



Spoken Language at Nine Acres – Progression of language

Developing the children's speaking and listening skills is a priority for us at Nine Acres and across the curriculum we ensure that we are giving the children the opportunities to:

- listen and respond appropriately to adults and their peers – working in groups of different sizes from pairs up to large groups.
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary to include being able to discuss abstract topics and a wide range of topics.
- 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 as well as taking turns.
- 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
- act on their constructive feedback for speaking and listening to ensure that they embed skills that with support them throughout primary school and the transition into secondary education and beyond.

Year group	<u>Language of argument – agreeing and disagreeing</u>	<u>Language of comparison – comparing and contrasting</u>	<u>Language of comparison – comparing and contrasting</u>
EYFS	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...	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.....
Year 1	Yes/ No because... I like...because... and... I don't like... because.. and... I agree with...because... It is right... It is wrong...	They are the same because... They are different because...is...and...is... They are alike because they are both...	I think that... I think that ..because... It is...because... ...happened because... What do you think happened?
Year 2	Yes/ No because..... I like... because.... and... I don't like.. because... and... I agree with...because... It is right... It is wrong...	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...	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...?
Year 3	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...	... 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...	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...
Year 4	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.....	...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...	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...
Year 5	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 thatthat... However, I would point out that... It is clear that a ban on...would be a great step forward!	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 fact is... In effect... Given that...then... I deduce/deduct... I have worked out... In conclusion... I conclude...
Year 6	On the one hand.....but..... Convince me that... I am convinced..... Given that...	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 that the similarities/differences because...	The facts lead to... Based on... Been lead to the conclusion that... The evidence leads to... Having considered... This infers that...

Year group	<u>Language of description - describing</u>	<u>Language of evaluation - evaluating</u>	<u>Language of explanation - explaining</u>
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<p>EYFS</p>	<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 feels like... It looks like... It tastes like... because... It sounds like... It smells like... It is the same because... It is different because... As above, use This ...looks like ... etc</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>It is... You put... I / He / She ... It is...because... This is... That is...because... The...is... They are / were... When...</p>
<p>Year 1</p>	<p>It is...and... The...is...and... This is ...They are ... They are...because... It is a (adjective) / (noun) ...hashave ...</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...because... When I.....because... After I... How... Why... Where... When... Sometimes incorporating sequence language structures.</p>
<p>Year 2</p>	<p>It / This is...and... This has ...and ... The...is...and... They are...and... I feel...because... This is a big, round, red, beach ball</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>I...because... When I ...because... After I... The...because... We/They...because... How....Why...Where...When....</p>
<p>Year 3</p>	<p>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... Why? How? What? Tell Me About...</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>How... Why... Where... When... What... After... Then / As a result of / Later / because ...</p>
<p>Year 4</p>	<p>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... Why? How? What? Tell Me About...</p>	<p>I enjoyed...because...was successful / ambitious because... You could improve this work by... Maybe you could try... Next time I / we / you could / would...</p>	<p>How... Why... Where... When... What... After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p>
<p>Year 5</p>	<p>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... Why? How? What? Tell Me About...</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>Because of.. x.. happened For example... In conclusion... To begin with... As a result of... The reason(s) for...</p>
<p>Year 6</p>	<p>In comparison to... Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.</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>Because of.. x.. happened For example... In conclusion... To begin with... As a result of... The reason(s) for...</p>

Year group	Language of explanation - mathematical context	Language of hypothesis - explaining based on evidence	Language of Opinion
EYFS	I've got the ...one 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...	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...?	I like/don't like It is good/nice/beautiful It is not nice I think... I think it will... It will... It will... because... I think... because... I think that... What do you think? What will happen if...? If...?
Year 1	I know...because... ...is in-between/after/before because.. ...comes before...because... ...comes after...because... So then... The answer is...because...	I think...because...and... I don't think...because...and... ...will happen because...	I think... I think... because... I like... best... because... My partner thinks... I agree because... I disagree because...
Year 2	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...	I think this... because... I know this, so I think... This will happen because...	I think... because... I prefer... because... My partner thinks... I agree/disagree because...
Year 3	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 ...	Because I know that... I know... Due to this... I know that...	I agree/disagree because... I appreciate/understand ...'s opinion because/ as / due to... However I feel... as/because/due to... I believe... because... What is your opinion? How do you feel? Why do you feel?
Year 4	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,...	Because I know that..., I know that... Due to the fact that... I know that... will happen Maybe it's because...	I agree/disagree because... I appreciate ...'s opinion because... Due to... However I think differently because... Most reasonable people would agree that... because... What is your opinion on the issue of...? How would you feel if you were in that situation?
Year 5	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...	It is true that... Can we prove that... In conclusion, ... I would like to prove/disprove... Perhaps the reason is...	Therefore / In my opinion / I believe He considers... It is my opinion that...however others may/might believe...
Year 6	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...	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...	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...

Year group	Language of prediction - prediction	Language of retelling - events and story telling	Language of sequencing
EYFS	<p>I think it will... It will... The ... will.. The... is going to... This will... because...</p> <p>What do you think will happen? What do you think will happen next? What will happen if?</p>	<p>First I... First we... Then... After... And then... ... happened first Next... happened Then... happened ... happened last. Next... and ... happened. At the end, ... happened. ... happened in the beginning/middle/end</p> <p>What did you do first? Then what happened?</p>	<p>First... Next... Then... After that... ... and then... ... happened first... Next... happened Then... happened ... happened last It is... because... It is ...</p>
Year 1	<p>I think... I think... because... (prior knowledge) I predict... will happen They are the same because... (comparing)</p>	<p>My partner said... Retelling stories:- Once upon a time... One day... Long ago... What happened next?</p>	<p>First I will... Next I would... Then I... After that I... Finally I...</p>
Year 2	<p>There are the same/similar/different because... I think... because... I predict that... because... I think that they will be alike because they are both...</p>	<p>My partner said... First, Next, Then, After that, Finally... At last... Suddenly... What happened next? What did...</p>	<p>First... (e.g First <u>put</u> the hat on) Next... After that... Finally... Last of all...</p>
Year 3	<p>I predict that...because... however/meanwhile/therefore/also... I predict that...after / as a result of ... This is probable because... ...and...are different in that... therefore as a result... After...I predict that... The outcome will be...because...</p> <p>What do you think? How did you come to that prediction?</p>	<p>Once upon a time... Once there was... As a result of... Meanwhile... Later on... Eventually... Unfortunately... Luckily... I remember that... Then this happened... During... Lastly... In the end... To conclude/ In conclusion...</p>	<p>First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because</p>
Year 4	<p>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</p>	<p>In the beginning... Subsequently... 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...</p>	<p>Firstly... because/however/therefore/after a while/meanwhile/ in addition... Next... Then... Finally/Eventually/Lastly... In conclusion...</p>
Year 5	<p>I predict that... I believe/ I think... might / or If... then... X has happened, therefore I think...</p>	<p>First, Next, Then, After that, Finally... What happened next? What did...?</p>	<p>Meanwhile... Following this/that... In the beginning...</p>
Year 6	<p>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</p>	<p>First, Next, Then, After that, Finally... In summary... The consequence of... What happened next? What did...?</p>	<p>Whilst X was... Y was... During ... X-Y happened Initially the ... were.... However...</p>