



Expectations in every classroom:	Speaking activities:
<ul style="list-style-type: none"> Paired talk is used in all lessons. Key vocabulary is explicitly taught, displayed and expected in all spoken and written work. All adults model a high level of spoken language. All adults ask higher order thinking questions in all lessons and use questioning techniques for all to respond. Paired and group talk is used in all learning journeys. Children are praised for listening carefully to adults and one another. Children orally rehearse any writing they are about to produce. 	<ul style="list-style-type: none"> Discussion (formal/informal depending on year group) within the wider curriculum. Debate (formal/informal depending on year group) within the wider curriculum or English lessons. Presentation (informal) Presentation (formal) Role-play/improvisation (drama techniques) Performance-poetry

	Debate	Discussion	Presentation
Reception	<ul style="list-style-type: none"> Say what they like or dislike about something. Say how something is similar or different. 	<ul style="list-style-type: none"> Able to listen to others. Able to say what they like or dislike about something. Say how something is similar or different. 	<ul style="list-style-type: none"> Able to re-tell parts of a story in order. To say what they like or dislike about something. To be able to say what is similar and different about something. To give some reasons for particular features of the subject they are presenting about.
	<p>Progression of language structure</p> <p>Argument Opinion Explanation</p> <p>He / She didn't share / take turns I want to..... I like..... I don't like..... I think..... Why? I think..... What do you think? I don't think..... Why do you think this? It is..... It's not..... Yes because..... No because..... I like..... I don't like..... I've got theone It's the same/ different It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think..... heavier..... lighter.....</p>	<div> <p>I've got theone It's the same/ different It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think.....</p> </div>	<p>Progression of language structure</p> <p><i>NB For presentations, children might use any of the sentence stems for debate or discussion but might also use the following stems depending on the context and subject matter of the presentation.</i></p> <p>Comparison Deduction</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..... 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.....</p>

Year 1	<ul style="list-style-type: none"> Can say their likes and dislikes about a topic and provide some reasons. To understand what agreeing and disagreeing mean. To be able to share their partner's likes and dislikes. 		<ul style="list-style-type: none"> Ask and answer questions for specific information. Listen to a partner. To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 		<ul style="list-style-type: none"> Understand the need to look at who's talking to them and think about what they are saying. Talk about their experiences in a way that can be understood. Speak audibly to be heard and understood. 	
	Progression of language structure Argument Opinion Explanation	Yes because..... No because..... I like..... Because..... And..... I don't like..... Because..... And..... I agree with..... Because..... It is right..... It is wrong..... I think..... I think.....because..... I like.....best.....becaus e..... My partner thinks..... I agree because..... I disagree because..... I..... because..... When I.....because..... After I..... How ? Why? Where? When?	Progression of language structure Argument Opinion Explanation	Yes because..... No because..... I like..... Because..... And..... I don't like..... Because..... And..... I agree with..... Because..... It is right..... It is wrong..... I think..... I think.....because..... I like.....best.....beca use..... My partner thinks..... I agree because..... I disagree because.....	Progression of language structure <i>NB For presentations, children might use any of the sentence stems for debate or discussion but might also use the following stems depending on the context and subject matter of the presentation.</i> Sequencing Comparison Deduction	First I will..... Next I would..... Then I..... After that I..... Finally I..... They are the same because..... They are different because.....is.....an d.....is..... They are alike because they are both..... I think that..... I think thatbecause..... It is.....because.....happened because..... What do you think happened?
Year 2	<ul style="list-style-type: none"> Can begin to give their opinion in a range of contexts. Begin to show preferences when presenting knowledge. Can explain the basic reasons for the knowledge they are presenting. 		<ul style="list-style-type: none"> Ask and answer questions to develop understanding. Listen to others and put forward their own points. Allow others to talk without interrupting and take turns. Can provide reasons for their views. 		<ul style="list-style-type: none"> Talk about events in sequence with supporting detail. Speak clearly to be heard and understood. Able to present similarities and differences. To be able to share how they feel about knowledge they are presenting. 	
	Progression of language structure Argument Opinion Explanation	No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... Also..... I think..... because.....	Progression of language structure Argument Opinion Explanation	No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... Also..... I think..... because.....	Progression of language structure <i>NB For presentations, children might use any of the sentence stems for debate or</i>	First..... (First <u>put</u> the hat on) Next..... After that..... Finally..... Last of all..... They are the same because..... They are similar because.....

		I prefer.....because..... . My partner thinks..... I agree/disagree because..... I.....because..... When Ibecause..... After I..... The.....because..... We/They.....because..... How.....Why.....Whe re.....When.....		I prefer.....because..... My partner thinks..... I agree/disagree because.....	discussion but might also use the following stems depending on the context and subject matter of the presentation. Sequencing Comparison Deduction	They are different because.... is.....and.....is..... They are alike because they are both..... It feels different because this one..... and that one..... It / This is.....and..... This has and The.....is.....and..... They are.....and..... I feel.....because.....
Year 3	<ul style="list-style-type: none">Can say why they hold a view about a topic or issue.Able to share some feelings about the focus of debates.Begin to be able to share why they agree or disagree with someone else’s view.		<ul style="list-style-type: none">Ask and answer questions to extend understanding- how and why?Can follow the main points of discussion and make contributions which show understanding.		<ul style="list-style-type: none">Plan what to say so that it has structure that makes sense to the listener.Vary voice and intonation.Beginning to show an awareness of some different viewpoints when presenting knowledge.Can provide a conclusion to what they are presenting.	
	Progression of language structure Argument Opinion Explanation	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..... I agree/disagree because..... I appreciate/understand.....’s opinion because/as/due to..... However I feel.....because/as/due to..... My opinion/view is.....because/as/due to..... I believe.....because..... What is your opinion.....How do you feel.....Why do you feel.....	Progression of language structure Argument Opinion Explanation	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..... I agree/disagree because..... I appreciate/understand.....’s opinion because/as/due to..... However I feel.....because/as/due to..... My opinion/view is.....because/as/due to..... I believe.....because..... What is your opinion.....How do you feel.....Why do you feel.....	Progression of language structure NB For presentations, children might use any of the sentence stems for debate or discussion but might also use the following stems depending on the context and subject matter of the presentation. Sequencing Comparison Deduction	First.....because..... . Next.....however..... ... Then.....therefore..... .. Finally/Eventually/Lastly.....because..... and.....are both.....and.....are alike in that.....and.....are similar because.....and.....are different in that.....is.....but.....is.....is.....but.....is..... I conclude that.....because..... I found that.....because..... As a result of.....I conclude that.....

		<p>How.....Why.....</p> <p>.....</p> <p>Where.....When.....</p> <p>.....</p> <p>What.....After.....</p> <p>.....</p> <p>Then / As a result of / Later / because</p>				<p>After looking at the data/information/results I conclude that.....</p> <p>On observing I found that.....</p>
Year 4	<ul style="list-style-type: none"> Can explain their own ideas and opinions clearly using vocabulary relevant to the topic. Provide an appreciation of others' views when presenting their own opinion. Demonstrate some evidence of cause and effect when debating. 		<ul style="list-style-type: none"> Ask and answer questions to extend understanding- how and why? Make relevant contributions that follow on from what others have said. Comments are based on their own experience/ understanding 		<ul style="list-style-type: none"> Plan an approach to the presentation, taking account of audience and purpose. Use language techniques and register to engage the listener. Able to articulate more than one similarity and difference when appropriate. Present a beginning, middle and conclusion to a presentation. 	
	<p>Progression of language structure</p> <p>Argument</p> <p>Opinion</p> <p>Explanation</p>	<p>An argument foris.... because..... and....</p> <p>An argument against....</p> <p>Is....because.....and.....</p> <p>I understand....</p> <p>That....depending on the content but would argue....</p> <p>I understand your point of view, however I disagree because.....</p> <p>I agree/I disagree because.....</p> <p>I appreciate's opinion because..... Due to.....</p> <p>However I think differently because.....</p> <p>Most reasonable people would agree that.....because.....</p> <p><i>What is your opinion on the issue of bullying?</i></p> <p><i>How would you feel if you were being bullied/in that situation?</i></p> <p>How.....Why.....</p> <p>.....</p> <p>Where.....When.....</p> <p>.....</p> <p>What.....After.....</p> <p>.....</p> <p>Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p>	<p>Progression of language structure</p> <p>Argument</p> <p>Opinion</p> <p>Explanation</p>	<p>An argument foris.... because..... and....</p> <p>An argument against....</p> <p>Is....because.....and.....</p> <p>I understand....</p> <p>That....depending on the content but would argue....</p> <p>I understand your point of view, however I disagree because.....</p> <p>I agree/I disagree because.....</p> <p>I appreciate's opinion because..... Due to.....</p> <p>However I think differently because.....</p> <p>Most reasonable people would agree that.....because.....</p> <p><i>What is your opinion on the issue of bullying?</i></p> <p><i>How would you feel if you were being bullied/in that situation?</i></p>	<p>Progression of language structure</p> <p><i>NB For presentations, children might use any of the sentence stems for debate or discussion but might also use the following stems depending on the context and subject matter of the presentation.</i></p> <p>Sequencing</p> <p>Comparison</p> <p>Deduction</p>	<p>Firstly.....because/however/therefore/after a while/meanwhile/ in addition.....</p> <p>Next.....</p> <p>Then.....</p> <p>Finally/Eventually/Lastly.....</p> <p>.....</p> <p>In conclusion.....</p> <p>.....and.....are both.....</p> <p>.....and.....are alike in that.....</p> <p>.....and.....are e similar because.....</p> <p>.....and.....have the following points in common:</p> <p>One similarity between.....and.....is that.....</p> <p>Another is.....</p> <p>A further.....</p> <p>One difference is.....</p> <p>A further difference.....</p> <p>In conclusion, I would say that.....due to the fact that.....</p> <p>My results make me think that.....because.....</p> <p>.....</p> <p>Having analysed the data, I conclude that.....</p>
Year 5	<ul style="list-style-type: none"> Begin to use wider world knowledge to support views. 		<ul style="list-style-type: none"> Ask questions about others' points of view and respond appropriately. 		<ul style="list-style-type: none"> Start to project voice so everyone can hear it. Start to vary the pitch, tone and rhythm of voice. 	

	<ul style="list-style-type: none"> Use posture, gesture and tone of voice to persuade the audience. Reply to questions from the audience. Project voice. 		<ul style="list-style-type: none"> Make relevant contributions that follow on from what others have said. Comments widen the discussion 		<ul style="list-style-type: none"> Begin to use gestures and body movements to help convey the points they want to make. Structure the presentation logically and coherently giving an introduction and conclusion. Use language techniques and register to engage and maintain the interest of the listener. 	
	<p>Progression of language structure</p> <p>Argument</p> <p>Opinion</p> <p>Explanation</p> <p>Evaluation</p>	<p>In my opinion..... should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....</p> <p>My second important reason for wanting to ban..... is that.....</p> <p>Perhaps some people would argue thatthat.....</p> <p>However, I would point out that.....</p> <p>.....</p> <p>It is clear that a ban on.....would be a great step forward!</p> <p>Therefore / In my opinion / I believe</p> <p>He considers...</p> <p>It is my opinion that.....however others may/might believe.....</p> <p>Because of..... x happened</p> <p>For example.....</p> <p>In conclusion.....</p> <p>To begin with.....</p> <p>As a result of.....</p> <p>The reason(s) for.....</p> <p>My view is that.....because.....</p> <p>.....</p> <p>This is supported by the fact that.....</p> <p>In my opinion.....furthermore.....</p> <p>.....However.....</p> <p>Possible improvements may include.....</p>	<p>Progression of language structure</p> <p>Argument</p> <p>Opinion</p> <p>Explanation</p> <p>E</p> <p>v</p> <p>a</p> <p>I</p> <p>u</p> <p>a</p> <p>t</p> <p>i</p> <p>o</p> <p>n</p>	<p>In my opinion..... should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....</p> <p>My second important reason for wanting to ban..... is that.....</p> <p>Perhaps some people would argue thatthat.....</p> <p>However, I would point out that.....</p> <p>.....</p> <p>It is clear that a ban on.....would be a great step forward!</p> <p>My view is that.....because...</p> <p>.....</p> <p>This is supported by the fact that.....</p> <p>In my opinion.....furthermore.....</p> <p>.....However.....</p> <p>..</p> <p>Possible improvements may include.....</p>	<p>Progression of language structure</p> <p>NB For presentations, children might use any of the sentence stems for debate but might also use the following stems depending on the context and subject matter of the presentation.</p> <p>Sequencing</p> <p>Comparison</p> <p>Deduction</p>	<p>Meanwhile.....</p> <p>.....</p> <p>Following this / that.....</p> <p>In the beginning.....</p> <p>In some ways....and.....are alike. For instance they both.....</p> <p>Another feature they have in common is that.....</p> <p>Furthermore they are both.....</p> <p>However, they also differ in some ways. For example.....while.....</p> <p>Another difference is.....</p> <p>The fact is.....</p> <p>In effect.....</p> <p>Given that.....then.....</p> <p>I deduce/deduct.....</p> <p>I have worked out.....</p> <p>In conclusion.....</p> <p>I conclude.....</p>
Year 6	<ul style="list-style-type: none"> Use a formal register to offer ideas and opinions in a developed way. Can offer good reasons for their views using specialised vocabulary. Use wider world knowledge to support views. Use posture, gesture and tone of voice effectively to persuade the audience. Reply to questions from the audience. Project voice. 		<ul style="list-style-type: none"> Ask questions to explore and develop ideas. Listen closely to other contributions and ask questions to get clarity or develop the task. Project voice by maintaining volume and pitch through several short-spoken contributions. Use wider world views. 		<ul style="list-style-type: none"> Develop presence when presenting in front of an audience, controlling voice and movement. Use several different tones of voice and adapt voice to the context they are presenting in. Use subtle gestures and body language to indicate a range of different emotions. Able to apply subject specific vocabulary to the content of the presentation. Reply to questions from the audience. Project voice. 	

					<ul style="list-style-type: none">• Structure the presentation logically and coherently giving an introduction and conclusion.• Use language techniques and register to engage and maintain the interest of the listener.	
	Progression of language structure Argument Opinion Explanation Evaluation	On the one hand..... But..... I am convinced that..... Given that..... Consequently / Based on fact / Because of my beliefs..... To hold the view / After consideration After / On reflection It is my understanding that..... The facts lead me to the conclusion that..... Due to.....x has / is..... In summary..... Owing to.....x has / is..... This has altered..... Evidently..... My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however..... Possible improvements may include..... Or alternatively.....	Progression of language structure Argument Opinion Explanation Evaluation	On the one hand..... But..... I am convinced that..... Given that..... My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however..... Possible improvements may include..... Or alternatively.....	Progression of language structure <i>NB For presentations, children might use any of the sentence stems for debate but might also use the following stems depending on the context and subject matter of the presentation.</i> Sequencing Comparison Deduction	Whilst X was..... Y was..... During X – Y happened. Initially the..... were..... However..... 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 facts lead to..... Based on..... The evidence leads to..... Having considered.....