Progression in Language Structures

Planning for children's academic language development

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Context

Progress is one of the key measures of success for pupils and schools and how teachers support the progress of EAL pupils in classroom teaching is an important area for development. This document sets out some suggestions for a progression in the teaching of language structures, building on some ideas in 'Speaking Frames', Sue Palmer's Key Stage 2 books (www.fultonpublishers.co.uk). This document is used to plan for children's academic language development alongside the content of the curriculum, comment on how pupils gain confidence and use academic language in context, making accelerated progress towards, and exceeding national expectations.

For the purposes of this document here are two helpful definitions:
- Language Structures – the sentence starters;
- Language Functions – the purpose for which the language is being used.

This publication includes 12 commonly-used language functions with suggested language structures, chosen because children experience difficulties with developing the academic language these require. These are cross-curricular and not subject-specific.

This document is to be used to support lesson planning, as language structures must be taught within the context of subject knowledge. These are not the only language structures children should be acquiring, but they are frequently used. This document is not meant to be used as an assessment tool.

How to plan for children's language development

This document should be used to support planning for talk in a range of subjects and lessons across the curriculum. It identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher or practitioner to both identify what is needed and to structure the development of language for progress in key skills over a unit of work. This identification of the language that needs to be taught should support differentiation according to the range of language ability within the class. This is particularly useful when so many classes take in new arrivals who have recently started learning English or who have had a break from learning. White UK children also need to be taught academic English.

Planning for language structures extends speaking and listening beyond the use of key words and supports the expression of ideas within a task. Identifying appropriate language structures as well as key vocabulary at the planning stage leads to learning objectives being firmly embedded. The aim is for children to be taught how to express and develop their ideas.

EAL pedagogy as outlined in 'Excellence and Enjoyment: learning and teaching for bilingual children in the primary years', (DCSF Ref 0013-2006PCK-EN) explains how EAL children become fluent in 'basic interpersonal communicative skills' (playground or social talk) within two to three years but it can take five years or longer to catch up with mono-lingual peers in the development of cognitive and academic language. '*The ability to use language for academic purposes together with cognitive development (the development of thinking and learning skills) is the key to realising educational potential*' p9 Unit 1 Planning and assessment for language and learning.

This document describes the planning process as a series of steps as follows:-
1. Identify the key learning objective
2. Establish the key skills to be developed
3. Decide on what the children need to say in order to learn, explore, explain and define the new skill or learning. What have they used previously that they can apply to this?
4. Clarify what the teacher needs to model
5. Provide opportunities for the children to use the new language

Practical teaching and learning strategies to support language acquisition

- **Visuals** – display sentence structures enabling children to use them as a point of reference during talk based tasks.
- **Modelling** – deciding which sentence structure to use based on the context , then speak the sentence, 'thinking aloud'
- **Improving the quality of talk** – encourage responses that build on those of others, e.g. 'I agree with …. because ….'
- **Partner and group talk** – expect children to use sentence structures from previous lessons together with the given sentence structures, encourage them to question each other and develop each other's responses.
- **Oral rehearsal** – practise orally using 'writer's talk', in pairs or individually.
- **Recording children's talk** –encourage children to listen to their own talk so as to develop and improve on it.

Impact

Teachers who have used this document and now plan consistently for the development of children's language have observed the following:-

- Sentence structures are being used independently by the pupils and transferred appropriately to other subjects, showing that the new language has become securely embedded.

- Writing levels are improved.
- Contributions in class increase as the children have the tools to express themselves and they make full responses to what other have said.
- Discussion about their own work continues independently throughout lessons, in partners and in groups, supporting one another and extending themselves.
- Engagement with tasks increases.
- Many children have developed a more formal register of talk for the classroom which is closer to their written register, showing that academic language is becoming embedded.
- A wider use of sentence structures and range of vocabulary in talk and writing
- Children show confidence in talking about the quality of their own and others' talk.

DVD Exemplification - 'Talk for Learning in Tower Hamlets, Developing progress in speaking and listening in every classroom'

Tower Hamlets Ethnic Minority Achievement Team and Humanities Education Centre have produced a DVD to exemplify classroom practice using the language structures and function set out in this publication for:-
- Year 5 - A Talk for Writing lesson based on 'The Piano'.
- Year 1 – A Talking within Drama lesson based on the story 'Anancy and Mr Dry-Bone' .

The DVD also includes interviews with the teachers who explain how they use this document, 'Progression in Language Structures', and interviews with the children about how talking supports their learning.

The Language of Argument – Agreeing and disagreeing

Year Group	Language Structures
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…………………..
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………….
Year 2	No because………………. Yes because……………… I agree / disagree because………. I think…… because…. and also because……. However…….. Also………….
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……
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……..
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 that …………………that……… However, I would point out that……………………………………………………………….. It is clear that a ban on………………………….would be a great step forward!
Year 6	On the one hand………………………. but…………………………………………………………. Convince me that……………………………………………………………………………………. I am convinced…………………………………………………………………………………. Given that………………………………………………………………………………………..

The Language of Comparison –Comparing and contrasting

Year Group	Language Structures
EYFS	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……………
Year 1	They are the same because………………… They are different because…………………is…………and…………is…………… They are alike because they are both……………………
Year 2	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…………..
Year 3	………………. 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………………
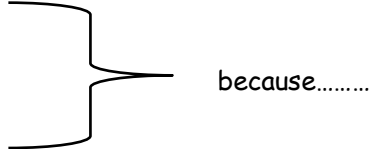
Year 4	…………………and…………are both…………………………. …………………and…………………are alike in that…………… …………………and………………are similar because…………… …………………and………………have the following points in common: ……………. One similarity between……….and…………….is that………………… Another is……………………………. A further……………………………. One difference is………………………….. A further difference…………………….
Year 5	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………………………………………..
Year 6	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 Language of Deduction –Making an assumption based on prior knowledge

Year Group	Language Structures
EYFS	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	I think that…………………………….. I think that …………….because…………………….. It is…………….because…………………………….. …………………….happened because…………………… *What do you think happened?*
Year 2	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	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	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	The fact is…………… In effect………………. Given that……………….then……………… I deduce/deduct………………………. I have worked out…………………… In conclusion…………………………… I conclude…………………………
Year 6	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

Year Group	Language Structures
EYFS	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………………………………….. It sounds like…………………………………. It smells like………………………………….. It is the same because…………………………. It is different because………………………… *As above, use This ….. looks like …… etc* because………
Year 1	It is…………………………and…………………….. The……………………….is………………and………………….. This is ……………… They are ………. They are………………………….because………………….. It is a (adjective) / (noun) ……….has ……….. ……… have ………
Year 2	It / This is……….and……… This has ………. and ………… The……….is…………….and………….. They are……………and………………….. I feel……………because………………… This is a big, round, red, beach ball

Year 3	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…
Year 4	It looks/feels/tastes/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………………………
	Why? How? What? Tell Me About…
Year 5	It looks/feels/tastes/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………………………
	Why? How? What? Tell Me About…
Year 6	In comparison to……………………………….
	Idioms e.g. Peas in a pod
	Develop / Introduce metaphors and similes.

The Language of Evaluation –Evaluating

Year Group	Language Structures
EYFS	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…
Year 1	I found………………hard/easy because……………………. I like / dislike because………………………………………….. I feel that………………………………………….next time. I could…………………………………………………… In my opinion………………because………………………..
Year 2	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…
Year 3	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…………………………………………….
Year 4	I enjoyed………………because…………… ……………was successful / ambitious because……………………. You could improve this work by………………Maybe you could try…………… Next time I / you could / would………………….
Year 5	My view is that…………………….because………………… This is supported by the fact that………………………………. In my opinion……………………….furthermore………………However……………. Possible improvements may include…………………………….
Year 6	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 – **Explaining**

Year Group	Language Structures
EYFS	It is…………………………… You put……………………… I / He / She ……………………………… It is…………………because………………….. This is………………………………………. That is……………because…………………….. The………………..is……………………… They are / were………………………………….. When………………………………………..
Year 1	I…………………… because……………………. When I………………because……………………. After I…………………………………………. How…………………. Why………………. Where………………. When………………. *Sometimes incorporating sequence language structures.*
Year 2	I…………………because……………………. When I ……………….because……………….. After I…………………………………………. The……………………because……………….. We/They………………because……………….. How…………Why…………….Where……………..When…………………….
Year 3	How……………………………. Why…………………………….

	Where……………………. When………………………… What……………………. After………………………….. Then / As a result of / Later / because ……………………………..
Year 4	How…………………………. Why………………………….. Where……………………… When………………………… What……………………. After……………………….. Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because
Year 5	Because of…………………………. x happened For example……………………………….. In conclusion………………………………….. To begin with……………………………… As a result of………………………………. The reason(s) for…………………………………
Year 6	………………………. such as ………………….. Due to…………………………x has / is………….. In summary…………………………………… Owing to………………………x has / is…………. This has altered…………………………………….. Evidently…………………………………………

The Language of Explanation - in a mathematical context

Year Group	Language Structures	
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……………………	
Year 1	I know…………….because………………….. ………………is in-between/after/before because………………….. ………………comes before……………because……………… ………………comes after………………because………………… So then………………………. The answer is…………………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………………….	
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 …………………..
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, ……………
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………………
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…………………………………

The Language of Hypothesis – a suggestion that tries to explain something, based on evidence

Year Group	Language Structures
EYFS	*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………………?*
Year 1	I think……………………because……………and………………. I don't think…………because………………and……………… ……………………will happen because……………………….
Year 2	I think this………..because……………………… I know this, so I think ………………… This will happen because………………………
Year 3	Because I know that…………………I know ………………… Due to this……………I know that………………………………
Year 4	Because I know that ………, I know that…………………………… Due to the fact that………………I know that……………will happen Maybe it's because ………..

Year 5	It is true that…………………………….
	Can we prove that……………………….
	In conclusion…………………………… .
	I would like to prove / disprove………..
	Perhaps the reason is ……
Year 6	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

Year Group	Language Structures
EYFS	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?* *What will happen if……………….?* *If…………………………………………?*
Year 1	I think………………………………… I think…………..because…………. I like………………best………..because…………. My partner thinks…………………… I agree because………………………… I disagree because……………………..

Year 2	I think………because ………….
	I prefer………….because……………….
	My partner thinks……………………
	I agree/disagree because…………………
Year 3	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……………
Year 4	I agree/I 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 bullying?
	How would you feel if you were being bullied/in that situation?
Year 5	Therefore / In my opinion / I believe
	He considers…
	It is my opinion that………….however others may/might believe……………….
Year 6	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…………………….

The Language of Prediction - Predicting

Year Group	Language Structures
EYFS	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…………………*
Year 1	I think…………………. I think………..because………. (prior knowledge) I predict………………will happen. They are the same because……………. (comparing)
Year 2	………………same……………………. ………………similar…………………. ………………different………………… I think…….because…………………………………. I predict that………………because………………. I think they will be alike because they are both………………….

Year 3	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…………… *What do you think? How did you come to that prediction?*
Year 4	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
Year 5	I predict that…………….. I believe / I think……………………… might / or………………….. If………. Then……………….. X has happened, therefore I think…………………
Year 6	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 story telling

Year Group	Language Structures	
EYFS	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.	

Year 1	My partner said………………………….
	Retelling stories – Once upon a time…..
	                   One day…………….
	                   Long ago………….
	
	'What happened next?'	

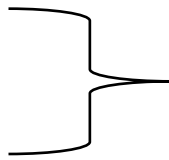| Year 2	My partner said…………………… First, Next, Then, After that, Finally… At last …. Suddenly ….. 'What happened next?' 'What did…?'
Year 3	Once upon a time……….. Once there was…………………… As a result of……………………… Meanwhile………….. Later on………. Eventually …….. Unfortunately……….. Luckily……. I remember that………. Then this happened……………. During………….. Lastly……………………. In the end………………… To conclude / In conclusion…………………………………………
Year 4	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…………………………………………
Year 5	First, Next, Then, After that, Finally… 'What happened next?' 'What did…?'
Year 6	First, Next, Then, After that, Finally… 'What happened next?' 'What did…?' In summary………………….. The consequence of…………………..

The Language of Sequencing

Year Group	Language Structures
EYFS	First………………. Next……………… Then…………………. After that………………………….. …….and then……………………. ……………………..happened first. Next…………………..happened. Then…………………………..happened. ……………………..happened last. It is……………………because…………… It is……………………………
Year 1	First I will………………………….. Next I would…………………………. Then I……………………………… After that I………………………. Finally I…………………….

Year 2	First…………………. (First <u>put</u> the hat on) Next…………………. After that…………… Finally………………. Last of all……………
Year 3	First………..because…………………. Next…………..however……………… Then…………..therefore……………. Finally/Eventually/Lastly…………because…………………
Year 4	Firstly…………..because/however/therefore/after a while/meanwhile/ in addition……………

	Next……………………. Then…………………. Finally/Eventually/Lastly………………… In conclusion………………………………………
Year 5	Meanwhile……………………………………. Following this / that…………………………. In the beginning…………………………………
Year 6	Whilst X was………. Y was…………………… During X – Y happened. Initially the…………………. were………. However…………………..

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…………………………. It's not………………………. Yes because…………………. No because…………………. I like…………………………… I don't like…………………….
The 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……………
The Language of Deduction –Making an assumption based on prior knowledge	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…………………………
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……………………………………. It sounds like……………………………………. It smells like……………………………………. It is the same because…………………………. It is different because………………………… *As above, use This ….. looks like …… etc* } because…………
The Language of Evaluation – Evaluative Talk	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…

The Language of Explanation	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……………………
The Language of Explaining in a Mathematics context	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……………………
The Language of Hypothesis –– a suggestion that tries to explain something, based on evidence	*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…………………?
The Language of Opinion	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?* *What will happen if…………………?* *If………………………………………?*
The Language of Prediction - Predicting	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……………….*
The Language of Retelling – Events and story telling	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.
The Language of Sequencing	First………………. Next…………… Then………………. After that……………………….. …….and then……………………. ………………………happened first. Next………………….happened. Then…………………….happened. ……………………….happened last. It is………………….because…………… It is…………………………….

Progression in language structures- YEAR 1

The Language of Argument – Agreement and Disagreement	Yes because…………………….. No because…………………. I like…….. Because……. And………. I don't like……. Because……. And….. I agree with…………. Because……… It is right…………… It is wrong…………..
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…………………… *What do you think happened?*
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? *Sometimes incorporating sequence language structures.*
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	I 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 story telling
	My partner said………………………
	Retelling stories – Once upon a time…..
	        One day…………….
	        Long ago………….
	'What happened next?'

The Language of Sequencing	First I will………………………….. Next I would……………………….. Then I…………………………… After that I…………………….. Finally I……………………..

Progression in language structures- YEAR 2

<u>The Language of Argument</u> – Agreement and Disagreement	No because…………………. Yes because………………. I agree / disagree because………. I think…… because…. and also because……. However…….. Also………….
<u>The Language of Comparison</u> – 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…………..
<u>The Language of Deduction</u> –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……………………………. *What do you think happened?* *How do you know that………………?*
<u>The Language of Description</u> – 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 like the part where……………………………because…………. What I found hard about this work was…………. 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…………………

<u>The Language of Prediction</u> - Predicting	………………same……………………..
	………………similar………………….
	………………different…………………
	I think…….because………………………………..
	I predict that………………because……………….
	I think they will be alike because they are both………………….
<u>The Language of Retelling</u> – Events and story telling	My partner said………………………
	First, Next, Then, After that, Finally…
	At last ….
	Suddenly …..
	'What happened next?' 'What did…?'
<u>The Language of Sequencing</u>	First…………………. (First <u>put</u> the hat on)
	Next………………….
	After that…………… Finally………………. Last of all……………

Progression in language structures- YEAR 3

<u>The Language of Argument</u> – 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……
<u>The Language of Comparison</u> – Comparing and Contrasting	……. 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…………..
<u>The Language of Deduction</u> –Making an assumption based on prior knowledge	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………………………….
<u>The Language of Description</u> – 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…………………. *Why? How/? What? Tell Me About…*
<u>The Language of Evaluation</u> – 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………………………… Where……………………… 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……………How do you feel………Why do you feel…………

<u>The Language of Prediction</u> - 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 outcome will be………………because……………. *What do you think?* *How did you come to that prediction?*
<u>The Language of Retelling</u> – Events and story telling	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…………………………………………
<u>The Language of Sequencing</u>	First………because………………… Next………….however…………… Then………….therefore…………….. Finally/Eventually/Lastly…………because…………………

Progression in language structures- YEAR 4

<u>The Language of Argument</u> – 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……..
<u>The Language of Comparison</u> – 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………………………
<u>The Language of Deduction</u> –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…………………….
<u>The Language of Description</u> – 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……………………… *Why? How? What? Tell Me About…*
<u>The Language of Evaluation</u> – 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………………….
<u>The Language of Explanation</u>	How…………………………. Why………………………….

	Where……………………….. When………………………… What…………………………. After…………………………. Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because
<u>The Language of Explaining in a</u> <u>Mathematics context</u>	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, …
<u>The Language of Hypothesis -</u> a suggestion that tries to explain something, based on evidence	Because I know that ice melts, I know that………………………… Maybe it's because ………… Due to the fact that…………I know that……………will happen
<u>The Language of Opinion</u>	I agree/I 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 bullying?* *How would you feel if you were being bullied/in that situation?*
<u>The Language of Prediction -</u> 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…………………… After hearing all the evidence, I think that……….. will happen

The Language of Retelling – Events and story telling	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………………………………………

Progression in language structures- YEAR 5

The Language of Argument – Agreement and Disagreement	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!
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............................ *Why? How? What? Tell Me About….*
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 story telling	*First, Next, Then, After that, Finally….* *'What happened next?' 'What did….?'*
The Language of Sequencing	Meanwhile…………………………………….. Following this / that………………………….. In the beginning………………………………

Progression in language structures- YEAR 6

<u>The Language of Argument</u> – Agreement and Disagreement	On the one hand……………………. But…………………………………… Convince me that………………………………………………………………… I am convinced…………………………………………………………………… Given that……………………………………………………………………
<u>The Language of Comparison</u> – 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 that the similarities/differences because…….
<u>The Language of Deduction</u> –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……………………………..
<u>The Language of Description</u> – Describing	In comparison to…………………………….. *Idioms e.g. Peas in a pod* *Develop / Introduce metaphors and similes.*
<u>The Language of Evaluation</u> – 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 / After consideration 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 story telling	*First, Next, Then, After that, Finally….* *'What happened next?' 'What did….?'* In summary………………….. The consequence of…………………..
The Language of Sequencing	Whilst X was………. Y was…………………… During X – Y happened. Initially the…………………. were………. However………………….