



## St Margaret Mary's



### Skill Progression in Speaking and Listening

#### Curriculum

##### **Educational Programme**

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 modeling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

##### **ELG 1 – Listening, Attention and Understanding**

- 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 2 - Speaking**

- 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 uses of conjunctions, with modeling and support from their teacher.

##### **Purpose**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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

	Pre-school	Nursery	Reception	Links to KS1
<b>Listening and Attention</b>	<ul style="list-style-type: none"> <li>- Listens with interest to the noises adults make when they read stories</li> <li>- Listen to other people's talk with interest, but can easily be distracted by other things</li> <li>- Listen to simple stories and understand what is happening, with the help of the pictures</li> <li>- Recognises and can name/talk about a familiar sound, e.g. train noise, bin truck, door closing.</li> <li>- Shows interest in play with sounds, songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups, when conversation interests them</li> <li>- Listen and respond appropriately (through gesture, action or verbal response)</li> <li>- Listens to a story or rhyme and can remember and talk about much of what's happened. (3-4)</li> <li>- Is able to follow directions (if not intently focused)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Comprehend a story</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>- Beginning to sit and listen for longer periods of time e.g. collective worship, assembly etc</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Can listen for longer periods of time (transition from REC carpet time to Y1 carpet time)</li> <li>-Can listen attentively in a variety of situations/ in a larger group e.g assembly</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>- Can listen attentively with sustained concentration to follow a story without pictures or props.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- Begins to understand simple, 'who', 'what' and 'where' questions</li> <li>- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li> <li>- Developing understanding of simple concepts (e.g. fast/slow, good/bad)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and respond to an instruction given, e.g. put you coat on and come back to the carpet.</li> <li>- Understands use of objects (e.g. which one do we cut with?)</li> <li>- Understand and respond to a simple who, what, where questions and beginning to understand why and how questions.</li> <li>- Understands the meaning differences and similarities in relation to places, objects and living things. (&amp; compare)</li> </ul>	<ul style="list-style-type: none"> <li>- Understands questions such as who; why; when; where and how</li> <li>- Can ask own questions to check understanding</li> <li>- Can infer information e.g. from books</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> <li>- Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>- Ask relevant questions to extend their understanding and knowledge.</li> </ul>
<b>Use of Vocabulary</b>	<ul style="list-style-type: none"> <li>- Learns new words very rapidly and is able to use them in communicating</li> <li>- Uses longer sentences (e.g. mummy gonna work)</li> <li>- Beginning to use word endings (e.g. going, cats)</li> <li>- Uses language that reflects personal experiences during play, e.g. "eat your dinner" while feeding a doll</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider range of vocabulary</li> <li>- Begin to use words with the correct plurals and tenses</li> <li>- Can retell a simple story, event or past experience that has happened in the correct order.</li> <li>- Speaks in longer sentences of 4-6 words</li> <li>- Uses talk in pretending that objects stand for something else in their play, e.g. this box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of conjunctions, e.g. because when answering questions</li> <li>- Use new vocabulary throughout the day, e.g. key words linked to the topic</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Uses language to imagine, recreate roles and/or introduce a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>-Can use vocabulary learnt from books, home and school in everyday situations in the correct context.</li> <li>-Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul>

<b>Turn taking in conversation/ communication</b>	<ul style="list-style-type: none"> <li>- Uses language to share feelings, expressions and thoughts</li> <li>- Holds a conversation, jumping from topic to topic</li> <li>- Talks about their play to people with similar interests</li> <li>- Can use words and actions to communicate their needs, wants and feelings</li> <li>- Uses a variety of questions (e.g. what, where, who)</li> </ul>	<ul style="list-style-type: none"> <li>- Knows when and how to talk in various situations, e.g. not shout out, voice levels.</li> <li>- Uses words and actions to express a point of view or stand up for themselves.</li> <li>- Uses talk to develop ideas and narratives with peers.</li> <li>- Know when it's their turn to talk and listen in conversation.</li> <li>- Uses talk to explain what is happening and anticipate what might happen next</li> <li>- Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> </ul>	<ul style="list-style-type: none"> <li>- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events</li> <li>- Links statements and sticks to main theme</li> <li>- Understanding when it is their turn to respond to questions or comments</li> <li>- Take turns in talking in performances, e.g. the Christmas play</li> <li>- Listen attentively to others responses</li> <li>- Describe events in some detail</li> </ul>	<ul style="list-style-type: none"> <li>- Can gain and beginning to maintain and monitor the interest of the listener(s)</li> <li>- Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>- Beginning to show some awareness of the listener by making changes to language and non-verbal features.</li> </ul>
<b>Skills to be supported and modeled by the adult</b>	<ul style="list-style-type: none"> <li>- Adults model speech, mouth movements, noises and actions during songs and rhymes</li> <li>- Adult to model spoken English and turn taking in conversation.</li> <li>- Introduce new vocabulary related to an object, noise or action, linked to children's interests, wow moments and topics/projects of learning</li> </ul>	<ul style="list-style-type: none"> <li>- Adults to model turn taking in conversation through speech, actions and gestures.</li> <li>- Model spoken English and the correct pronunciation of letter sounds, including mouth movements.</li> <li>- Teach new vocabulary unlimited to children's interests and topics/projects of learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Model spoken English and the correct tenses, in full sentences.</li> <li>- Teach and model a variety of conjunctions, e.g. and, because, but.</li> <li>- Teach subject specific vocabulary e.g. stem, leaves, pollen, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling changing voices for different characters speech</li> <li>-Modelling changing verbal and non verbal communication depending on the listener.</li> </ul>
	<b>KS1 (Years 1 and 2)</b>	<b>LKS2 (Year 3 and 4)</b>	<b>UKS2 (Years 5 and 6)</b>	
<b>Physical</b>	<p>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts</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 part of a story. Considers position and posture when addressing an audience.</p>	<p>To project their voice to large audience. For gestures to become increasingly natural.</p>	
	<p>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p>	<p>To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume within a single situation</p>	
<b>Linguistic</b>	<p>To use vocabulary appropriate specific to the topic at hand To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language e.g. instead of describing a cake as 'nice' using 'delectable'.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p>	

	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.
<b>Cognitive</b>	To offer reasons for their opinions To recognise when they have not understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	To offer opinions that are not their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. in a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. To identify when a discussion is going off topic and to be able to bring it back on track.
	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
<b>Social and emotional</b>	Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult.	To adapt the content on their speech for a specific audience. To speak with confidence in front of an audience.	Listening for extended periods of time. To speak with flair and expression.
	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback	To use humour effectively. 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.

### Progression in Language Structures – EYFS

The Language of Argument (agreement and disagreement)	He / She didn't share / take turns I want to... I like... I don't like... I think... Why? I think... What do you think? I don't think... Why do you think this? It is...
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	<p>It's not...  Yes because...  No because...  I like...  I don't like...</p>
<p>The Language of Comparison  (comparing and contrasting)</p>	<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...  It is different / They are different because...  It is not the same.  This is... and that is...</p>
<p>The Language of Deduction  (making an assumption based on  prior knowledge)</p>	<p>It will... because...  I think I will...  I think... because...  It is... because...  It has... because...  Why do you think this is a...?  What can you see?  Why did _____ happen?  _____ happened because...  What can you tell me about it?</p>
<p>The Language of Description  (describing)</p>	<p>It is big / small/ long/ short/ tall (size- using -est and -er when comparing and ordering)  It is round, flat, curved, straight (describing shape)  It is a (shape name)  It is soft / hard or hot / cold (texture / properties)  It feels like...  It looks like...  It tastes like... because...  It sounds like...  It smells like...  It is the same because...  It is different because...  Tell me about the shapes/ objects you have.  As above, use This ... looks like ... etc.</p>
<p>The Language of Evaluation  (evaluative talk)</p>	<p>I made this train.  "I like the way the wheels rotate"  I've done this picture.  "I can see you have put lots of detail in there, flowers, people, trees"  I like this because...  I made this...  I did this...  I've done this...  Tell me about your ideas.</p>

The Language of Explanation	<p>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 more...  They/We have two each  Altogether I have...  I think...  ...heavier...  ...lighter...</p>
The Language of Explaining in a Mathematics context	<p>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 more...  They/We have two each  Altogether I have...  I think...  ...heavier... / lighter...</p>
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	<p>How do you know e.g. 'The porridge is hot'?  It is... .because...  I think... because...  It will... .because...  The.... Is... because...  What do you think?  I wonder what would happen if.... ?</p>
The Language of Opinion	<p>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?  I wonder what will happen if... ?  If...?</p>
The Language of Prediction (predicting)	<p>I like / don't like...  It is good/nice/beautiful</p>

	<p>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...?</p>
The Language of Retelling (events and storytelling)	<p>First I... First we...          Then...After...          And then...          What did you do first? Then what happened? _____ happened first.          Next.... _____happened.          Then... _____happened.          _____ happened last.          Next... _____ and_____happened.          At the end, _____ happened.          ...happened in the beginning.          ...happened in the middle.          ...happened in the end.          Finally...</p>
The Language of Sequencing	<p>First... Next... Then...          After that...          ...and then...          ...happened first.          Next... _____ happened.          Then... _____ happened.          _____happened last.          It is... because...          It is...          At the end... or Finally...</p>
<b>Progression in Language Structures – year 1</b>	
The Language of Argument (agreement and disagreement)	<p>Yes because...          No because...          I like... because... and...          I don't like... because... And...          I agree with... because...          It is right...          It is wrong...</p>



The Language of Comparison (comparing and contrasting)	They are the same because... They are different because... is ... and... is... They are alike because they are both...
The Language of Deduction (making an assumption based on prior knowledge)	I think that... I think that... because... It is... because... ...happened because... <i>What do you think happened?</i>
The Language of Description (describing)	It is... and... The... is... and... They are... because... It is a (adjective) / (noun) ... has ... ... have ...
The Language of Evaluation (evaluative talk)	I found... hard/easy because... I like / dislike because... I feel that...next time. I could... In my opinion... because...
The Language of Explanation	I... because... When I... because... After I... How? Why? Where? When? <i>Sometimes incorporating sequence language structures.</i>
The Language of Explaining in a Mathematics context	I know... because... ... is in-between/after/before because... ...comes before... because... ...comes after...because... So then... The answer is... because...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	think... because...and... I don't think...because...and... ...will happen because...
The Language of Opinion	I think... I think... because... I like... best.....because... My partner thinks... I agree because... I disagree because...
The Language of Prediction (predicting)	I think... I think... because... (prior knowledge) I predict... will happen... They are the same because... (comparing)

The Language of Retelling (events and storytelling)	My partner said... Retelling stories – Once upon a time... One day... Long ago... <i>'What happened next?'</i>
The Language of Sequencing	First I will... Next I would... Then I... After that I...
<b>Progression in Language Structures – year 2</b>	
The Language of Argument (agreement and disagreement)	No because... Yes because... I agree / disagree because... I think... because... and also because... However... Also...
The Language of Comparison (comparing and contrasting)	They are the same because... They are similar because... They are different because... is... and... is... They are alike because they are both... It feels different because this one... and that one...
The Language of Deduction (making an assumption based on prior knowledge)	Say how the characters feel and explain why. I think that... because... This happened... because... I know this... <i>What do you think happened?</i> <i>How do you know that ?</i>
The Language of Description (describing)	It/ This is... and... This has ... and ... The... is... and... They are... and... I feel... because... This is a big, round, red, beach ball
The Language of Evaluation (evaluative talk)	I think my... /book is... because... Next time I could... I found... hard/easy because... I like / dislike... because... It was interesting because... I like this because... I found this piece of work hard/easy because...
The Language of Explanation	I... because... When I ... because... After I... The... because... We/They... because... How... Why... Where... When...
The Language of Explaining in a Mathematics context	I started at 5 because the... and... are both... I jumped on/up in ... because... and... are different in that... This makes... so I ... So then I... because... I know... because...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	I think this... because... I know this, so I think... This will happen because...
The Language of Opinion	I think... because...

	I prefer... because...My partner thinks... I agree/disagree because...
The Language of Prediction (predicting)	.....same..... .....similar..... .....different..... I think because... I predict that... because... I think they will be alike because they are both...
The Language of Retelling (events and storytelling)	My partner said... First, Next, Then, After that, Finally...At last... Suddenly... 'What happened next?' 'What did...?'
The Language of Sequencing	First... Next... After that... Finally... Last of all...
<b>Progression in Language Structures – year 3</b>	
The Language of Argument (agreement and disagreement)	An argument for is... because... An argument against is... because... I understand however / due to / but / therefore... I accept your decision however I feel / believe...because / as / due / to...
The Language of Comparison (comparing and contrasting)	... and... are both... ... and... are alike in that... ... and... are similar because... ... and... are different in that... ...is... but... is... ...is... while... is...
The Language of Deduction (making an assumption based on prior knowledge)	I conclude that... because...I found that... because... As a result of... I conclude that... Afterlooking at the data/information/results I conclude that...On observing I found that...
The Language of Description (describing)	It looks/feels/sounds/smells like...It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... <i>Why? How? What? Tell Me About...</i>
The Language of Evaluation (evaluative talk)	I found this work... because...Next time I could/would... Maybe you could try... / I feel that...I enjoyed it because... ... was successful / ambitious because... You could improve this work by...
The Language of Explanation	How... Why... When...What...After... Then... As a result of... Later... because...

The Language of Explaining in a Mathematics context	If you... then... First... After that... I know... because... ... and... are alike in that... / ...and... are similar because... ...is... but... is... / ...is... while... is... When... / If... ... so ...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	Because I know that... I know that...Due to this... I know that...
The Language of Opinion	I agree/disagree because... I appreciate/understand.....'s opinion because/as/due to...However I feel... because/as/due to... My opinion/view is... because/as/due to...I believe... because... What is your opinion on...? How do you feel when...?Why do you feel...?
The Language of Prediction (predicting)	I predict that... because... however/meanwhile/therefore/also...I predict that... after... I predict that... as a result of...This is probable because... ...and... are different in that... therefore as a result... After...I predict that...
The Language of Retelling (events and storytelling)	Once upon a time... Once there was...As a result of... Meanwhile... I remember that... Then this happened...Later on... Eventually ... Unfortunately...Luckily... During... Lastly... In the end... To conclude / In conclusion...
The Language of Sequencing	First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because...
<b>Progression in Language Structures – year 4</b>	
The Language of Argument (agreement and disagreement)	An argument for... is... because... and... An argument against... is... because... and... I understand... that... depending on the content but would argue...I understand your point of view, however I disagree because...
The Language of Comparison (comparing and contrasting)	... and... are both... ...and... are alike in that... ...and... are similar because... ... and... have the following points in common: ...One similarity between... and... is that... Another is...A further... One difference is... A further difference...
The Language of Deduction (making an assumption based on prior knowledge)	In conclusion, I would say that... due to the fact that...My results make me think that... because... Having analysed the data, I conclude that...
The Language of Description (describing)	It looks / tastes/ feels / 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>

The Language of Evaluation (evaluative talk)	I enjoyed... because... ...was successful / ambitious because... You could improve this work by... Maybe you could try...Next time I/ you could / would...
The Language of Explanation	How...? Why...? Where...? When...? What...? After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to /Because
The Language of Explaining in a Mathematics context	We know that... so/because... / It can't be... so/because... So it must be... so/because... / I agree/disagree with you because...A major difference between... and... is that... Some ways in which... and... differ are... ..., So... / ...As a result, ...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	Because I know that..., I know that... Maybe it's because... Due to the fact that... I know that... will happen
The Language of Opinion	I agree/I disagree because... I appreciate ...'s opinion because... Due to...However I think differently because... Most reasonable people would agree that... because... <i>What is your opinion on the issue of X?</i> <i>How would you feel if you were in that situation?</i>
The Language of Prediction (predicting)	I predict that... because... however... Due to the fact that... (extension of because)As a result of... this will happen because... All events lead on to... because... Because... and... are similar, I predict that... will happen.The outcome will be... due to... Based on... I predict that... Afterhearing all the evidence, I think that... will happen
The Language of Retelling (events and storytelling)	In the beginning... Subsequently... (time connectives)On the other side of the forest... Back at home... I remember that... With hindsight... Reflecting upon...In the event that... Lastly... In the end... To conclude / In conclusion / To sum up...
The Language of Sequencing	Firstly... because/however/therefore/after a while/meanwhile/ in addition...Next... Then... Finally/Eventually/Lastly... In conclusion...
<b>Progression in Language Structures – year 5</b>	
The Language of Argument (agreement and disagreement)	In my opinion... X should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree... My second important reason for wanting to ban... is that... Perhaps some people would argue that...However, I would point out that... It is clear that a ban on... would be a great step forward!
The Language of Comparison (comparing and contrasting)	In some ways... and... are alike. For instance they both...Another feature they have in common is that... Furthermore, they are both... However, they also differ in some ways. For example... while...Another difference is...
The Language of Deduction (making an assumption based on prior knowledge)	The fact is...In effect... Given that... then...I deduce/deduct...I have worked out...In conclusion... I conclude...

The Language of Description (describing)	It looks / tastes / feels / 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>
The Language of Evaluation (evaluative talk)	My view is that... because... This is supported by the fact that... In my opinion... furthermore... However...Possible improvements may include...
The Language of Explanation	Because of... X happened For example... In conclusion...To begin with...As a result of... The reason(s) for...
The Language of Explaining in a Mathematics context	I think the question means... so the answer would be...I know that... therefore I would try out... If the... add up to... then the total number must be...Knowing this means we can work out what's missing!As a result ... / ... therefore... The reason... is that... / ...is due to...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	It is true that... Can we prove that...In conclusion... I would like to prove / disprove...Perhaps the reason is...
The Language of Opinion	Therefore / In my opinion / I believe...He considers... It is my opinion that... however others may/might believe...
The Language of Prediction (predicting)	I predict that... I believe / I think... might / or...If... then... X has happened, therefore I think...
The Language of Retelling (events and storytelling)	<i>First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?'</i>
The Language of Sequencing	Meanwhile... Following this / that... In the beginning...
<b>Progression in Language Structures – year 6</b>	
The Language of Argument (agreement and disagreement)	On the one hand... But...Convince me that... I am convinced...Given that...
The Language of Comparison (comparing and contrasting)	In some ways... and... are alike. For instance they both...Another feature they have in common is that... Furthermore they are both... However, they also differ in some ways. For example... while...Another difference is that... whereas... Finally... but... The similarities/differences seem more significant than the similarities/differences because...
The Language of Deduction (making an assumption based on prior knowledge)	The facts lead to...Based on... Been lead to the conclusion that...The evidence leads to... Having considered... This infers that...
The Language of Description (describing)	In comparison to... <i>Idioms e.g. Peas in a pod Develop metaphors and similes.</i>

The Language of Evaluation (evaluative talk)	My view is that...In my opinion... This is supported by the fact that...Furthermore... however... Possible improvements may include... Or alternatively...
The Language of Explanation	... such as... Due to X... has / is...In summary... Owing to... X has / is...This has altered... Evidently...
The Language of Explaining in a Mathematics context	First I... Then... Next... Finally... I approached it methodically (by)...I was systematic... (when/because) I looked at the whole problem and broke it down into steps...We could possibly... or... So far I have discovered/worked out that...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	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	Consequently / Based on fact / Because of my beliefs...To hold the view / Afterconsideration After/ On reflection It is my understanding that... The facts lead me to the conclusion that...
The Language of Prediction (predicting)	In light of... I predict... There is a high / low probability... The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors
The Language of Retelling (events and storytelling)	<i>First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?' In summary...</i> The consequence of...
The Language of Sequencing	Whilst X was... Y was... During X – Y happened.Initially the... were... However...