Corporation Road Community Primary School
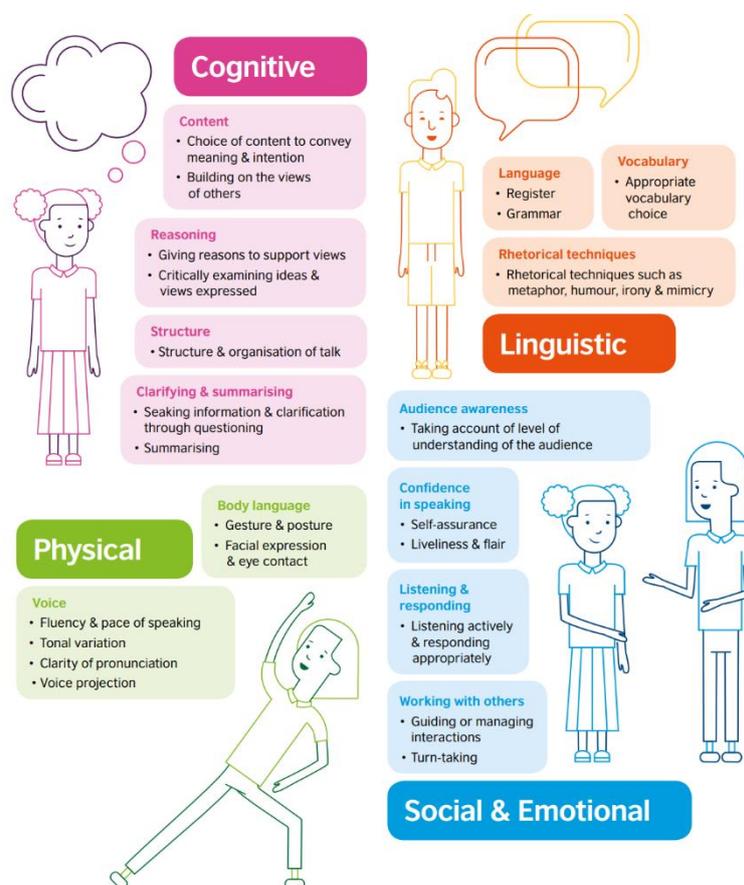
Oracy

Our vision for oracy

At Corporation Road we believe that having the skills to be able to communicate are vital to ensuring our children are prepared for their future. Spoken language allows our children to share with others their thoughts and feelings, it enables them to socialise with others and deepen their own learning through discussion and asking questions. For us, this vision begins when children begin their learning journey in nursery and is built upon year on year as they progress through their primary years.

Our intent for oracy

- Our children become fluent, audible, confident speakers who can use spoken language to communicate with those around them.
- Our children are exposed to higher tier vocabulary, which they learn to use in the correct context when speaking.
- Our children are taught how to use spoken language for both different purposes and across different areas of the curriculum.

Implementation

Our oracy curriculum and teaching is built around these four strands (Voice 21):

Oracy Progression Map: Nursery

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● Speak clearly in a sentence using 4-6 words consistently ● To use gestures to support meaning in play	● Respond when others speak to them ● Use talk to interact with others	● Retell a simple past event in the correct order, using 'and' ● To make comments relevant to what they are doing and what others are doing when it interests them ● To talk about people and things that are not present, e.g. 'my nana has a dog'	● To look and listen to someone who uses their name ● To take turns to speak in a small group with the support of an adult

Possible Teaching ideas	Experiences
● Learning rhymes and singing together as a group and at 'Rhyme Time' in front of parents/carers. ● Developing early turn taking stills e.g. sharing toys and resources. ● Joining in with repeated refrains for a familiar story. ● Talk about what is happening in a story from the illustrations. ● Children listen to adult tell stories with expression. ● Support children in their interactions with each other in their play. ● Colourful semantics to help build coherent sentences – who, doing, to what, e.g. The boy is eating the apple. ● Oral-motor activities e.g. voice sounds, blowing bubbles etc to help with using mouth in front of others and building muscles for producing correct speech sounds.	● Rhyme time in front of parents/carers ● By the end of the year, to sing a nursery rhyme in front of the class/small group

Oracy Progression Map: Reception

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To speak audibly so they can be heard and understood ● To use gestures to support meaning in play	● To use talk in play to practice new vocabulary ● To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	● To use 'because' to develop their ideas ● To make relevant contributions and asks questions ● To describe events that have happened to them in detail	● To look at someone who is speaking to them ● To take turns to speak when working in a group

Possible Teaching ideas	Experiences
● Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' ● Verbally retell a familiar story. ● Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. ● Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. ● Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.	● By the end of the year, to speak to a partner during whole class teaching ● Provide pupils with opportunities to speak for an extended period of time about something they are interested in ● When visitors come into school, prepare questions they might want to ask. ● Hot seating opportunities

Oracy Progression Map: Year 1

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. ● To speak clearly and confidently in a range of contexts	● To use vocabulary appropriate specific to the topic at hand ● To take opportunities to try out new language, even if not always used correctly. ● To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to …' ● To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	● To offer reasons for their opinions ● To recognise when they haven't understood something and asks a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order.	● Listens to others and is willing to change their mind based on what they have heard ● To organise group discussions independently of an adult.

Possible Teaching ideas	Experiences
● Introduce sentence stems for communicating ● Model conventions of a good listener ● As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' ● Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'	● To speak to a partner during whole class teaching. ● To take part in small group discussions without an adult leading the discussion. ● To speak in front of their class in response to learning.

Oracy Progression Map: Year 2

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	● To adapt how they speak in different situations according to audience. ● To use sentence stems to signal when they are building on or challenging others' ideas.	● To ask questions to find out more about a subject. ● To build on others' ideas in discussions. ● To make connections between what has been said and their own and others' experiences.	● To start to develop an awareness of audience e.g. what might interest a certain group. ● To be aware of others who have not spoken and to invite them into discussion. ● Confident delivery of short pre-prepared material.

Possible Teaching ideas	Experiences
● Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. holding up one finger to emphasise their first point. ● Encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. ● Take opportunities to develop pupils' questioning skills. ● Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. ● Before students deliver presentational talk create structured opportunities for pupils to prepare what they will say so they engage the audience	● To take part in talk partners discussions or small group discussions without an adult ● Speak to familiar people with real purpose e.g. showing their work and explaining it to an adult in school ● Participate in a short 'show and tell' session. This could be 'showing', asking a question, or modelling a response to work.

Oracy Progression Map: Year 3

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. ● Considers position and posture when addressing an audience.	● To be able to use specialist language to describe their own and others' talk. ● To use specialist vocabulary. ● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	● To offer opinions that aren't their own. ● To reflect on discussions and identify how to improve. ● To be able to summarise a discussion. ● To reach shared agreement in discussions.	● To adapt the content of their speech for a specific audience. ● To speak with confidence in front of an audience.

Possible Teaching ideas	Experiences
● Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. ● Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. ● Use sentence stems and gestures to convey meaning.	● Present to an audience of younger students. ● Chair a discussion, e.g. as part of a group during talk it time.

Oracy Progression Map: Year 4

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To consider movement when addressing an audience. ● To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify areas of strength and areas to improve.	● To use more natural and subtle prompts for turn taking. ● To be able to empathise with an audience. ● To consider the impact of their words on others when giving feedback.

Possible Teaching ideas	Experiences
● Introduce pupils to sentence stems to cite evidence and ask probing questions. ● Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. ● Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. ● Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.	● Become a storyteller for an authentic audience ● To use talk for a specific purpose e.g. to persuade or to entertain. ● To speak in front of older children ● To speak with an unknown adult for a specific purpose ● To receive feedback from a peer or audience member on their oracy skills.

Oracy Progression Map: Year 5

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To project their voice to large audience. ● For gestures to become increasingly natural.	● To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. ● To identify when a discussion is going off topic and to be able to bring it back on track.	● Listening for extended periods of time. ● To speak with flair and passion.

Possible Teaching ideas	Experiences
● Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. ● Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. ● Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add …' 'I would like to echo what X said because …' 'I see it in a similar way to X because …' 'I have a similar opinion because ...'	● Report on events for school newsletters e.g. following a sports event ● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. ● Introduce an assembly ● Collaboratively solve a problem ● Speak in front of adults or children

Oracy Progression Map: Year 6

Key Skills

Physical	Linguistic	Cognitive	Social and emotional
● To speak fluently in front of an audience. ● To have a stage presence. ● Consciously adapt tone, pace and volume of voice within a single situation.	● To vary sentence structures and length for effect when speaking. ● To be comfortable using idiom and expressions.	● To construct a detailed argument or complex narrative. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	● To use humour effectively. ● To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Possible Teaching ideas	Experiences
● Teach structures for building evidence-based arguments	● Give a speech to an audience of peers and adults e.g. hustings for head boy, head girl or school council. ● Lead School Council ● Mentor or work with younger students ● Lead an assembly. ● Act as a tour guides for prospective parents, new starters and/or visitors ● Participate in debate club

Oracy in the wider curriculum

Children are given opportunities to practise and develop their oracy skills across the curriculum. Teachers plan for these opportunities in core subjects as well as foundation subjects. Children are given a daily opportunity to talk with their peers in our 'Talk it' time. We have school ambassadors who visit schools within our trust and feedback their findings based on specific criteria they are looking for during their visit.

Careers Curriculum

In school, we have developed a careers curriculum. Children have opportunities to further practise and develop their oracy skills through these sessions.

Year Group	N	R	1	2	3	4	5	6
Outcome			Children to be able to describe some jobs.	Children to be say a type of job they would like to do and why.	Children to make video about the types of jobs that interest them.	Career Event – children organise and run a careers fair for parents.	Children to present to parents about the types of job they would like.	Children to be interviewed for a job.

Recording

Examples of oracy across the curriculum are evident in our class big books, through photographs, QR codes, classroom displays and pupil voice. Daily questions for 'Talk it' are logged by class teachers.

Question Stems

In order to develop our children's language, we have used the Tower Hamlet's question stems. These provide children with structure to their spoken responses, helping them to respond in the correct context and using appropriate language and vocabulary.

Argument	
Reception	He / She didn't share / take turns I want to…………… I like……… I don't like…………… I think…………… I think…………… I don't think………… 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……………………

Comparison	
Reception	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…………………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………
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……

Deduction (making assumptions based on prior knowledge)	
Reception	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…………………………….

Description	
Reception	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 ……
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.

Evaluation	
Reception	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	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…………………………………………….

Explanation	
Reception	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………………………………………

Hypothesis	
Reception	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 ………

Opinion	
Reception	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…………………….

Prediction

Reception	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

Retelling

Reception	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…………………

Sequencing

Reception	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 put 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…………………