>
Year 3	<p>Because I know that.....I know.....</p> <p>Due to this.....I know that.....will happen</p>
Year 4	<p>Because I know that.....,I know that .....</p> <p>Due to the fact that.....I know that.....will happen</p> <p>Maybe it's because.....</p>
Year 5	<p>It is true that.....</p> <p>Can we prove that.....</p> <p>In conclusion.....</p>



	I would like to prove/disprove..... Perhaps the reason is.....
Year 6	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.....

The Language of Opinion	
EYFS	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.....?
Year 1	I think..... I think.....because..... I like.....best because ..... My partner thinks..... I agree because..... I disagree because.....

Year 2	<p>I think.....because.....</p> <p>I prefer.....because.....</p> <p>My partner thinks.....</p> <p>I agree/disagree because.....</p>
Year 3	<p>I agree/disagree because.....</p> <p>I appreciate/understand.....'s opinion because/as/due to.....</p> <p>However I feel .....because/as/due to.....</p> <p>My opinion/view is.....because/as/due to .....</p> <p>I believe.....because.....</p> <p>What is your opinion.....How do you feel .....Why do you feel.....</p>
Year 4	<p>I agree/disagree because.....</p> <p>I appreciate.....'s opinion because.....due to.....</p> <p>However I think differently because.....</p> <p>Most reasonable people would agree that .....because.....</p> <p>What is your opinion on the issue of bullying?</p> <p>How would you feel if you were being bullied/in that situation?</p>
Year 5	<p>Therefore/ In my opinion/I believe</p> <p>He considers.....</p> <p>It is my opinion that.....however others may/might believe.....</p>
Year 6	<p>Consequently/Based on fact/Because of my beliefs.....</p> <p>To hold the view/After consideration</p> <p>After/On reflection</p> <p>It is my understanding that.....</p> <p>The facts lead me to the conclusion that.....</p>

### The Language of Prediction - Predicting

EYFS	<p>I think it will.....</p> <p>'What do you think will happen?'</p>
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	<p>It will.....</p> <p>The.....will.....</p> <p>The.....is going to.....</p> <p>This will.....because.....</p> <p><i>What do you think will happen next?</i></p> <p><i>What will happen if.....</i></p>
Year 1	<p>I think.....</p> <p>I think.....because.....(prior knowledge)</p> <p>I predict.....will happen.</p> <p>They are the same because.....(comparing)</p>
Year 2	<p>.....same.....</p> <p>.....similar.....</p> <p>.....different.....</p> <p>I think.....because.....</p> <p>I predict that.....because.....</p> <p>I think they will be alike because they are both.....</p>
Year 3	<p>I predict that.....because.....however/meanwhile/therefore/also.....</p> <p>I predict that.....after/as a result of.....</p> <p>This is probable because.....</p> <p>.....and.....are different in that.....therefore as a result.....</p> <p>After.....I predicted that.....</p> <p>The outcome will be.....because.....</p> <p><i>What do you think? How did you come to that prediction?</i></p>
Year 4	<p>I predict that.....because.....however</p> <p>Due to the fact that.....(extension of because)</p> <p>As a result of.....this will happen because.....</p> <p>All events lead on to.....because.....</p> <p>Because.....and.....are similar, I predict that .....will happen.</p> <p>The outcome will be.....due to.....</p> <p>Based on .....I predict that.....</p> <p>After hearing all the evidence, I think that .....will happen</p>

Year 5	<p>I predict that.....</p> <p>I believe/I think.....might/or.....</p> <p>If..... Then.....</p> <p>X has happened, therefore I think.....</p>
Year 6	<p>In light of.....I predict.....</p> <p>There is a high/low probability.....</p> <p>The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors</p>

The Language of Retelling - Events and Storytelling	
EYFS	<p>First I.....First we.....</p> <p>Then.....After.....</p> <p>And then.....</p> <p><i>What did you do first? Then what happened?</i></p> <p>.....happened first.</p> <p>Next.....happened.</p> <p>Then.....happened.</p> <p>.....happened last.</p> <p>Next.....and.....happened.</p> <p>At the end.....happened.</p> <p>.....happened in the beginning.</p> <p>.....happened in the middle.</p> <p>.....happened at the end.</p>
Year 1	<p>My partner said.....</p> <p>Retelling stories - Once upon a time.....</p> <p>One day.....</p> <p>Long ago.....</p> <p><i>'What happened next?'</i></p>
Year 2	<p>My partner said.....</p> <p>First,Next,Then,After that,Finally.....</p>

	At last..... Suddenly..... <i>'What happened next?' 'What did.....?'</i>
Year 3	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.....
Year 4	In the beginning..... Subsequently.....(time conjunctions) 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.....
Year 5	<i>First,Next,Then,After that,Finally.....</i> <i>What happened next? What did....?</i>
Year 6	First,Next,Then,After that,Finally..... What happened next? What did....? In summary..... The consequence of.....


The Language of Sequencing	
EYFS	First.....Next.....Then..... After that.....

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


## Part 2

### Oracy

# Rec.-Year 6 Oracy Progression Map


Skill	R	Y1	Y2	Y3	Y4	Y5	Y6
 <b>Physical</b>	<p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. <b>pointing at parts of the plant they are</b></p>	<p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context e.g. <b>to protect their voice to a large audience.</b></p> <p>Continue to use gestures to</p>	<p>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</p> <p>Gestures start to become increasingly natural to support speech e.g. <b>gesturing toward someone if referencing their ideas.</b></p>	<p>Deliberately varies tone of voice in order to convey meaning e.g. <b>speaking authoritatively during an expert talk.</b> Deliberately selects gestures that support the delivery of ideas e.g. <b>gesturing towards someone if referencing</b></p>	<p>To use pauses for effect in presentational talk e.g. <b>when telling an anecdote or joke.</b></p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the</p>	<p>Project their voice to a large audience.</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad story.</p>	<p>Speak fluently in front of an audience.</p> <p>Consciously adapt tone, pace and volume of voice.</p> <p>Have a stage presence.</p>

	<i>discussing.</i>	support delivery e.g. <i>pointing at parts of the plant they are discussing.</i>	Use body language to show active listening and support meaning when speaking e.g. <i>nodding along/ facial expressions.</i>	<i>their ideas.</i>  Consider position and posture when addressing an audience.	playground.  Deliberately selects movement and gestures when addressing an audience.	Gestures become increasingly natural.  Consciously adapts tone, pace, and volume of voice within a single context.	
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Skill	R	Y1	Y2	Y3	Y4	Y5	Y6
 Linguistic	Use talk in play to practice new vocabulary e.g. lighter, heavier. Begin to speak sentences, joining phrases with words such as 'if, because, so, could, but'	Speak in sentences using joining phrases to link ideas. Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.  Take opportunities to try out new language, even if	Speak in sentences using joining phrases to create longer sentences.  Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation	Be able to use specialist language to describe their own and others' talk.  Use specialist vocabulary e.g. speak like an archeologist.  Make precise language choices e.g. instead of describing a cake as 'nice'	Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.  Consider the words and phrases used to express their ideas and how this supports	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.  Vary sentence structures and length for effect when speaking.  Be comfortable using idioms and expressions.



		<p>it is not always correctly used.</p> <p>Use sentence stems to link to other's ideas in group discussions e.g. 'I agree with....because...'</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>with a visitor to the classroom.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group.</p>	<p>using 'delectable'.</p>		<p>the purpose of talk.</p>	
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Skill	R	Y1	Y2	Y3	Y4	Y5	Y6
 <p><b>Cognitive</b></p>	<p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions that match what has been asked.</p> <p>Ask simple questions.</p>	<p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and ask a question.</p> <p>Disagree with</p>	<p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what</p>	<p>Offer opinions that aren't their own e.g. taking on the role of ...</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of strength and</p>	<p>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.</p> <p>Ask probing questions.</p>	<p>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To be able to give supporting</p>	<p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to and offer increasingly complex</p>

	Describe events that have happened to them in detail.	someone else's opinion politely.  Explain ideas and events in chronological order.	has been said and their own and others' experiences.	areas to improve through the introduction of Talk Detectives.  Reach shared agreement in discussions.	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set their own targets.	evidence e.g. citing a text, a previous example or a historical event.  Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	questions, citing evidence where appropriate.  Reflect on their own and others' oracy skills and identify how to improve.
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Skill	R	Y1	Y2	Y3	Y4	Y5	Y6
 <b>Social and</b>	Look at someone who is speaking to them.  Wait for a turn. Taking turns to speak, when working in a	Listen and respond appropriately to others.  Be willing to change their mind based on	Start to develop an awareness of the audience e.g. what might interest a certain group.  Start to show	Speak with confidence in front of an audience.  Begin to recognise different roles	Use more natural and subtle prompts for turn taking.  Start to develop empathy with an audience.	Listen for extended periods of time including note taking, drawing visuals.  Adapt the	Use humour effectively.  Begin to be able to read a room or a group and take action accordingly e.g.

<b>Emotional</b>	group.	<p>what they have heard.</p> <p>Begin to organise group discussions independently of an adult.</p>	<p>awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them.</p> <p>Recite/deliver short pre prepared material to an audience.</p>	<p>within group talk e.g. chairperson.</p> <p>Adapt the content of their speech for a specific audience.</p>	<p>Consider the impact of their words on others when giving feedback.</p>	<p>content of their speech for a specific audience e.g. use of humour.</p> <p>Speak with flair and passion.</p>	<p>if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</p>
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