



Hurworth  
Primary School



# Speaking & Listening

Curriculum Overview



*"Reading and writing float on a sea of talk"*

James Britton

# CURRICULUM OVERVIEW

# Speaking & Listening

AT HURWORTH, WE BELIEVE THAT SPEAKING AND LISTENING SKILLS ARE VITAL TO ENSURING OUR CHILDREN CAN SHARE THOUGHTS AND FEELINGS, SOCIALISE WITH OTHERS AND DEEPEN THEIR OWN LEARNING AND ACHIEVE SUCCESS IN THE FUTURE.

## INTENT - WE AIM TO...



Deliver an ambitious curriculum with speaking and listening at the heart of the school's pedagogy, explicitly teaching speaking and listening skills while threading these across all areas of school life.



Support children to become fluent, audible, articulate and confident speakers who can use spoken language to communicate with those around them and express issues and ideas clearly.



Expose children to a rich and varied vocabulary through an environment that is rich in talk, which they learn to use in the correct context when speaking, adapting their use of language for a range of different purposes and audiences.



Teach children how to listen carefully and concentrate, understanding a speaker's conclusion or opinion and responding to others with questions and comments.







Create an environment where all children contribute purposefully to discussion, format their own reasoned arguments, challenging each others' opinions respectfully and develop critical thinking skills.



Encourage children to effectively communicate their understanding, enabling them to work cooperatively with their peers and become independent learners who take responsibility for their learning.

## IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

When teaching speaking and listening at Hurworth, teachers address the following four key strands from 'Voice 21' to enable successful discussion, inspiring speech and effective communication.:

Physical 	Linguistic 	Cognitive 	Social and Emotional 
<ul style="list-style-type: none"> <li>How we use our voice and body to communicate</li> </ul>	<ul style="list-style-type: none"> <li>How we structure what we say and choose appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Staying focused whilst speaking</li> <li>When listening to others, asking appropriate questions and explaining opinions using reasons</li> </ul>	<ul style="list-style-type: none"> <li>Working with others, listening and responding and increasing confidence</li> </ul>

# CURRICULUM OVERVIEW

# Speaking & Listening



## ORACY STRAND: PHYSICAL

### Voice:

- Fluency and pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice Projection

### Body language:

- Gesture and posture
- Facial expression and eye contact



## ORACY STRAND: LINGUISTIC

### Vocabulary:

- Appropriate vocabulary choice

### Language:

- Register
- Grammar

### Rhetorical technique

- Rhetorical techniques such as metaphor, humour, irony and mimicry



## ORACY STRAND: COGNITIVE

### Content:

- Choice of content to convey meaning and intention
- Building on the views of others

### Structure:

- Structure and organisation of talk

### Clarifying and summarising:

- Seeking information and clarification through questions
- Summarising

### Self-regulation:

- Maintaining focus on task
- Time management

### Reasoning

- Giving reasons to support views
- Critically examining ideas and views expressed



## ORACY STRAND: SOCIAL AND EMOTIONAL

### Working with others:

- Guiding or managing interactions
- Turn-taking

### Listening and responding:

- Listening actively and responding appropriately

### Confidence in speaking

- Self-assurance
- Liveliness and flair

### Audience awareness:

- Taking account of level of understanding of the audience

## CURRICULUM OVERVIEW

# Speaking & Listening



### A PROGRESSIVE CURRICULUM

Speaking and listening is embedded across our curriculum. From EYFS to Year 6, children are given opportunities to develop oracy skills and build their confidence in talk for formal and informal situations, both inside and outside the classroom. Teachers plan for these opportunities in core subjects as well as foundation subjects. Lessons are talk-rich and opportunities for collaborative learning (partner and group talk) working towards a defined outcome are carefully built into each lesson. These activities are carefully designed and structured, promoting dialogue and encouraging all children to participate. Dialogic teaching also engages children in dialogues that develop their talk and thinking, supporting children to give extended, thoughtful and justified responses. Teachers use targeted questioning and assessment for learning tools, which ensure all children are able to fully participate and every voice is valued. A range of purposeful opportunities are used across the curriculum to encourage learning through talk and learning to talk including:

- Presentations
- Discussions in pairs, groups or whole classes, including those linked to reading or writing
- Hot Seating
- Exploring a Text through Performance
- Oral Fluency Tests in reading
- Collaborative discussions around maths reasoning
- Debates
- Group and Partner Work
- Role Play



### STRONG VOCABULARY DEVELOPMENT

Subject-specific vocabulary is identified across the wider curriculum in order to support children in working on collaborative projects, group discussion and debate or oral presentations. Every classroom also promotes subject-specific vocabulary acquisition through displaying key vocabulary on working walls and actively encouraging children to use these key words in their verbal communication.



### CREATING CONDITIONS FOR TALK

At Hurworth Primary School, we set out to ensure that our classrooms are a **safe and supportive environment** where children are able to develop their spoken language and take risks in their learning development. This is underpinned by the effective relationships we form with children and our high expectations for behaviour.

**Every voice is valued** at Hurworth. We listen and respond to children's attempts to communicate, modelling how and supporting children to show respect and value one another's contributions.

There are **regular opportunities** for dialogue, moving from between children and adults to quality dialogues with peers as children move through the school. Structured questioning is used to improve the quality of dialogues and discussion, check prior knowledge, assess current performance and move discussions forwards.

**High quality talk is modelled.** This is tailored to children's age and stage of spoken language development and reflect high expectations of talk. A variety of grammatical constructions are used alongside a range of vocabulary when modelling speaking and listening skills.

# CURRICULUM OVERVIEW

# Speaking & Listening



## TALK GUIDELINES

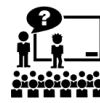
When teaching speaking and listening, each class teacher refers to the 'Hurworth Talk Guidelines'. These guidelines help to maintain a safe, effective and respectful environment for talk. The aim of our talk guidelines is that speaking and listening at Hurworth Primary is:

- Collective: Staff and children are involved in the dialogue.
- Reciprocal: Participants listen carefully to each other.
- Supportive: Contributions are valued and respected.
- Cumulative: Talk builds on others' contributions towards answering an open-ended question.
- Purposeful: Talk builds towards a meaningful learning goal.

The expectation for speaking and listening activities is that:

- All participants must contribute or be ready to contribute.
- Every contribution should be treated with respect.

Teachers also co-construct guidelines with children which are appropriate to the task at hand.



## EXPLICIT INSTRUCTION

We recognise that speaking and listening benefit from explicit instruction. We focus on:

- Planning the purpose of talk.
- Ensuring children have the knowledge they need to engage in the activity.
- Breaking down the speaking and listening skills needed to access the activity, linking to our four key strands.
- Communicating clear expectations for talk through our Hurworth Talk Guidelines and class-constructed ground rules.
- Modelling effective spoken language and listening.
- Scaffolding to ensure all children can engage, including sentence stems, key vocabulary or talk prompts.
- Giving opportunities to practise and improve.
- Aiming for independence, removing scaffolds and prompts as children become more effective at talking and listening.



## WIDER SPEAKING AND LISTENING EXPERIENCES

Children are provided with opportunities to develop their speaking and listening skills outside of the classroom. Children perform through theatre productions or assemblies. There is also the opportunity to access extra-curricular clubs such as debating club. Our pupil ambassadors visit schools across Lingfield Education Trust, learning to speak with new people and presenting their findings on their return. Children in Upper Key Stage 2 have the opportunity to be part of the Junior Leadership Team, where they take on roles, interact with others and feed back to the Senior Leadership Team. Presentational skills are taught explicitly within lessons. This prepares children to present within assemblies, recite and perform poetry and read speeches alongside other presentational experiences.

# Speaking & Listening

## Talk Guidelines

Reception and Key Stage 1

<p><b>I listen.</b></p> 	<ul style="list-style-type: none"> <li>• I look at who is talking and use eye contact to give my full attention.</li> <li>• I sit still with my hands on my lap or flat on the table.</li> <li>• I use body language to show active listening (nodding, facial expressions).</li> </ul>
<p><b>I use my voice.</b></p> 	<ul style="list-style-type: none"> <li>• I respond appropriately to questions like "How are you?" and ask the question back.</li> <li>• I look at who I am speaking to.</li> <li>• I speak clearly and confidently.</li> <li>• I project my voice when necessary.</li> </ul>
<p><b>I choose my words carefully.</b></p> 	<ul style="list-style-type: none"> <li>• I speak in full sentences.</li> <li>• I take opportunities to use new vocabulary.</li> <li>• I use sentence stems to develop my talk.</li> </ul>
<p><b>I join in with partner and group talk.</b></p> 	<ul style="list-style-type: none"> <li>• I listen to the opinions of others.</li> <li>• I put my hand up to respond to others.</li> <li>• I ask questions based on what others have said.</li> <li>• I use other children's names when referring to their points.</li> </ul>

## Talk Guidelines

Key Stage 2

<p><b>I listen.</b></p> 	<ul style="list-style-type: none"> <li>• I look at who is talking and use eye contact to give my full attention.</li> <li>• I sit still with my hands on my lap or flat on the table.</li> <li>• I use body language to show active listening (nodding, facial expressions).</li> </ul>
<p><b>I use my voice.</b></p> 	<ul style="list-style-type: none"> <li>• I respond appropriately to questions like "How are you?" and ask the question back.</li> <li>• I look at who I am speaking to.</li> <li>• I speak clearly and confidently.</li> <li>• I project my voice and vary my tone, pace and volume for effect.</li> <li>• I speak with flair and passion.</li> </ul>
<p><b>I choose my words carefully.</b></p> 	<ul style="list-style-type: none"> <li>• I speak in full, grammatically-correct sentences, using conjunctions to expand my ideas.</li> <li>• I take opportunities to use new and sophisticated vocabulary.</li> <li>• I use sophisticated sentence stems to develop my talk and form my own.</li> <li>• I adapt how I speak to different situations, thinking about the formality.</li> </ul>
<p><b>I join in with partner and group talk.</b></p> 	<ul style="list-style-type: none"> <li>• I listen to the opinions of others, allowing them to finish speaking before volunteering my views.</li> <li>• I put my hand up to build on or challenge the opinion of others.</li> <li>• I challenge others' opinions respectfully.</li> <li>• I provide appropriate feedback to others.</li> <li>• I ask questions based on what others have said.</li> <li>• I use other children's names when referring to their points.</li> <li>• I stand up when presenting, including when feeding back to the whole class.</li> </ul>

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## AMBITION FOR ALL

We encourage all children to take an active role in our speaking and listening activities at a level appropriate and personalised for their need. We encourage every child to express their views, feelings and wishes in all matters and believe their views should be considered and taken seriously.

Some children also take part in additional sessions focusing on speech and language, where targets are set and worked on individually or in small groups.



## ASSESSMENT

In order to best support children in developing their speaking and listening skills and having clarity on what their next steps are, teachers use the speaking and listening progression to monitor children's oracy skills. Across the course of the year, teachers will focus in on each of the four strands. Teachers use the progression to create checklists linked to the strands, providing an opportunity for children to self assess and to peer assess. Similarly, teachers use these as a formative means of monitoring progress, planning next steps and providing pupils with feedback.

Speaking and listening skills are also assessed through the Lingfield Education Trust frameworks for reading and writing.



## IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



The children demonstrate their speaking and listening skills across the school day, within lessons and outside of them. Their speaking and listening skills progress as they move through the school.



Our children are fluent speakers who are audible, articulate and confident to speak in a range of situations. They are able to use spoken language to communicate with those around them and express issues and ideas clearly.



Children are able to speak using a rich and varied vocabulary, learning to apply this in different contexts and understand the nuances of the English language. They can adapt their use of language for different purposes and audiences.



Our children listen carefully, concentrating on what they are listening to and showing respect to the speaker. They respond to the speakers through questions and comments and show an understanding of the speaker's opinion.



Children discuss purposefully and are able to form reasoned arguments. They challenge opinions respectfully and use their critical thinking skills to develop responses.



Our children are effective communicators and work cooperatively with their peers. They are independent learners and take responsibility for their learning.



<b>Pre-Reception</b>	Speak more clearly, although sound changes are still present.	Begin to look at who is talking and who you are talking to.		Usually understood by others, even in connected speech.
<b>Reception</b>	Speak clearly with appropriate volume.	Look at who is talking and who you are talking to.		Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing
<b>Year 1</b>	Speak clearly and confidently in a range of contexts.	Use appropriate tone of voice in the right context e.g. to project their voice to a large audience.		Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing
<b>Year 2</b>	Speak clearly and confidently with appropriate volume and pace in a range of contexts.	Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.		Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions
<b>Year 3</b>	Deliberately vary tone of voice to convey meaning e.g. speaking authoritatively during an expert talk.	Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.		Consider position and posture when addressing an audience
<b>Year 4</b>	Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.	Deliberately select movement and gesture when addressing an audience.		Use pauses for effect in presentational talk e.g. when telling an anecdote or joke.
<b>Year 5</b>	Deliberately vary tone of 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.	Project their voice to a large audience.	Gestures become increasingly natural.	Consciously adapt tone, pace and volume of voice within a single context.
<b>Year 6</b>	Speak fluently in front of an audience.	Have a stage presence.		Consciously adapt, tone, pace and volume of voice.





<b>Pre-Reception</b>	Anticipate and join in with key phrases and events in familiar stories.	Begin to speak to simple sentences using 'because' and 'so'.	
<b>Reception</b>	Use talk in play to practice new vocabulary e.g. bigger, smaller.	Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.	
<b>Year 1</b>	Speak in sentences using joining phrases to link ideas.	Take opportunities to try out new language, even if it is not always correctly used.	Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'
	Use vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.		
<b>Year 2</b>	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 with a visitor to the classroom.	Use sentence stems to signal when they are building or challenging others' ideas in group discussion.
<b>Year 3</b>	Use specialist language to describe their own and others' talk.	Use specialist vocabulary e.g. speak like an archaeologist.	Make precise language choices e.g. instead of describing a cake as 'nice', using 'delectable'.
<b>Year 4</b>	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.		
<b>Year 5</b>	Consider the words and phrases used to express their ideas and how this supports the purpose of talk.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.	
<b>Year 6</b>	Vary sentence structures and length for effect when speaking.	Be comfortable using idioms and expressions	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.



<b>Pre-Reception</b>	Begin to use talk to 'ask'.	Follow a two-step instruction.	Recount simple past events in the correct order.	
<b>Reception</b>	Ask simple questions.	Make relevant contributions that match what has been asked.	Use 'because' to develop their ideas.	Describe events that have happened to them in detail.
<b>Year 1</b>	Recognise when they haven't understood something and ask a question.	Disagree with someone else's opinion politely.	Offer reasons for their opinions.	Explain ideas and events in chronological order.
<b>Year 2</b>	Ask questions to find out more about a subject.	Build on others' ideas in discussions.	Make connections between what has been said and their own and others' experiences.	
<b>Year 3</b>	Reach shared agreement in discussions.	Offer opinions that aren't their own e.g. taking on the role of ...	Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve.	
<b>Year 4</b>	Ask probing questions.	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.	
<b>Year 5</b>	Draw upon knowledge of the world to support their own point of view and explore different perspectives.	Give supporting 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 ...?	
<b>Year 6</b>	Construct a detailed argument or complex narrative.	Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.	Reflect on their own and others' oracy skills and identify how to improve.	

# Speaking & Listening



<b>Pre-Reception</b>	Take turns to talk in larger groups with adult support or when a prop is used to indicate turns.	Initiate interactions by using talk although the range of phrases may still be limited.	
<b>Reception</b>	Look at someone who is speaking to them.	Wait for a turn. Take turns to speak, when working in a group	
<b>Year 1</b>	Listen and respond appropriately to others.	Be willing to change their mind based on what they have heard.	Begin to organise group discussions independently of an adult.
<b>Year 2</b>	Start to develop an awareness of audience e.g. what might interest a certain group.	Start to show 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.	Recite/deliver short pre-prepared material to an audience.
<b>Year 3</b>	Speak with confidence in front of an audience.	Begin to recognise different roles within group talk e.g. chairperson.	Adapt the content of their speech for a specific audience.
<b>Year 4</b>	Use more natural and subtle prompts for turn taking.	Start to develop empathy with an audience.	Consider the impact of their words on others when giving feedback.
<b>Year 5</b>	Listen for extended periods of time including note-taking, drawing visual.	Adapt the content of their speech for a specific audience e.g. use of humour.	Speak with flair and passion.
<b>Year 6</b>	Use humour effectively.	Begin to be able to 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.	

## **Early Years Framework Aims and Objectives (Communication and Language)**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

# Speaking & Listening

## Development Matters Statements (Communication and Language)

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

### Physical



- Speak more clearly, although sound changes are still present.
- Begin to look at who is talking and who you are talking to.
- Usually understood by others, even in connected speech.

### Linguistic



- Anticipate and join in with key phrases and events in familiar stories.
- Begin to speak to simple sentences using ‘because’ and ‘so’.

### Cognitive



- Begin to use talk to ‘ask’.
- Follow a two-step instruction.
- Recount simple past events in the correct order.

### Social & Emotional



- Take turns to talk in larger groups with adult support or when a prop is used to indicate turns.
- Initiate interactions by using talk although the range of phrases may still be limited.

## Possible Teaching Opportunities

- Learn rhymes and sing together as a group and at ‘Rhyme Time’ in front of parents/carers
- Develop early turn taking skills e.g. sharing toys and resources
- Join in with repeated refrains for a familiar story
- Talk about what is happening in a story from the illustrations.
- Listen to adults tell stories with expression
- Be supported in their interactions with each other in their play
- Oral-motor activities e.g. voice sounds, blowing bubbles etc to help with using mouth in front of others and building muscles for producing correct speech sounds

## Experiences

- Rhyme Time in front of parents/carers
- By the end of the year, sing a nursery rhyme in front of the class/small group

## Early Learning Goals (Communication and Language)

## Development Matters Statements (Communication and Language)

### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives (**conjunctions**)
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Physical



- Speak clearly with appropriate volume.
- Look at who is talking and who you are talking to.
- Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing

### Linguistic



- Use talk in play to practice new vocabulary e.g. bigger, smaller.
- Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.

### Cognitive



- Ask simple questions.
- Make relevant contributions that match what has been asked.
- Use 'because' to develop their ideas.
- Describe events that have happened to them in detail.

### Social & Emotional



- Look at someone who is speaking to them.
- Wait for a turn.
- Take turns to speak, when working in a group

## Possible Teaching Opportunities

- Provide children 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 children are given specific praise when they adopt a role and use language appropriately e.g. 'Wow you sounded just like a grown up shopkeeper!'
- Verbally retell a familiar story.
- Support children's understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support children's 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'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.

## Experiences

- By the end of the year, speak to a partner during whole class teaching
- Provide children with opportunities to speak for an extended period of time about something they are interested in
- When visitors come into school, prepare questions they might want to ask.
- Hot seating opportunities

## National Curriculum Spoken Language Aims and Objectives

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.





Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## National Curriculum Keynote

- Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>Speak clearly and confidently in a range of contexts.</li> <li>Use appropriate tone of voice in the right context e.g. to project their voice to a large audience.</li> <li>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing.</li> </ul>	<ul style="list-style-type: none"> <li>Speak in sentences using joining phrases to link ideas.</li> <li>Use vocabulary appropriately specific to the topic</li> <li>Take opportunities to try out new language, even if it is not always correctly used.</li> <li>Use sentence stems to link to other's ideas in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Offer reasons for their opinions</li> <li>Recognise when they haven't understood something and ask a question</li> <li>Disagree with someone else's opinion politely</li> <li>Explain ideas and events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to others</li> <li>Be willing to change their mind based on what they have heard</li> <li>Begin to organise group discussions independently of an adult</li> </ul>

### Possible Teaching Opportunities

- Introduce sentence stems for communicating.
- Model conventions of a good listener.
- 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?'
- 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?'





### Experiences

- Speak to a partner during whole class teaching.
- Take part in small group discussions without an adult leading the discussion.
- Speak in front of their class in response to learning.



## National Curriculum Keynote

- The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</li> <li>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</li> <li>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Speak in sentences using joining phrases to create longer sentences. Through encouragement, use conjunctions and sentence stems in speech and writing.</li> <li>Adapt how to speak in different situations according to the audience.</li> <li>Use sentence stems to signal when they are building or challenging others' ideas in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more about a subject.</li> <li>Build on others' ideas in discussions.</li> <li>Make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>Start to show 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.</li> <li>Recite/deliver short pre-prepared material to an audience.</li> </ul>





Possible Teaching Opportunities	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. holding up one finger to emphasise their first point.</li> <li>Encourage children to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>Take opportunities to develop children's questioning skills.</li> <li>Praise children 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 children deliver presentations, create structured opportunities for children to prepare what they will say so they engage the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in talk partners discussions or small group discussions without an adult</li> <li>Speak to familiar people with real purpose e.g. showing their work and explaining it to an adult in school</li> <li>Participate in a short 'show and tell' session. This could be 'showing', asking a question, or modelling a response to work.</li> </ul>

# YEAR 3 PROGRESSION

# Speaking & Listening

## National Curriculum Keynote





- In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</li> <li>Deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk.</li> <li>Consider position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Use specialist language to describe their own and others' talk.</li> <li>Use specialist vocabulary e.g. speak like an archaeologist.</li> <li>Make precise language choices e.g. instead of describing a cake as 'nice', using 'delectable'.</li> </ul>	<ul style="list-style-type: none"> <li>Offer opinions that aren't their own e.g. taking on the role of ...</li> <li>Begin to reflect on discussions and their own speaking and listening skills and identify areas of strength and areas to improve.</li> <li>Reach shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Speak with confidence in front of an audience</li> <li>Begin to recognise different roles within group talk e.g. chairperson</li> <li>Adapt the content of their speech for a specific audience</li> </ul>

Possible Teaching Opportunities	Experiences
<ul style="list-style-type: none"> <li>Expose children 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>Spend time teaching children what it means to be a chairperson, e.g. a chairperson should be prepared to ask probing and clarifying questions and encourage others to do so too.</li> <li>Use sentence stems and gestures to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Present to an audience of younger students.</li> <li>Chair a discussion</li> </ul>

## National Curriculum Keynote

- In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>Deliberately select movement and gesture when addressing an audience.</li> <li>Use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</li> <li>Use the appropriate tone of voice in the right context.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Give supporting evidence e.g. citing a text (using sentence stems), a previous example or a historical event.</li> <li>Ask probing questions.</li> <li>Reflect on their own speaking and listening skills and identify areas of strength and areas to improve and begin to set own targets.</li> </ul>	<ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking</li> <li>Consider the impact of their words on others when giving feedback</li> </ul>

### Possible Teaching Opportunities





- Introduce children to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time adverbs, rich description and techniques to build suspense. In a persuasive pitch, using a 'hook' to grab the audience's attention, rhetorical devices such as the rule of three and rhetorical questions.
- Create opportunities for children to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each child has key information to bring to the discussion e.g. each child has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.

### Experiences

- Become a storyteller for an authentic audience
- Use talk for a specific purpose e.g. to persuade or to entertain.
- Speak in front of older children
- Speak with an unknown adult for a specific purpose
- Receive feedback from a peer or audience member on their oracy skills.

## National Curriculum Keynote

- During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>• Deliberately vary tone of 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.</li> <li>• Project their voice to a large audience.</li> <li>• Gestures become increasingly natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</li> <li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>• c</li> <li>• 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 ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for extended periods of time including notetaking, drawing visuals</li> <li>• Adapt the content of their speech for a specific audience e.g. use of humour</li> <li>• Speak with flair and passion</li> </ul>

### Possible Teaching Opportunities

- Equip children 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'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Develop a bank of sentence stems which have a similar meaning to those children 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 ...'





### Experiences

- Report on events within school assemblies e.g. following a sports event
- Meet professionals, e.g. a lawyer, an MP or councillor, to ask questions about their job.
- Introduce an assembly or a parent event
- Collaboratively solve a problem
- Speak in front of adults or children

# Speaking & Listening

## National Curriculum Keynote

- During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Physical 	Linguistic 	Cognitive 	Social & Emotional 
<ul style="list-style-type: none"> <li>• Speak fluently in front of an audience.</li> <li>• Have a stage presence.</li> <li>• Consciously adapt, tone, pace and volume of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> <li>• Vary sentence structures and length for effect when speaking.</li> <li>• Be comfortable using idioms and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a detailed argument or complex narrative</li> <li>• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>• Reflect on their own and others' speaking and listening skills and identify how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use humour effectively</li> <li>• Begin to be able to 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</li> </ul>

### Possible Teaching Opportunities

- Teach structures for building evidence-based arguments.

### Experiences

- Give a speech to an audience of peers and adults e.g. hustings for head boy, head girl or school council.
- Lead School Council
- Mentor or work with younger children
- Lead an assembly
- Act as a tour guides for prospective parents, new starters and/or visitors
- Participate in debate club

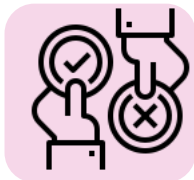


## LANGUAGE STRUCTURES

To support children to develop their speaking skills, we have created a progression of sentence stems. These sentence stems link to different language structures and are used to help children to formulate their ideas into complete sentences to effectively communicate. They provide scaffolding to help the children get started when speaking.

The progression in language structures is set out so that children learn the new sentence stems from their year group whilst still being exposed to those from previous year groups. This means that they are consistently revisiting and using the language structures in their speaking. The list of sentence stems is not exhaustive, and class teachers may add to these within lessons so that they are subject specific. Some sentence stems are in the form of sentence starters, where children are given the first few words of a sentence and then complete them. Others are in the form of sentence frames, where children are provided with useful structures with gaps in for them to complete.

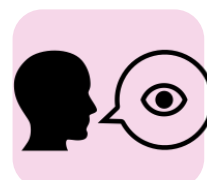
Our different language structures are:



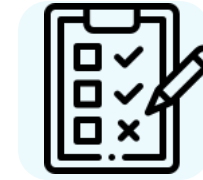
Language of  
Argument



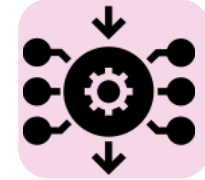
Language of  
Comparison



Language of  
Description



Language of  
Evaluation



Language of  
Deduction



Language of  
Hypothesis



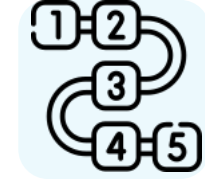
Language of  
Explanation



Language of  
Retelling



Language of  
Prediction



Language of  
Sequencing



This is the language of agreement and disagreement.

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	<p>I like...</p> <p>I think...What do you think?</p> <p>It is...</p> <p>Yes because...</p>	<p>I don't like...</p> <p>I don't think... Why do you think this?</p> <p>It's not...</p> <p>No because...</p> <p>He / She didn't share / take turns. I want to...</p>
<b>Year 1</b>	<p>I like... because...</p> <p>I agree with...because...</p> <p>It is right because...</p>	<p>I don't like...because....</p> <p>I don't agree with...because...</p> <p>It is wrong because...</p>
<b>Year 2</b>	<p>I agree because...</p> <p>I think ... because ...</p> <p>I also think ...</p> <p>Also, ...</p>	<p>I disagree because...</p> <p>I don't think ... because ...</p> <p>However, ...</p> <p>I have a different answer than you...</p>
<b>Year 3</b>	<p>An argument for ... is ... because...</p> <p>Because / as / due to...</p> <p>I understand due to / therefore...</p>	<p>An argument against ... is ... because ...</p> <p>I understand however / but...</p> <p>I accept your decision, however I feel / believe...</p> <p>I see your side but I think...</p>
<b>Year 4</b>	<p>An argument for ... is ... because...and....</p> <p>I understand and agree because...</p>	<p>An argument against ... is ... because...and....</p> <p>I understand... but would argue...</p> <p>I understand your point of view, however I disagree because.....</p> <p>That is a good point but...</p>
<b>Year 5</b>	<p>In my opinion...</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 ... is that.....</p>	<p>Perhaps some people would argue that...</p> <p>However, I would point out that...</p> <p>It is clear that ... would be a great step forward!</p> <p>I can see another way. Let me explain...</p>
<b>Year 6</b>	<p>On the one hand...</p> <p>I am convinced that...</p> <p>Given that...</p>	<p>On the other hand...</p> <p>Convince me that...</p>

# Speaking & Listening



**This is the language of comparing and contrasting.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	<p>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...</p>	<p>It is different / They are different because... It is not the same because... This is... and that is...</p>
<b>Year 1</b>	<p>They are the same because... They are alike because they are both...</p>	<p>They are different because ... is ... and ... is...</p>
<b>Year 2</b>	<p>They are similar because... 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 ... ... and ...are alike in that... ... and ... are similar because...</p>	<p>...and...are different in that... ... is ... but ... is ... ... is ... while ... is...</p>
<b>Year 4</b>	<p>... and ... have the following points in common: ... One similarity between .... and ... is that ... Another is... A further similarity is that...</p>	<p>One difference is... A further difference is that...</p>
<b>Year 5</b>	<p>In some ways ... and ... are alike. For instance they both... Another feature they have in common is that... Furthermore, they are both...</p>	<p>However they also differ in some ways. For example, .... while ... Another difference is....</p>
<b>Year 6</b>	<p>The similarities/differences seem more significant than the similarities/differences because...</p>	





**This is the language of describing.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	<p>It is big / small (size). It is (shape name) It is a (shape name). It is soft / hard or hot / cold (texture / properties) It is the same because... It is different because...</p>	<p>It feels like... It looks like... It tastes like... It sounds like... It smells like...</p>
<b>Year 1</b>	<p>It is ...and... The ... is ... and... They are ... and ...</p>	<p>It is (adjective). It is a (noun). ... has ... ... have ...</p>
<b>Year 2</b>	<p>This is ... and ... This has ... and ...</p>	<p>I feel...because... It / This is a (adjective) (noun). It / This is a (adjective), (adjective) (noun).</p>
<b>Year 3</b>	<p>It seems to be as .....as..... It seems to be like... I think it looks like...</p>	<p>It reminds me of ... Tell me about...</p>
<b>Year 4</b>	<p>It appears to be.....because/due to... It appears to be like... because/due to... It appears to be as... as... because/due to...</p>	<p>It reminds me of... because/due to...</p>
<b>Year 5</b>	<p>...</p>	<p>Develop use of similes. Introduce metaphors and other figurative language.</p>
<b>Year 6</b>	<p>In comparison to....., it...</p>	<p>Use of idioms within description e.g. peas in a pod. Further develop use of similes, metaphors and other figurative language.</p>

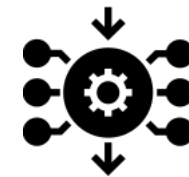


**This is the language of evaluative talk.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	I made this... I did this... I've done this...	I like this because...
<b>Year 1</b>	I found...hard/easy because.. I like / dislike because... I feel that...	Next time, I could... In my opinion...because...
<b>Year 2</b>	I think my..... /This book is....because..... It was interesting because...	I like the part where...because... What I found hard about this work was...
<b>Year 3</b>	Next time, I would... I feel that...	I enjoyed ... because... ... was successful / ambitious because...
<b>Year 4</b>	Maybe you could try... You could improve this work by...	Maybe you could try... Next time you could / would...
<b>Year 5</b>	My view is that... because... This is supported by the fact that... In my opinion,...	Furthermore..... However..... Possible improvements may include...
<b>Year 6</b>	Possible improvements may include... Alternatively,...	

# Speaking & Listening



This is the language of making an assumption based on prior knowledge.

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

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

# Speaking & Listening



**This is the language of proposing an explanation.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	<p>It will...because..                      I think...because..                      It is...because..                      The.....is.....because..</p>	<p>What do you think?                      What will happen if...?</p>
<b>Year 1</b>	<p>I think that..                      I think that...because..                      I don't think that... because..</p>	<p>... will happen because..                      ... will not happen because..</p>
<b>Year 2</b>	<p>I know that..                      I know..., so I think...</p>	
<b>Year 3</b>	<p>Because I know that..., I think..                      Due to this...,</p>	
<b>Year 4</b>	<p>Maybe it will... because .....</p> <p>Due to the fact that..., I know that.....will happen</p> <p>In conclusion...</p>	<p>Based on what I know, I think...</p>
<b>Year 5</b>	<p>It is true that...,                      Can we prove that...?</p>	<p>I think... will prove/disprove..                      Perhaps the reason is .....</p>
<b>Year 6</b>	<p>Based on the evidence I have been presented with, I can conclude..                      Taking everything into account, I think..                      Given that..., I think..</p>	<p>Having analysed..., I think..                      Having pondered..., I think..                      If we accept this hypothesis, then...</p>

# Speaking & Listening



**This is the language of explaining.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	It is ... You put... I/He/She .. This is...	It is ...because... This is ...because... The.....is... They are/were..
<b>Year 1</b>	I/He/She...because... When..., ... After I..., ...	Answer questions: How? Why? Where? When?
<b>Year 2</b>	... happened We/They... because	
<b>Year 3</b>	Then... As a result of..., ... Later...	
<b>Year 4</b>	Meanwhile,... Furthermore,... Eventually,...	In contrast to..., Because...,
<b>Year 5</b>	Because of....., x happened. For example, ... In conclusion,...	To begin with, ... The reason(s) for... is/are
<b>Year 6</b>	Due to....., ... has / is..... In summary..., Owing to..., ... has / is.....	This has altered... Evidently, ...



This is the language recounting and retelling.

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	First I/we... Then..... After... Next...	... happened in the beginning... ... happened in the middle... ... happened last... At the end,...
<b>Year 1</b>	My partner said..., After that, ... Finally, ...	Retelling stories: Once upon a time..., One day..., Long ago, ...
<b>Year 2</b>	At last, ... Suddenly, ... Then ... happened... Just then, ... Afterwards, ...	Retelling stories: Once there was... Later on, ... Lastly, ... In the end, ...
<b>Year 3</b>	As a result of..., Meanwhile, ... I remember that..., Unfortunately, ...	Luckily, ... To conclude / In conclusion..... Eventually, ... During, ...
<b>Year 4</b>	In the beginning, ... Subsequently, ... Without warning, ...	Reflecting upon..., ... In the event that..., To sum up, ...
<b>Year 5</b>	Because of..., x happened. For example, ...	To begin with, ... The reason(s) for... is/are
<b>Year 6</b>	In summary, ... The consequence of... is...	With hindsight, ...

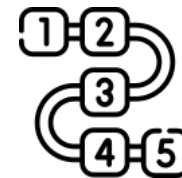


**This is the language of predicting.**

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	I think it will... It will... The...will...	The...is going to... This will...because...
<b>Year 1</b>	I think...because... I predict...will happen.	
<b>Year 2</b>	I think...because...(prior knowledge) I predict that... I predict that...because...	... might happen because...
<b>Year 3</b>	However... Meanwhile... Therefore... Also... I predict that.....after.....	I predict that... as a result of... This is probable because... After..., I predict that... The outcome will be.....because...
<b>Year 4</b>	Due to the fact that..., ... As a result of..., ...will happen All events lead on to... because...	Because...and...are similar, I predict that...will happen. Based on..., I predict that... After hearing all the evidence, I think that... will happen
<b>Year 5</b>	X has happened, therefore I think... The outcome will be...due to... If..... then.....	Due to the fact that...,
<b>Year 6</b>	There is a high/low probability... The chances of... The likelihood of...	In light of..., I predict... Upon consideration of the relevant factors,...

# Speaking & Listening



This is the language of ordering and putting in sequence.

Children should learn the new sentence stems from their year group whilst still being exposed to those from previous year groups.

<b>Reception</b>	First, Next, Then, After,	... happened first ... happened last
<b>Year 1</b>	After that, Finally,	
<b>Year 2</b>	Last of all, Lastly, Eventually,	
<b>Year 3</b>	In addition,	
<b>Year 4</b>	Meanwhile, Following this,	
<b>Year 5</b>	In the beginning, In the end, During,	
<b>Year 6</b>	Whilst X was..., Y was... During X, Y happened. Initially the... were... However...	