

ORACY AND VOCABULARY TEACHING

HEATHERLANDS PRIMARY SCHOOL

JANUARY '26



Heatherlands
Primary School

Why Oracy Matters in Our School

Oracy—the ability to communicate effectively through spoken language—is a foundation of learning and personal development. It is not an optional extra; it is fundamental to every child's success across the curriculum. The **July 2025 DfE Writing Framework** makes this clear: writing builds on strong oral foundations. Children who articulate ideas verbally are better equipped to structure sentences, develop vocabulary, and manage the cognitive demands of writing. We want to teach children to speak confidently, listen actively, and engage thoughtfully in discussion. Oracy is recognised as a key driver of literacy, inclusion, and overall attainment.

Our aim is to ensure that every child becomes a confident, articulate communicator—able to express ideas clearly, reason effectively, and collaborate with others. Strong oracy skills support:

- **Reading comprehension** through richer vocabulary and deeper understanding.
- **Writing fluency** by rehearsing ideas aloud before committing them to paper.
- **Personal confidence** in presenting, debating, and sharing opinions.
- **Equity and inclusion**, giving all learners—especially those with EAL or speech and language needs—access to the curriculum.

We weave oracy into the fabric of our teaching, not as a standalone activity but as an integral part of every lesson. Strategies include:

- **Drama and Role-Play** to explore empathy and narrative.
- **Structured Debate** to develop reasoning and respectful disagreement.
- **Class and Partner Talk** to rehearse language and clarify thinking.
- **Discussion Circles** to nurture listening and questioning skills.
- **Oral Rehearsal in Writing Lessons** to strengthen composition and sentence fluency.

Teachers use planning templates, modelled lessons, and CPD to ensure these approaches are consistent and impactful.

We devote lesson time to oracy alongside writing in all curriculum areas. Standalone oracy sessions reduce as talk becomes embedded in every subject. Leadership monitors progress through observations, pupil voice, and work scrutiny, sharing best practice regularly.

By prioritising oracy, we develop well-rounded, confident learners who think critically, communicate effectively, and thrive academically and socially.

Vocabulary Teaching

Building robust oral language is essential—not just the ability to speak, but to speak with precision, clarity, and confidence. A key part of this is ensuring that children have access to tiered vocabulary, taught deliberately and embedded in the learning environment.

Tiered Vocabulary

According to Beck, McKeown & Kucan’s model, vocabulary is classified into:

- Tier 1: Everyday words (e.g., *dog, run*)—acquired through daily use.
- Tier 2: Academic, high-frequency words (e.g., *explore, consequence, analyse*)—often found across subjects.
- Tier 3: Subject-specific terminology (e.g., *hypotenuse, evaporation*).

Tier 2 is particularly critical—it enables children to express complex ideas across subjects yet is less likely to be learned incidentally. Explicit teaching of Tier 2 words significantly enhances comprehension and oral fluency, enriching classroom dialogue and writing development.

Explicit Vocabulary Instruction

Research shows that deliberate and explicit vocabulary instruction—where teachers define words, provide context, and encourage active use—boosts both oral and written language skills. According to Nation (2013) and Schmitt (2008), effective instruction combines repeated exposure, conscious attention, and uptake through meaningful use in speech and writing.

Oracy-centred Vocabulary Development

The *Voicing Vocabulary* study (Voice 21/Dulverton Trust, 2023) finds that oracy-focused classrooms—with a focus on speaking and hearing complex words—accelerate vocabulary growth, boost reading attainment, and improve children’s confidence in communication. Children who engage in talk-rich environments learn new words faster and deploy them effectively in both oral and written contexts.

The July 2025 Writing Framework explicitly highlights that children must:

- “Speak sentences aloud before writing”,
- Use subject-appropriate vocabulary within contexts,
- See vocabulary scaffolded through talk, dictation, and modelled language.

This solidifies the link between high-quality oracy and stronger transcription, composition, and reading comprehension skills.

Our Expectations & Practice

- **Explicit Vocabulary Lessons:** Teachers introduce and explore Tier 2/3 vocabulary each week. This includes:
 - Pupil-friendly definitions, synonyms, antonyms
 - Visuals, examples, and contexts
 - Spoken rehearsal and student-generated sentences
- **Vocabulary-Rich Environment:**
 - Displays and working walls include current vocabulary, definitions, visuals, and examples.
 - Children are encouraged—and expected—to use new words during drama, discussions, partner talk, and writing tasks.
- **Scaffolded Talk:** Structured oracy activities (debates, sentence stems, discussion circles) actively use new vocabulary, reinforcing correct usage and deepening understanding.
- **Integration Across Curriculum:** Vocabulary instruction is not isolated. In every subject:
 - Tier 3 terms are introduced within science, geography, maths contexts.
 - Tier 2 words are recycled across subjects and supported through talk and writing.

Listen and respond appropriately to adults and their peers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p>	<p>Know the key points they need to focus on in order to answer a question <i>e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</i></p>	<p>Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) <i>e.g. 'Tell your partner three facts about ... using the right words if you can and then write them down.'</i></p>	<p>Listen to information, work out which elements are key and make relevant, related comments <i>e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'</i></p>	<p>Listen to complex information and identify key elements and make relevant, related comments <i>e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i></p>	<p>Understand the key points made by a number of speakers and to compare different points of view</p>
<p>Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when' <i>before you sit down you to hang up your coat and your feet.'</i></p>	<p>Understand complex 2-3 part instructions <i>e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'</i></p>	<p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed <i>e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'</i></p>	<p>Infer meanings, reasons and make predictions <i>e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'</i></p>	<p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said <i>e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i></p>	<p>Appreciate sarcasm when it is obvious <i>e.g. 'My best vase, broken. Now that was really clever.'</i></p>

Ask relevant questions to extend their understanding and knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask questions to find out things using 'how' and 'why' when prompted</p> <p><i>e.g. 'Can you think of a 'why' question about this story?' – 'Why does Harry go to the island of the monsters?'</i></p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p><i>e.g. 'How do we know the burglars can't get in?'</i></p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p><i>e.g. 'How do we know this was from Ancient Roman times?'</i></p>	<p>Able to use a series of questions to keep a conversation flowing</p> <p><i>e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'</i></p>	<p>Use follow up questions linked to answers that have just been given</p> <p><i>e.g. 'When did you...?'; 'What happened...?'; 'Why did you...?'</i></p>	<p>Understand and use different types of questions: open, closed, rhetorical</p>
<p>are when they haven't understood something and be able to say for example 'I don't understand' (with no further explanation)</p>	<p>Recognise when a message is not clear and be able to provide some information about why</p> <p><i>e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</i></p>	<p>Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question</p> <p><i>e.g. 'What does that long word mean?'</i></p>	<p>Be aware of when they can't remember and ask for an explanation</p> <p><i>e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'</i></p>	<p>Ask a clarification question that requires the speaker to elaborate on what they have said</p> <p><i>e.g. 'Could you explain again how that works?'</i></p>	<p>Identify clearly when they haven't understood and be able to ask specific about what additional information they need</p> <p><i>e.g. 'So what is the difference between transparent and translucent?'</i></p>

Ask relevant questions to extend their understanding and knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to group and name members of categories and to suggest possible category names</p> <p><i>e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</i></p>	<p>Recognise when they haven't understood a word or words and be able to provide some information about why</p> <p><i>e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</i></p>	<p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p> <p><i>e.g. 'The land around the arctic has no trees and is called the tundra.' (Meaning 'tundra')</i></p>	<p>Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</p> <p><i>e.g. 'What do we call a ghost again, is it a spectator or a spectre?'</i></p>	<p>Incorporate topic vocabulary into their written and spoken work</p> <p><i>e.g. 'Everything is made up of atoms, like solids, liquids and gases.'</i></p>	<p>Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate</p> <p><i>e.g. 'I had to co-operate really hard to get my work done'</i></p>
<p>Be Able to guess the word from clues, or give others clues using shape, size, function, etc with support</p> <p><i>e.g. 'It is long and wriggly and makes a hissing sound.'; 'It is in the kitchen, it has a tail and a lip and you might milk in it.'</i></p>	<p>Able to compare words by the way they look, sound or their meaning for example bare/ bear, two/to/too, and begin to comment on this</p> <p><i>e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</i></p>				

Articulate and justify answers, arguments and opinions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use language consistently to express likes and dislikes <i>e.g. 'I don't like using sticky clay.'</i></p>	<p>Use simple conjunctions to justify or explain something <i>e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</i></p>	<p>Give reasons and explanations for choices and viewpoints in class discussions <i>e.g. 'I think the ending of the book is better than the ending in the film because sometimes things don't work out well for people in real life.'</i></p>	<p>Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan <i>e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i></p>	<p>Able to use complex sentences and link by meaning to present ideas logically <i>e.g. 'We travelled to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'</i></p>	<p>Able to use language to negotiate with others, to explain options available and to predict possible outcomes <i>e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'</i></p>

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</p>	<p>Take turns to talk, listen and respond in two way conversations and groups</p>	<p>Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and children</p>	<p>Able to sustain a conversation by giving reasons and explaining choices and views <i>e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'</i></p>	<p>Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p>	<p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first'</i></p>

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to use early 'story language' e.g. 'Once upon a time...'; 'One day, ...'</p>	<p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'</p>	<p>Tell a story with a clear structure including the setting and ideas linked in different ways e.g. 'On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.'</p>	<p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p>	<p>Include a subplot in telling stories and recalling events before resolving the main storyline</p>	<p>Tell elaborate entertaining stories which are full of detailed descriptions</p>
<p>Use language to talk through a series of steps for example for simple problem solving e.g. 'I don't have enough paint to my picture. I'm going to borrow some from another friend.'</p>	<p>Describe in 2-3 sentences how to solve a problem e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'</p>	<p>Discuss how a character may be feeling and why e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</p>	<p>Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased e.g. 'I shouted because I was angry.'</p>	<p>Present a point of view using persuasive language e.g. 'Please come to my party – it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.'</p>	<p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'</p>

<p>Able to join sentences using 'and'</p> <p><i>e.g. 'I went shopping and I bought some apples.'</i></p>	<p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'because', 'when'</i></p>	<p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'before, after, while, so'</i></p>	<p>Able to use fronted adverbials to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'Later that day, I heard the bad news.'</i></p>	<p>Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p> <p><i>e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i></p>	<p>Use long and complex sentence structures in class and other situations</p> <p><i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i></p>
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Select and use appropriate registers for effective communication					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate popular language</p> <p><i>e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</i></p>	<p>Know that there are some terms or expressions that are only used amongst friends</p> <p><i>e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.</i></p>	<p>Aware of the need to use more formal language with adults</p> <p><i>e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'</i></p>	<p>Understand and use popular colloquial expressions</p> <p><i>e.g. 'That's sick!'</i></p>	<p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p> <p><i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</i></p>	<p>Able to re-phrase what they want to say according to the audience</p> <p><i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i></p>

Select and use appropriate registers for effective communication					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Respond to points of interest when listening to contributions of others</p> <p><i>e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</i></p>	<p>Ask lots of questions to find out information and respond appropriately to the answers</p> <p><i>e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'</i></p>	<p>Able to understand another's point of view and show whether they agree or disagree</p> <p><i>e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'</i></p>	<p>Able to identify and reflect on key points of what they have just been told</p> <p><i>e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.'</i></p>	<p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> <p><i>e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad. 'done'.</i></p>	<p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</p> <p><i>e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i></p>

Speak audibly and fluently with an increasing command of standard English

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Produce speech that is clear and easy to understand, with only a few immaturities <i>e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.</i>	Produce speech that is consistently clear and easy to understand, with very few immaturities <i>e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</i>	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand
Able to say words fluently with 3 syllables or more	Able to say words with 4 or more syllables fairly consistently	Able to say words of any length with accuracy	Able to say words of any length with accuracy	Able to say words of any length with accuracy	Able to say words of any length with accuracy
Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds	Able to manipulate sounds in words such as deleting sounds from words <i>e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer - 'eat'.</i>	Use phonological awareness skills when spelling, although some mistakes may still be made	Secure phonological awareness skills	Secure phonological awareness skills	Secure phonological awareness skills
Able to use appropriate tenses and word order <i>'The girl walked to school' or 'Tomorrow I will be on holiday.'</i>	Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'Hiya!', 'See ya later!'</i>	Able to signal punctuation and emphasise meaning through the use of intonation <i>e.g. pausing to divide speech into intelligible 'chunks' of meaning.</i>	Use formal language when appropriate in some familiar situations <i>e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.</i>	Use appropriately different words and phrases, from how people in that area normally talk, and standard English <i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done.'</i>	Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>

Participate in discussions, presentations, performances, role play, improvisations and debates

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remember their words and speak clearly in short presentations, performances and role play	Take turns to talk, listen and respond in two way conversations and groups	Respond to the opinions of others in the group <i>e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'</i>	Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group.</i>	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>
				Able to present a point of view by presenting evidence and using persuasive language with familiar topics <i>e.g. 'I think we could all go out in the snow because we all have boots, coats, gloves and hats and if we get some fresh air now we will be able to concentrate better on our work when we come back.'</i>	Able to present a point of view by presenting evidence and using persuasive language with academic topics <i>e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</i>

Gain, maintain and monitor the interest of the listener(s)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to initiate a conversation with a class visitor by using prepared questions	Usually able to keep to topic in a conversation	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and children	Add or omit detail according to how much is already known by the listener <i>e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i>	Realise when the listener doesn't fully understand and try to help them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>
	Can be easily prompted to move on if they are talking too much	Exaggerate to make a story more interesting <i>e.g. 'I was so tired I could have slept for a week!'</i>	Use intonation to give added emphasis <i>e.g. 'Helpful?', she cried, 'You must be joking!'</i>	Is able to use humour effectively	Sophisticated use of questions to help conversation flow

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use language to talk self through steps required in simple problem solving</p> <p><i>e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</i></p>	<p>Accurately predict what will happen in a story or retelling of an event</p> <p><i>e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i></p>	<p>Understand how language is used to investigate and reflect on feelings</p> <p><i>e.g. 'I feel sad because Jane is leaving. How do you feel?'</i></p>	<p>Able to discuss cause and effect</p> <p><i>e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'</i></p>	<p>Able to use complex sentences and to present ideas logically</p> <p><i>e.g. 'The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the third door on the left.'</i></p>	<p>Use inference, reasoning and prediction skills</p> <p><i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i></p>
				<p>Able to use language to persuade</p> <p><i>e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fundraising group and you can make a difference to someone's life.'</i></p>	<p>Able to negotiate an agreement explaining other options and possible outcomes</p> <p><i>e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</i></p>

DEBATE SENTENCE STEMS

AGREEING SENTENCE STEMS	QUESTIONING STEMS	STARTING OFF THE DEBATE
<p>agree ... because/due to the fact that...</p> <p>I know this is true as...</p> <p>I would like to support...because</p> <p>I also am of the opinion that..</p> <p>Following on from ...'s point...</p> <p>You have persuaded me because...</p> <p>Building on to support ...'s argument...</p>	<p>Did you know that... ?</p> <p>Have you thought about... ?</p> <p>Can I check that?</p> <p>Can you expand on...?</p> <p>Have you considered the opinion..?</p> <p>I wonder if..?</p> <p>How would you feel if..?</p> <p>I'm not sure about that, could you expand...?</p>	<p>I am sure...</p> <p>I wonder...</p> <p>I think...</p> <p>I believe...</p> <p>In my opinion...</p> <p>I would like to explain...</p> <p>I think that...</p> <p>I know... therefore...</p>
BUILDING ON A POINT STEMS	IN THE MIDDLE STEMS (ON THE FENCE)	DISAGREEING (POLITELY) STEMS
<p>I agree with... and I want to add...</p> <p>Building on from what... said...</p> <p>Adding to what...said...</p> <p>Following on from...</p> <p>Extending on from... 's idea...</p> <p>Linking to... 's idea...</p> <p>Developing... 's comment/idea/statement</p> <p>I would like to add...</p>	<p>I haven't decided because..</p> <p>I am feeling unsure about this because...</p> <p>I can see both sides of this argument because..</p> <p>I can see that both sides of this debate have valid points as..</p>	<p>I can see your point, but...</p> <p>Whilst I understand what you're saying, I also think...</p> <p>Have you considered the opinion...</p> <p>I feel that we should also consider...</p> <p>That's a valid point, but have you thought about...</p> <p>I know this is false as...</p> <p>I would like to challenge...</p> <p>Would you rather...</p> <p>I disagree with.. because ...</p> <p>Would you rather.. or ..?</p>
JUSTIFYING STEMS		
<p>I know...therefore...</p> <p>I disagree... because...</p> <p>I think / feel / know this because...</p> <p>I know someone that...</p> <p>I predict... because...</p> <p>I bet you're thinking..</p> <p>I would like to explain / describe...</p>		

Maths Questioning

Question Type	Purpose	Example
Compare and Contrast	Encourages noticing patterns and relationships	<i>What's the same and what's different?</i>
Explain and Justify	Promotes reasoning behind rules and methods	<i>Why does this work?</i>
Predict and Extend	Applies knowledge to new situations	<i>What if we changed this number?</i>
Generate Examples	Builds flexibility and problem-solving	<i>How many ways can you make this true?</i>
Spot Patterns and Generalise	Leads to forming general rules	<i>What do you notice?</i>
Challenge Misconceptions	Tests understanding and encourages proof	<i>Is this always, sometimes or never true?</i>

YEAR GROUP SPECIFIC EXAMPLES

Year Group	Question Type	Example
Year 1	Compare and Contrast	<i>Order these numbers: 14, 17, 13. What's the same and what's different?</i>
	Explain and Justify	<i>Why does $9 + 1 = 10$?</i>
	Predict and Extend	<i>What if we add 3 instead of 2?</i>
	Generate Examples	<i>How many ways can you make 5 using two numbers?</i>
Year 2	Compare and Contrast	<i>Sort numbers into odd and even. What's the same and what's different?</i>
	Explain and Justify	<i>Why do numbers ending in 0 round to the nearest ten?</i>
	Predict and Extend	<i>What if we count in fives starting from 2?</i>
	Generate Examples	<i>How many ways can you make 20 using multiples of 10?</i>
Year 3	Compare and Contrast	<i>Partition 287 in different ways. What's the same and what's different?</i>
	Explain and Justify	<i>Why does 3 consecutive numbers add to a multiple of 3?</i>
	Predict and Extend	<i>What if the denominator changes from 3 to 4?</i>

	Generate Examples	<i>How many ways can you make $\frac{1}{2}$ using different fractions?</i>
Year 4	Compare and Contrast	<i>Show 6×7 and $42 \div 7$. What's the same and what's different?</i>
	Explain and Justify	<i>Why does doubling and halving work for finding ratios?</i>
	Predict and Extend	<i>What if you add one bead to each ratio pattern?</i>
	Generate Examples	<i>List all pairs of multiples of 10 that make 100.</i>
Year 5	Compare and Contrast	<i>Order 1.4, 1.04, 1.40. What's the same and what's different?</i>
	Explain and Justify	<i>Why is 25% the same as $\frac{1}{4}$?</i>
	Predict and Extend	<i>What if you double the numerator in a fraction?</i>
	Generate Examples	<i>How many ways can you make 10% of a number?</i>
Year 6	Compare and Contrast	<i>Order these fractions: $\frac{3}{5}$, $\frac{5}{8}$, $\frac{7}{10}$. What's the same and what's different?</i>
	Explain and Justify	<i>Why does $-3 + 4 = 1$?</i>
	Predict and Extend	<i>What if we scaled the recipe for 2 people to 6?</i>
	Generate Examples	<i>Find all factor pairs for 36. What do you notice?</i>

VOCABULARY BY YEAR GROUP

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Accurate	Abstract	Abandon	Abstract
Appearance	Accurate	Accompany	Adaptation
Atmosphere	Area	Adaptation	Analysis
Attract	Automatic	Affect	Anticipate
Audience	combine	Analysis	Appropriate
Automatic	Complex	Appearance	Association
Common	Cycle	Area	Atmosphere
Community	Data	Atmosphere	Authority
Compare	Device	Attract	Cease
Conclusion	Efficient	Audience	Conscious
Conflict	Energy	Benefit	Consequences
Consider	Environment	Co-operation	Controversial
Construction	Exchange	Community	Core
Core	Furthermore	Conclusion	Crucial
Couple	Global	Conflict	Cycle
Create	Hierarchy	Consequences	Definite
Cycle	Impact	Context	Demonstrate
Data	Innovation	Create	Develop
Definition	International	Cultural	Distorted
Design	Investigate	Cycle	Diversity
Discriminate	Justification	Debate	Dominant
Draft	Location	Definition	Dynamic
Duration	Maximum	Develop	Economy
Energy	Medium	Discriminate	Eliminate
Equipment	Method	Diversity	Equipment

Estimate	Motivation	Economy	Evolution
Evidence	National	Energy	Exploitation
Example	Objective	Environment	Familiar
Exchange	Overseas	Equipment	Furthermore
Expert	Physical	Estimate	Government
Features	Possession	Evaluation	Guarantee
Goals	Predicted	Evidence	Hierarchy
Individual	Previous	Evolution	Identified
Inferred	Published	Experience	Impact
Investigate	Pursue	Factor	Inferred
Label	Quotation	Features	Insight
Layer	Release	Frequent	Justification
Medium	Represent	Furthermore	Label
Mental	Resources	Global	Literature
Method	Reverse	Government	Logic
Minimum	Security	Hierarchy	Migration
Motivation	Sensitive	Impact	Minimum
Object	Source	Initial	Motivation
Odd	Strategies	Instruction	Negotiator
Outcomes	Substitution	Intention	Neutral
Popular	Supply	Investigate	Objective
Possession	Sustainable	Isolated	Occur
Predicted	Symbol	Issues	Organise
Process	Technique	Justification	Perspective
Published	Technology	Location	Phenomenon
Refine	Transfer	Migration	Philosophy
Resources	Unique	Motivation	Possession
Section	Variation	Necessary	Potential
Sequence	Volume	Neutral	Priority
Strategies	whereas	Nonetheless	Procedure

Survive		Objective	Process
Target		Overall	Prohibited
Text		Overseas	Quotation
Transition		Physical	Recognise
volume		Political	Represent
		Predicted	Research
		Priority	Resources
		Prohibited	Reverse
		Quotation	Rigid
		Recognise	Schedule
		Research	Select
		Resources	Sequence
		Rigid	Significant
		Route	Specific
		Severe	Standard
		Significant	Subsequent
		Similar	Substitution
		Society	Suitable
		Source	Sustainable
		Strategies	Text
		Structure	Theme
		Style	Traditional
		Sufficient	Transition
		Suitable	Trigger
		Summary	Unique
		Sustainable	variation
		Technique	
		Theory	
		Transport	
		United	

		Volume whereas	
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These words still need allocating:

absolutely, access, achieve, acquire, advantage, aid, alter, alternative, announce, annual, appreciation, approach, assessment, assume, assumption, attached, attained, attitudes, available, aware,

basic, bond, brief, budget,

capable, category, channel, circumstance, civil, clarity, code, collapse, comment, commit, communicate, component, conceived, concept, condition, confined, confirmed, consistent, constant, contact, contract, contrast, contribution, control, converted, convinced,

decline, deny, despite, detect, dimension, discrimination, display, distribute, document,

emerged, emphasis, enable, encounter, enhanced, ensure, entire, error, establish, ethical, eventually, examine, exceed, excluded, exhibit, exist, expansion, external, extract,

file, final, flexibility, focus, format, foundation, framework,

generated,

highlighted,

identical, ignored, image, imposed, incident, indicate, influence, input, insert, intelligence, intensity, interaction, internal, involved,

limit, link,

maintain, major, market, media, military, monitoring,

negotiation, nevertheless,

obtained, obvious, option, overcome,

period, persistent, phase, positive, precise, principle, prior, propose, prospect, public,

random, reaction, recovery, region, rejected, related, reluctant, removed, required, reserve, response, restore, retained, revealed, revision, revolution, role,

scheme, separate, series, shift, signal, site, solely, stability, support, system,

temporary, tension, transform, trend, typical,

underlying,

via