



Bishop Chadwick
Catholic Education Trust St. Cuthbert's Catholic Primary School – English Curriculum





St Cuthbert's Catholic Primary School


Spoken Language and Oracy Long Term Plan 2024-25


(adapted from the Together for Children plan)

Progression in the Four Strands of Oracy

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div style="text-align: center;">  <p>Physical</p> </div>	<p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</p> <p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p>	<p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</p> <p>Deliberately varies tone of voice to convey meaning e.g. speaking authoritatively during an expert talk.</p> <p>Consider position and posture when addressing an audience.</p>	<p>Deliberately select movement and gesture when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</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.</p> <p>Project their voice to a large audience.</p> <p>Gestures become increasingly natural.</p> <p>Consciously adapt tone, pace and volume of voice within a single context.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage presence.</p> <p>Consciously adapt, tone, pace and volume of voice</p>

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p data-bbox="264 531 383 560">Linguistic</p>	<p data-bbox="461 233 663 355">Use talk in play to practice new vocabulary e.g. lighter, heavier.</p> <p data-bbox="461 395 663 579">Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p data-bbox="689 233 902 344">Speak in sentences using joining phrases to link ideas.</p> <p data-bbox="689 379 902 579">Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.</p> <p data-bbox="689 614 902 751">Take opportunities to try out new language, even if it is not always correctly used.</p> <p data-bbox="689 786 902 986">Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</p> <p data-bbox="689 1021 902 1158">Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p>	<p data-bbox="918 233 1131 384">Speaking in sentences using joining phrases to create longer sentences.</p> <p data-bbox="918 419 1131 834">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.</p> <p data-bbox="918 869 1131 1094">Use sentence stems to signal when they are building or challenging others' ideas in group'</p>	<p data-bbox="1146 233 1359 416">Be able to use specialist language to describe their own and others' talk.</p> <p data-bbox="1146 451 1359 579">Use specialist vocabulary e.g. speak like an archaeologist.</p> <p data-bbox="1146 614 1359 834">Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p>	<p data-bbox="1375 233 1588 579">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.</p>	<p data-bbox="1603 233 1816 547">Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</p> <p data-bbox="1603 582 1816 802">Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>	<p data-bbox="1832 233 2045 483">Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p data-bbox="1832 518 2045 643">Vary sentence structures and length for effect when speaking.</p> <p data-bbox="1832 678 2045 770">Be comfortable using idioms and expressions</p>

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

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Social and Emotional</p>	<p>Look at someone who is speaking to them.</p> <p>Wait for a turn. Taking turns to speak, when working in a group</p>	<p>Listen and respond appropriately to others.</p> <p>Be willing to change their mind based on what they have heard.</p> <p>Begin to organise group discussions independently of an adult.</p>	<p>Start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>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.</p> <p>Recite/deliver short pre-prepared material to an audience.</p>	<p>Speak with confidence in front of an audience.</p> <p>Begin to recognise different roles within group talk e.g. chairperson.</p> <p>Adapt the content of their speech for a specific audience.</p>	<p>Use more natural and subtle prompts for turn taking.</p> <p>Start to develop empathy with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p>	<p>Listen for extended periods of time including note-taking, drawing visual.</p> <p>Adapt the content of their speech for a specific audience e.g. use of humour.</p> <p>Speak with flair and passion.</p>	<p>Use humour effectively.</p> <p>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.</p>

Please note that the progression statements have been adapted from Voice 21 Oracy Progression Map

Oracy Curriculum Overview

National Curriculum Spoken Language Aims and Objectives (Year 1 -6)

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.

Year 1

Keynote from National Curriculum for Year 1 Teachers: 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.

Autumn	Spring	Summer
<p>Linguistic Oracy:</p> <ul style="list-style-type: none">• Speak in sentences using joining phrases to link ideas.• Using vocabulary appropriately specific to the topic• 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 <p>Physical Oracy:</p> <ul style="list-style-type: none">• Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing. <p>Cognitive Oracy:</p> <ul style="list-style-type: none">• Recognise when they haven't understood something and ask a question• Explain ideas and events in chronological order <p>Social & Emotional Oracy:</p> <ul style="list-style-type: none">• Listen and respond appropriately to others	<p>Cognitive Oracy:</p> <ul style="list-style-type: none">• Offer reasons for their opinions• Disagree with someone else's opinion politely <p>Social & Emotional Oracy:</p> <ul style="list-style-type: none">• Be willing to change their mind based on what they have heard	<p>Social & Emotional Oracy:</p> <ul style="list-style-type: none">• Begin to organise group discussions independently of an adult <p>Physical Oracy:</p> <ul style="list-style-type: none">• 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.

Year 2

Keynote from National Curriculum for Year 2 Teachers: 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.

Autumn	Spring	Summer
<p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • Recite/deliver short preprepared material to an audience <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> • Ask questions to find out more about a subject <p>Physical Oracy:</p> <ul style="list-style-type: none"> • Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions. <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> • Speaking in sentences using joining phrases to create longer sentences. Through 	<p>Cognitive Oracy:</p> <ul style="list-style-type: none"> • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences <p>Physical Oracy:</p> <ul style="list-style-type: none"> • 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. 	<p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • 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 <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> • Adapt how to speak in different situations according to the audience. • Use sentence stems to signal when they are building or challenging others' ideas in groups.

encouragement to use conjunctions and sentence stems in speech and writing.		
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Year 3

Keynote from National Curriculum for Year 3 Teachers: 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.

Autumn	Spring	Summer
<p>Linguistic Oracy:</p> <ul style="list-style-type: none"> • Be able to 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'. <p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • Speak with confidence in front of an audience <p>Physical Oracy:</p> <ul style="list-style-type: none"> • Consider position and posture when addressing an audience. 	<p>Cognitive Oracy:</p> <ul style="list-style-type: none"> • 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 through the introduction of Talk Detectives • Reach shared agreement in discussions <p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • Begin to recognise different roles within group talk e.g. chairperson 	<p>Physical Oracy:</p> <ul style="list-style-type: none"> • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. <p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience

	Adapt the content of their speech for a specific audience	
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Year 4

Keynote from National Curriculum for Year 4 Teachers: 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.

Autumn	Spring	Summer
<p>Social & Emotional Oracy:</p> <ul style="list-style-type: none"> • 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 <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> • 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 	<p>Physical Oracy:</p> <ul style="list-style-type: none"> • Deliberately select movement and gesture when addressing an audience. • Use the appropriate tone of voice in the right context. <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event 	<p>Physical Oracy:</p> <ul style="list-style-type: none"> • To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets

Year 5

Keynote from National Curriculum for Year 5 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

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

Year 6

Keynote from National Curriculum for Year 6 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

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

Progression in Language Structures EYFS and KS 1

Language Structure	Reception	Year 1	Year 2
Language of comparison, comparing and contrasting	It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is..... and that is.....	They are the same because... They are different because...is...and...is.... They are alike because they are both.....	They are the same because... They are similar because... They are different because...is...and...is... They are alike because they are both... It feels different because this one...and that one...
Language of deduction, making an assumption based on prior knowledge	It will...because.. 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?	I think that... I think that...because... It is...because... ...happened because... What do you think happened?	Say how the characters feel and explain why. I think that...because... This happened....because... I know this... What do you think happened? How do you know that...?
The language of description & describing	It is big / small (size) It is (shape name) 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.....	It is...and.. The...is...and They are...because... It is a (adjective) / (noun)has have	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 argument Agreement and disagreement	He / She didn't share / take turns I want to..... I like..... I don't like.....	Yes because... No because... I like..... Because..... And... I don't like... Because.....and.....	No because... Yes because... I agree / disagree because... I think.. because... and also because..... However...Also...

	<p>I think..... Why? I think..... What do you think? I don't think..... Why do you think this? It is..... It's not..... Yes because..... No because..... I like..... I don't like...</p>	<p>I agree with.....because... It is right... It is wrong.....</p>	
<p>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...</p>	<p>I found...hard/easy because.. I like / dislike because... I feel that...next time. I could... In my opinion...because...</p>	<p>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 like the part where...because.... What I found hard about this work was... I found this piece of work hard/easy because...</p>
<p>Language of Hypothesis</p>	<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? What will happen if...?</p>	<p>I think...because...and I don't think.....because.....and ...will happen because...</p>	<p>I think this...because... I know this, so I think ... This will happen because...</p>
<p>Language of Explanation Explaining</p>	<p>It is ... You put... I/He/She .. It is ...because... This is... This is ...because... The.....is... They are/were.. When...</p>	<p>I...because... When I...because... After I...How ? Why? Where? When? Sometimes incorporating sequence language structures.</p>	<p>I...because... When I ...because... After I..... The...because... We/They...because... How...Why...Where...When</p>
<p>The language of retelling</p>	<p>First I... First we... Then..... After... And then.....</p>	<p>My partner said... Retelling stories – Once upon a time..... One day..... Long ago... 'What happened next?'</p>	<p>My partner said... First, Next, Then, After that, Finally... At last ... Suddenly ... 'What happened next?' 'What did...?'</p>

	<p>What did you do first? Then what happened? 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</p>		
Language of Prediction	<p>I think it will..... 'What do you think will happen?' It will... The...will..... The...is going to..... This will.....because... What do you think will happen next? What will happen if...</p>	<p>I think... I think...because...(prior knowledge) I predict...will happen. They are the same because..... (comparing)</p>	<p>...same... ...similar... ...different... I think....because... I predict that... because... I think they will be alike because they are both.....</p>
Language of sequencing	<p>First..... Next... Then... After that...and then..... happened first. Next...happened. Then.....happened. ...happened last. It is...because...It is...</p>	<p>First I will..... Next I would... Then I... After that I... Finally I...</p>	<p>First... (First put the hat on) Next..... After that..... Finally..... Last of all...</p>

Progression in Language Structures KS 2

Language Structure	Year 3	Year 4	Year 5	Year 6
Language of comparison, comparing and contrasting	<p>... and...are both... ...and.....are alike in that..... and.....are similar because and.....are different in that.... ...is...but.....is..... is...but...is..... is.....while.....is.....</p>	<p>.....and.....are both..... and.....are alike in that..... and.....are similar because... and.....have the following points in common: One similarity betweenand is that..... Another is..... A further.....One difference is..... A further difference.....</p>	<p>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.....</p>	<p>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.... Final...but... The similarities/differences seem more significant than the similarities/differences because.....</p>
Language of deduction, making an assumption based on prior knowledge	<p>I conclude that.....because..... I found that.....because..... As a result of..... I conclude that..... After looking at the data/information/results I conclude that..... On observing I found that.....</p>	<p>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.....</p>	<p>The fact is..... In effect..... Given that.....then..... I deduce/deduct..... I have worked out..... In conclusion..... I conclude.....</p>	<p>The facts lead to..... Based on..... Been lead to the conclusion that... The evidence leads to..... Having considered..... This infers that.....</p>
The language of description & describing	<p>It looks/feels/sounds/smells like.....</p>	<p>It looks / tastes / feels / sounds / smells like It appears to be...because...</p>	<p>It looks / tastes / feels / sounds / smells like</p>	<p>In comparison to.....</p>

	<p>It appears to be.....because..... It seems to be.....as..... I think it looks like...due to..... It reminds me of ...because / therefore / meanwhile..... Why? How/? What? Tell Me About...</p>	<p>It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...</p>	<p>It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...</p>	<p>Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.</p>
<p>The language of argument Agreement and disagreement</p>	<p>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.....</p>	<p>An argument foris..... 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.....</p>	<p>In my opinion..... Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree..... My second important reason for wanting to ban..... is that..... Perhaps some people would argue that..... However, I would point out that..... It is clear that a ban on.....would be a great step forward!</p>	<p>On the one hand..... But... Convince me that..... I am convinced..... Given that.....</p>
<p>Language of evaluation Evaluative Talk</p>	<p>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.....</p>	<p>I enjoyed.....because..... was successful / ambitious because... You could improve this work by..... Maybe you could try..... Next time I / you could / would.....</p>	<p>My view is that.....because...This is supported by the fact that..... In my opinion..... Furthermore..... However..... Possible improvements may include...</p>	<p>My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however... Possible improvements may include..... Or alternatively...</p>
<p>Language of Hypothesis</p>	<p>Because I know that..... I know that..... Due to this..... I know that...</p>	<p>Because I know that ice melts, I know that... Maybe it's because Due to the fact that.....I know that.....will happen</p>	<p>It is true that..... Can we prove that... In conclusion...</p>	<p>Based on the evidence I have been presented with, I can conclude..... Taking everything into account..... Having analysed.....</p>

			I would like to prove / disprove... Perhaps the reason is	Having pondered..... If we accept this hypothesis, what else will be true? Given this, it is likely that
Language of Explanation Explaining	How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / because....	How.....Why.....Where..... When..... What.....After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because	Because of..... x happened. For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for.....Such as Due to.....x has / is.....In summary..... Owing to.....x has / is..... This has altered... Evidently...
The language of retelling	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.....	In the beginning..... Subsequently.... On the other side of the forest..... Back at home	First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?'	First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?' In summary..... The consequence of....
Language of Prediction	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.....because.....however... Due to the fact that..... (extension of because) As a result of.....this will happen because..... All events lead on to.....because..... Because.....and.....are similar, I predict that.....will happen. The outcome will be.....due to..... Based on.....I predict that..... After hearing all the evidence, I think that..... will happen	I predict that..... I believe / I think.....might / or..... If..... then..... X has happened, therefore I think.....	In light of.....I predict... There is a high / low probability... The chances of/The likelihood of/ Due to the fact that/Upon consideration of the relevant factor

	I predict that..... The outcome will be.....because... What do you think? How did you come to that prediction?			
Language of sequencing	First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly... because...	Firstly.....because/however/ therefore/after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/Lastly..... In conclusion.....	Meanwhile..... Following this / that..... In the beginning.....	Whilst X was..... Y was.....During X – Y happened. Initially the..... were..... However.....