





Autumn 1



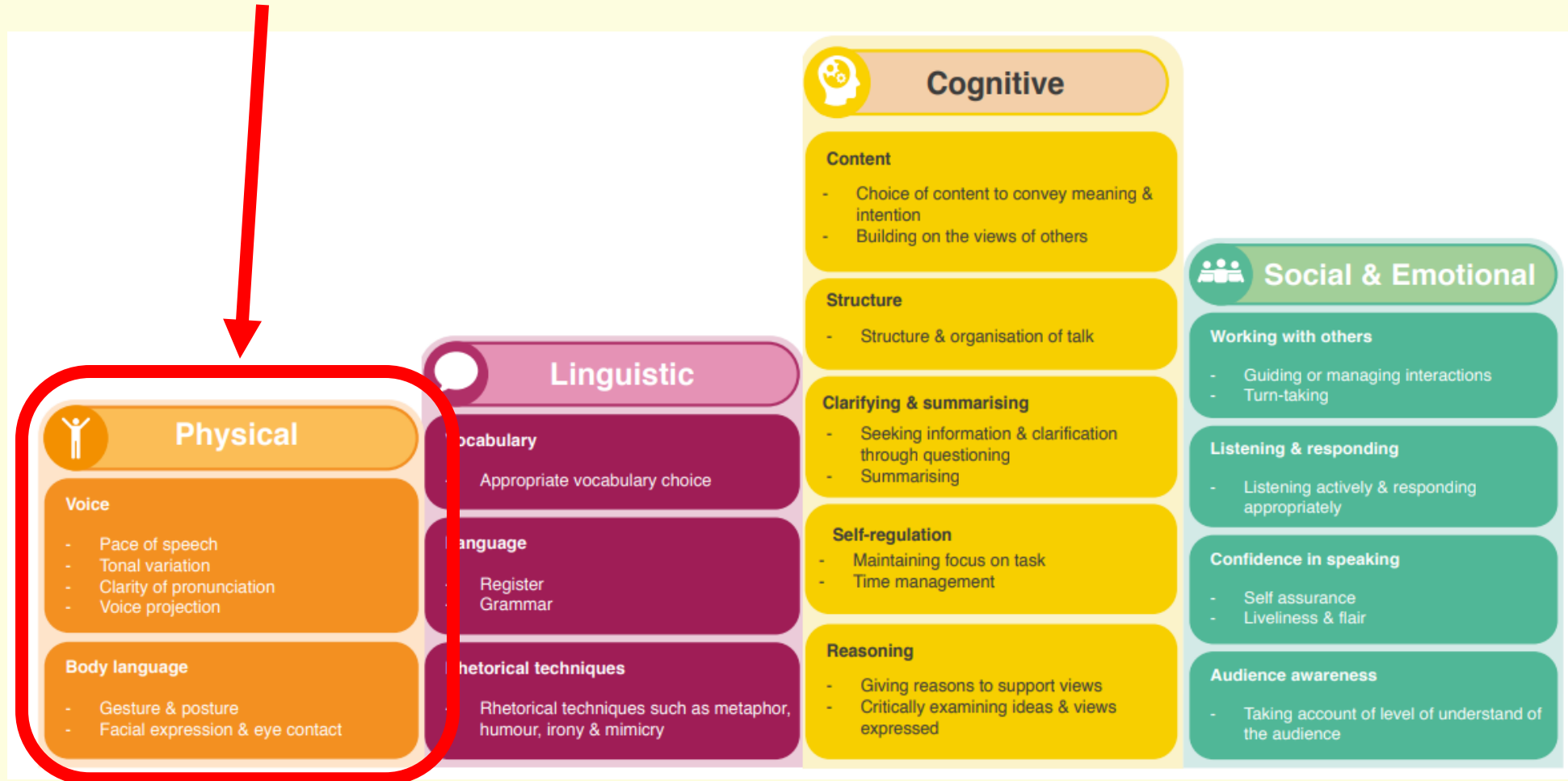
Present an idea of open
up a new line of enquiry

Focus Strand: Physical

Focus Talk Tactic: Instigate

Other priorities: Discussion Guidelines, Groupings, Springboards, Talk Protocols, Talk Tokens.

Autumn 1 Focus:





Y1: WALT Turn our bodies to face the speaker

Y2: WALT use gesture when sharing ideas –
pointing and showing

To share an idea or start people thinking
about something new.



Do animals
have ideas like
we do?



Nest



Pair



Y1 WEEK 1: Do animals have ideas like we do?

I feel
that...



In my
opinion....



Y2 WEEK 1: Do animals have ideas like we do?

I believe
that...



My idea is
that...

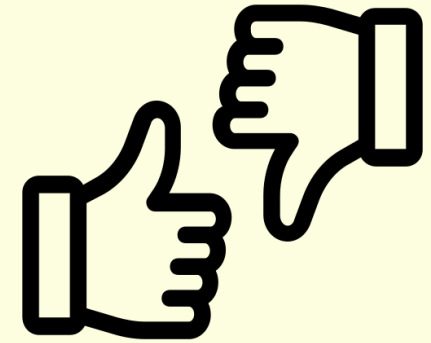


How did we do?



Y1: WALT Turn our bodies to face the speaker

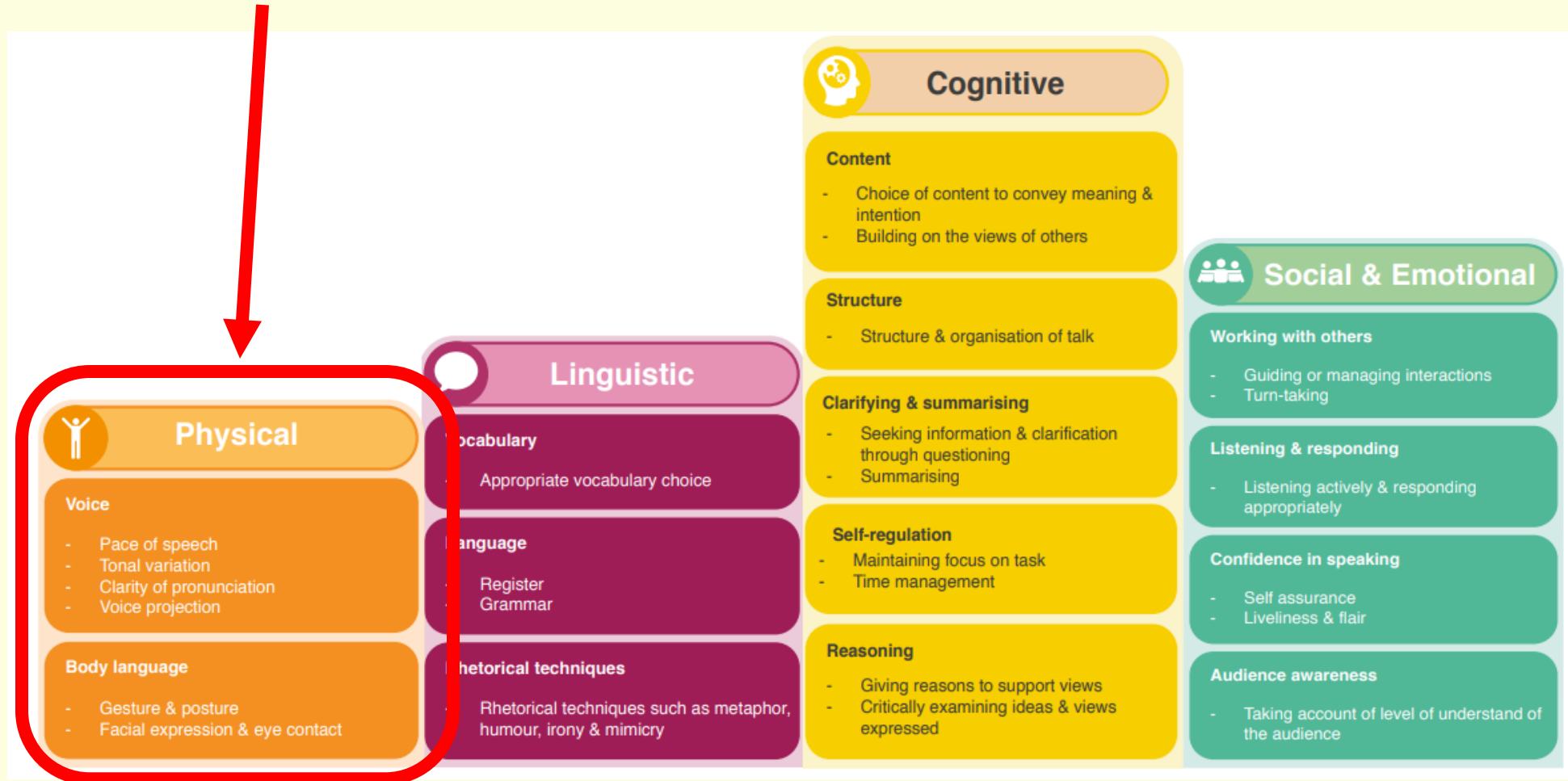
Y2: WALT use gesture when sharing ideas –
pointing and showing



To share an idea or start people thinking
about something new.



Autumn 1 Focus:





Y1: WALT Speak clearly so others can hear us

Y2: WALT use gesture when sharing ideas –
using hands to explain

To share an idea or start people thinking
about something new.



What colour is
Tuesday?



Nest



Pair



Y1 WEEK 2: What colour is Tuesday?

I feel
that...



In my
opinion....



Y2 WEEK 2: What colour is Tuesday?

I believe
that...



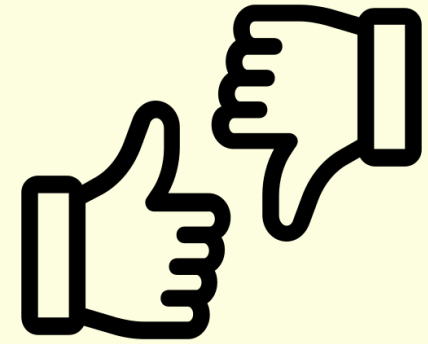
My idea is
that...





Y1: WALT Speak clearly so others can hear us

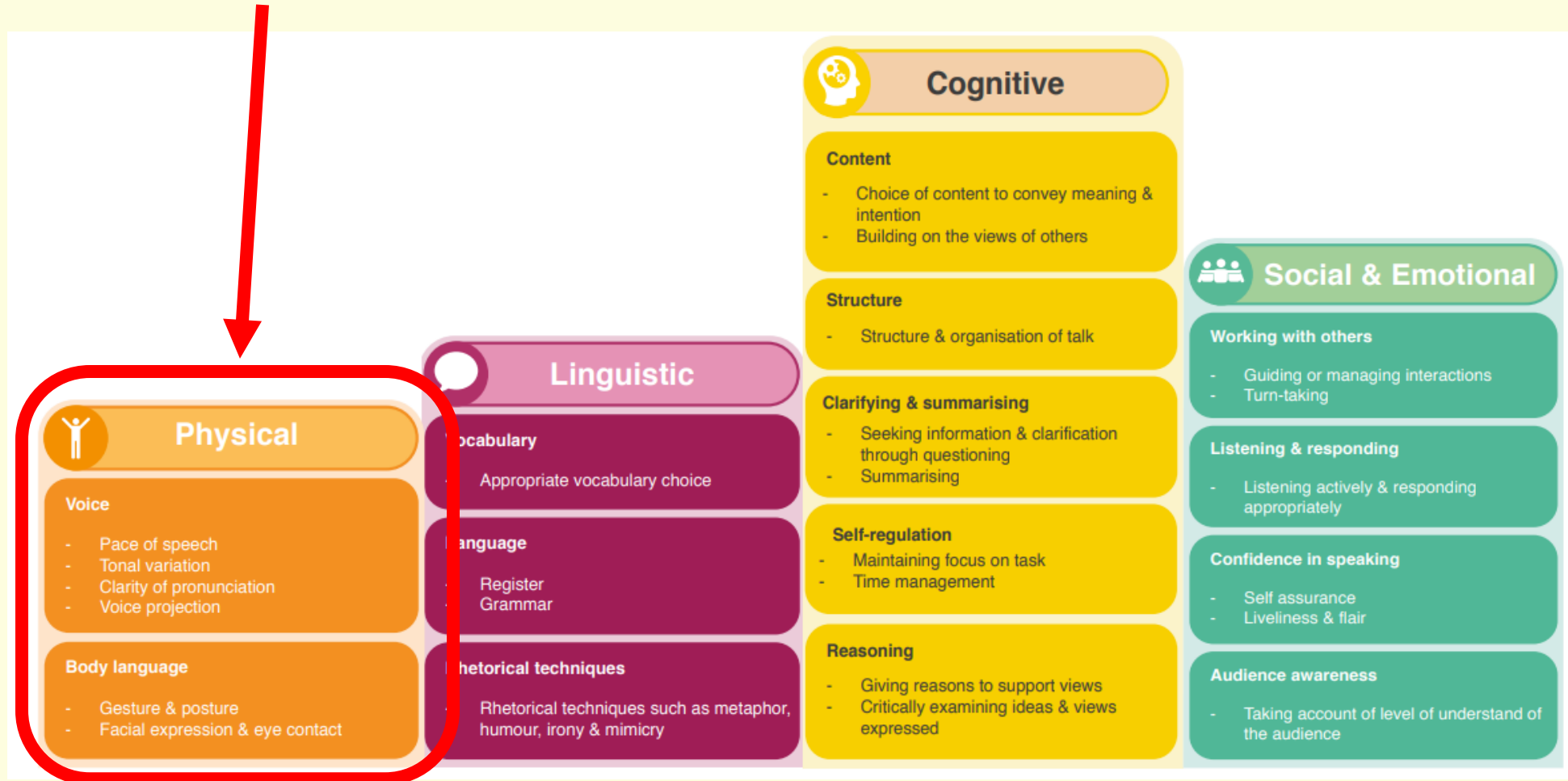
Y2: WALT use gesture when sharing ideas –
using hands to explain



To share an idea or start people thinking
about something new.



Autumn 1 Focus:





Y1 LO: To use body language to show listening.

Y2 LO: To use gesture when sharing ideas –
facial expressions

To share an idea or start people thinking
about something new.



Y1 WEEK 3: Would you rather swim like a fish or fly like a bird?

I feel
that...



In my
opinion....



Y2 WEEK 3: Would you rather swim like a fish or fly like a bird?

I believe
that...



My idea is
that...



Would you
rather swim like
a fish or fly like
a bird?



Nest



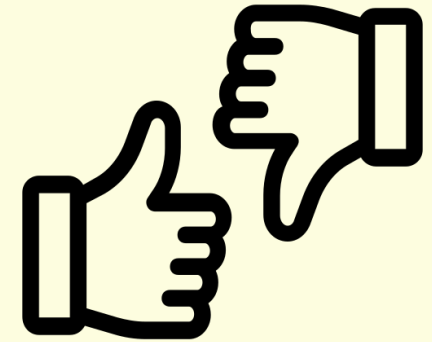
Trio





Y1 LO: To use body language to show listening.

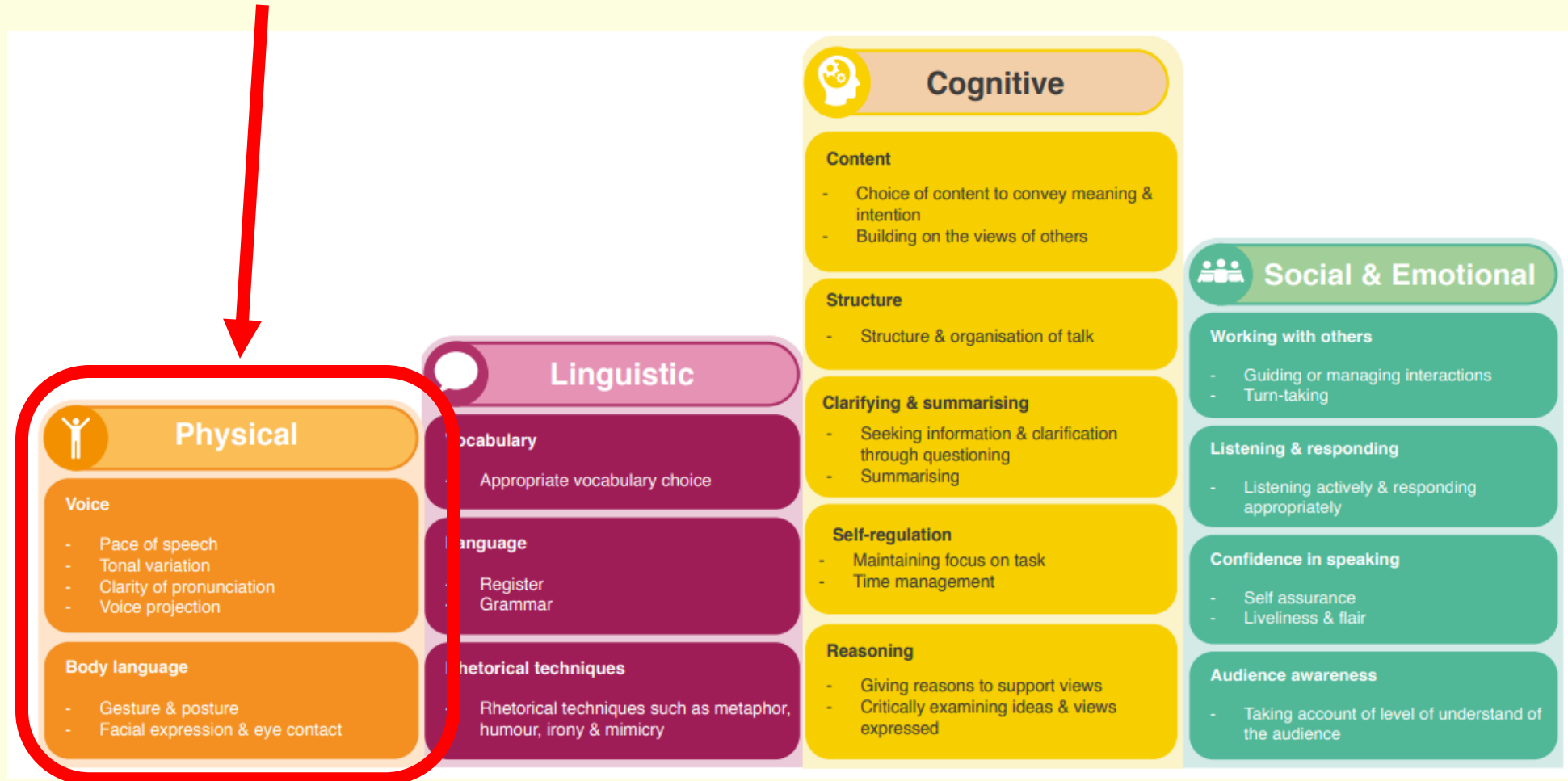
Y2 LO: To use gesture when sharing ideas –
facial expressions



To share an idea or start people thinking
about something new.



Autumn 1 Focus:





Y1 LO: To use body language to show listening.

Y2 LO: To experiment with adjusting tone.

To share an idea or start people thinking
about something new.



Which is more
important being
right or being
nice?



Nest



Pair



Y1 WEEK 1: Which is more important being right or being nice?

I feel
that...



In my
opinion....



Y2 WEEK 1: Which is more important being right or being nice?

I believe
that...



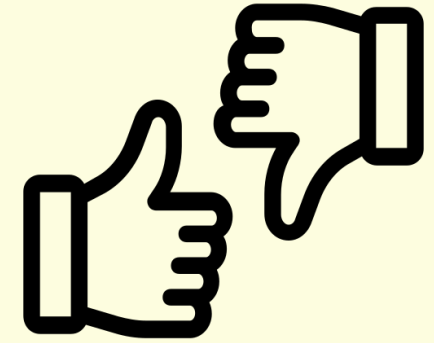
My idea is
that...





Y1 LO: To use body language to show listening.

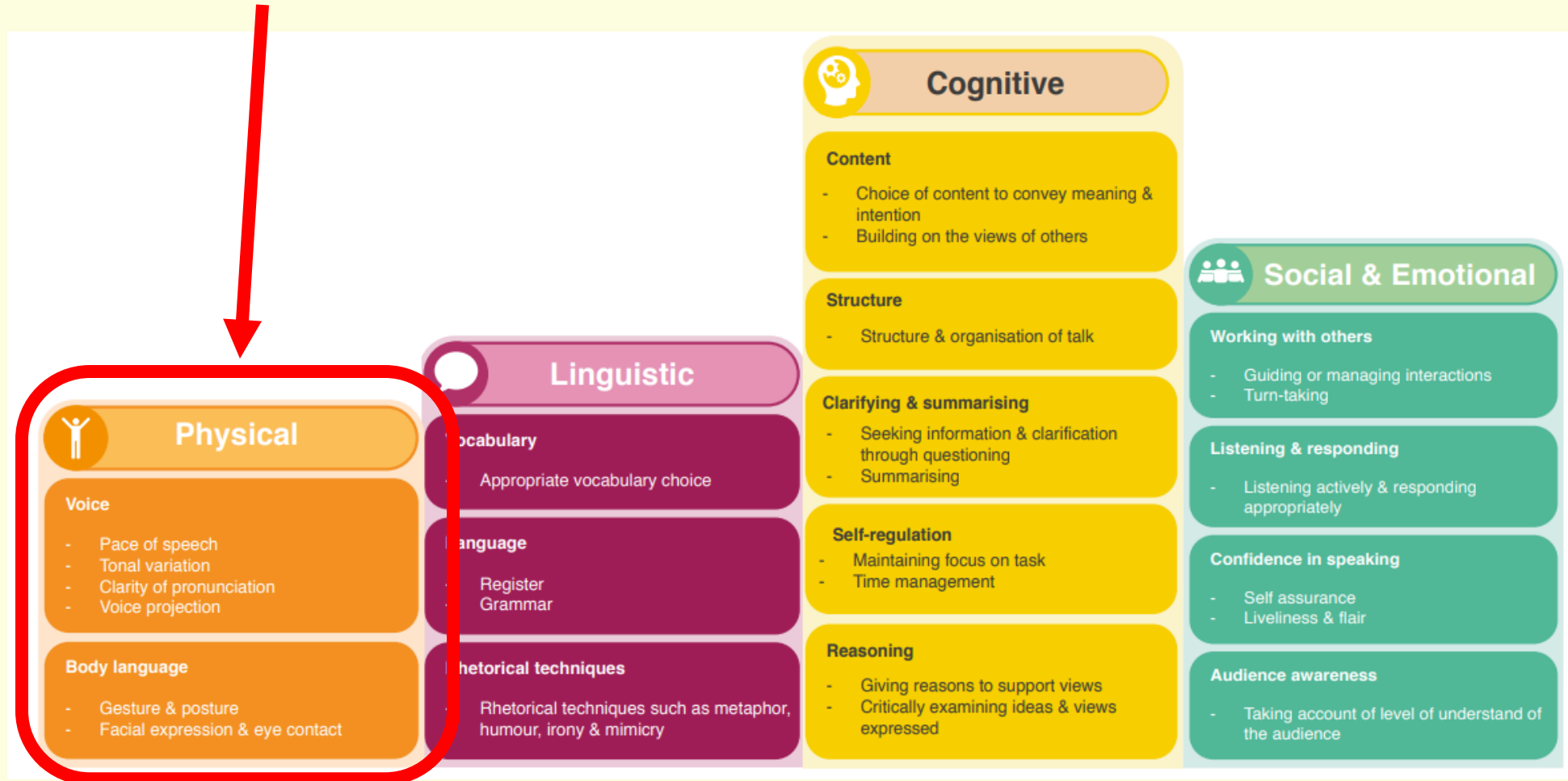
Y2 LO: To experiment with adjusting tone.



To share an idea or start people thinking
about something new.



Autumn 1 Focus:





Y1 LO: To experiment using gesture to support meaning

Y2 LO: To experiment with adjusting volume

To share an idea or start people thinking
about something new.



Is a smile the
same as being
happy?



Nest



Trio



Y1 WEEK 5: Is a smile the same as being happy?

I feel
that...



In my
opinion....



Y2 WEEK 5: Is a smile the same as being happy?

I believe
that...

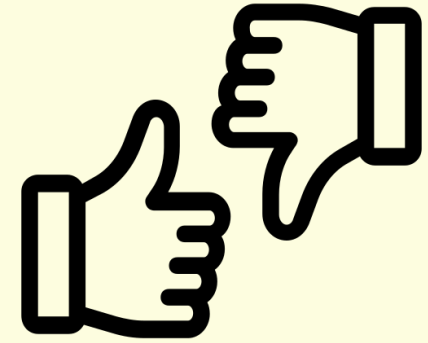


My idea is
that...





Y1 LO: To experiment using gesture to support meaning

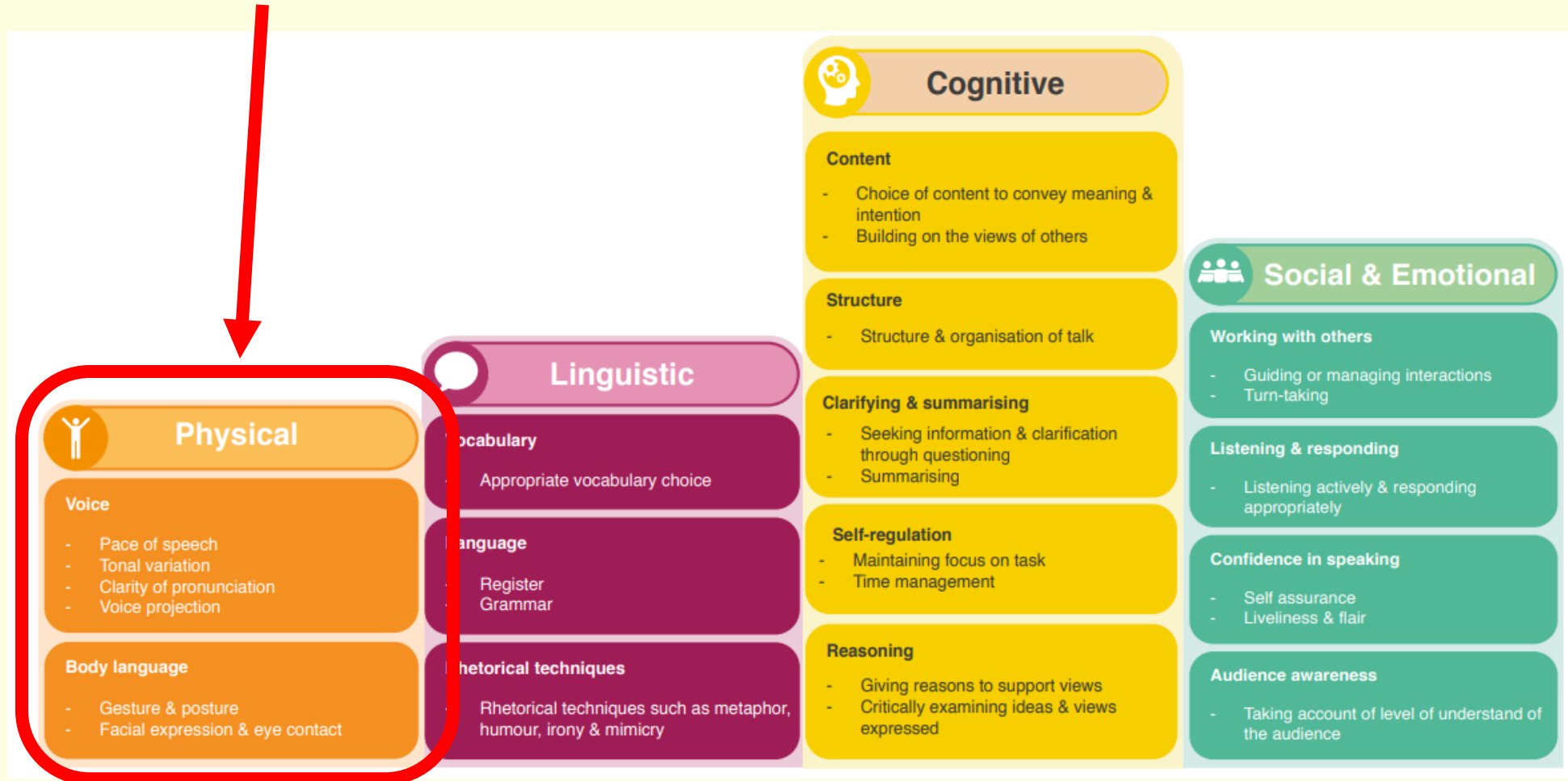


Y2 LO: To experiment with adjusting volume

To share an idea or start people thinking about something new.



Autumn 1 Focus:





Y1 LO: To speak clearly and confidently

Y2 LO: To experiment with adjusting pace

To share an idea or start people thinking
about something new.



Which is more
important: being
kind or being
honest?



Nest



Circle



Y1 WEEK 6: Which is more important: being kind or being honest?

I feel
that...



In my
opinion....



Y2 WEEK 6: Which is more important: being kind or being honest?

I believe
that...



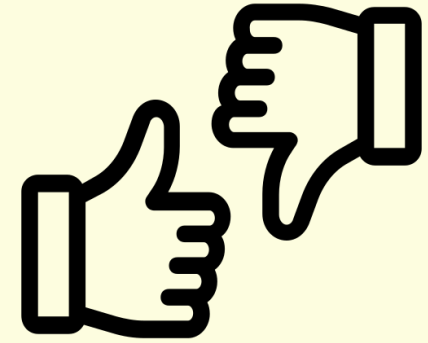
My idea is
that...





Y1 LO: To speak clearly and confidently

Y2 LO: To experiment with adjusting pace

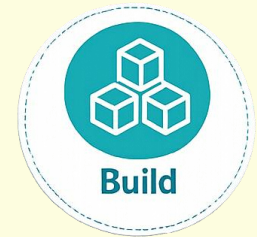


To share an idea or start people thinking
about something new.





Autumn 2



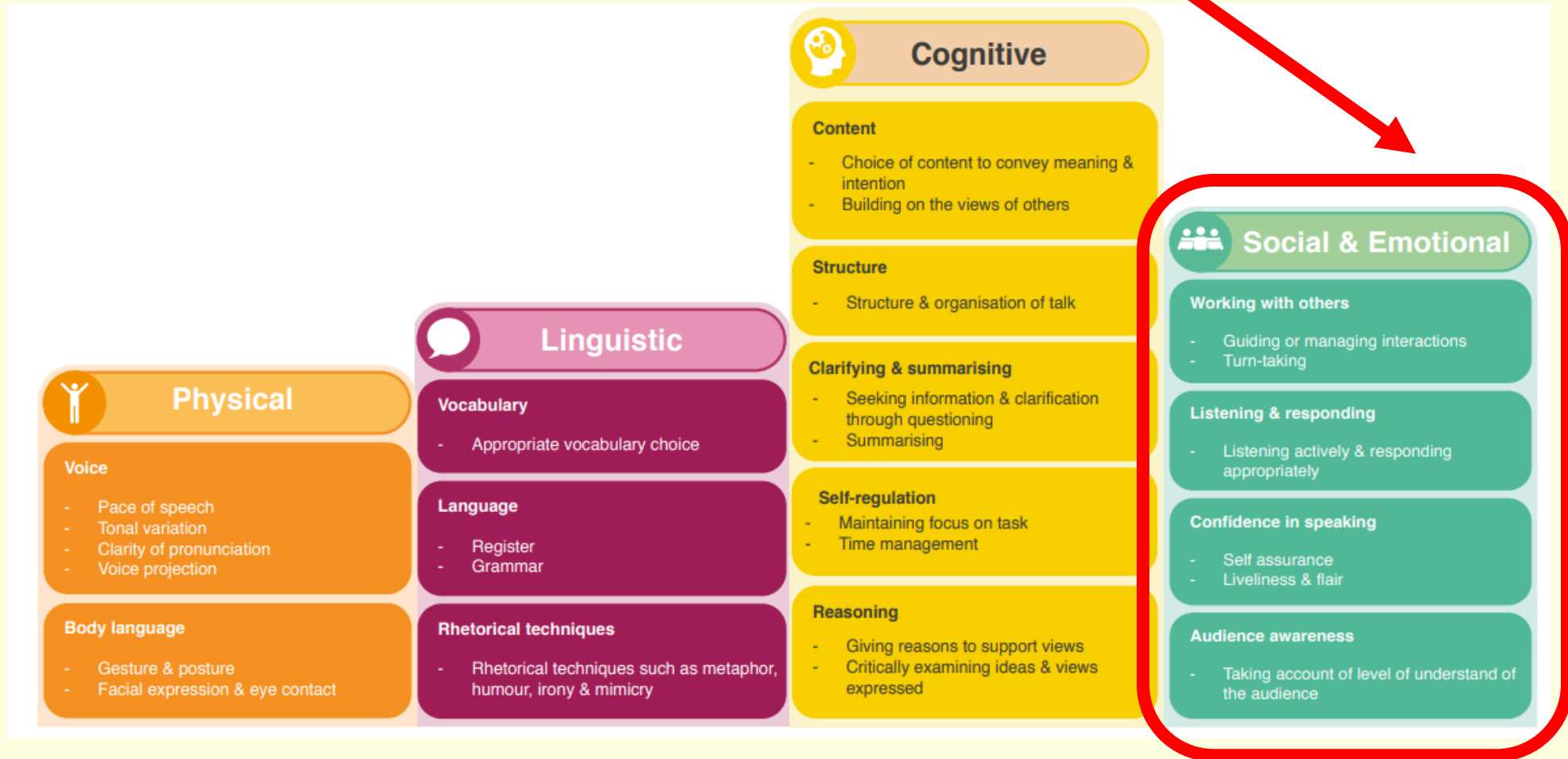
Develop, add to or
elaborate on an idea

Focus Strand: Social & Emotional

Focus Talk Tactic: Build

Other priorities: Talk Detectives, oracy Specific Praise

Autumn 2 Focus:

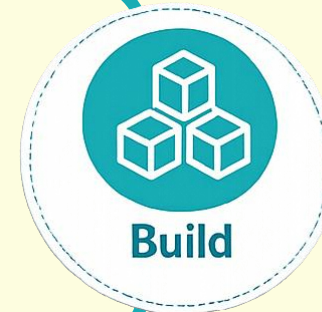




Y1 LO: To take turns to speak with the support of an adult

Y2 LO: To independently take turns and listen carefully to others in a group

To continue or add more detail to someone else's idea



Is it ever right
to bully?



Nest



Pair



Y1 WEEK 1: Is it ever right to bully?

As well
as...



I agree
because...



Y2 WEEK 1: Is it ever right to bully?

Adding to
this...



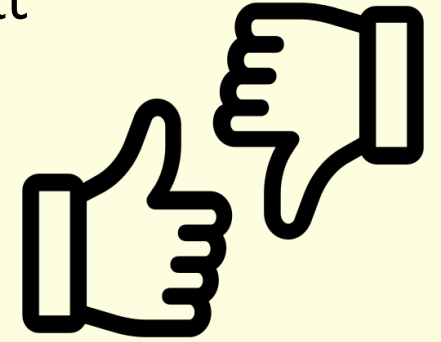
Building
on that...



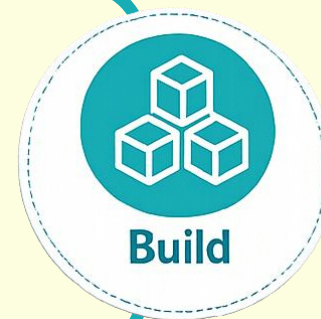


Y1 LO: To take turns to speak with the support of an adult

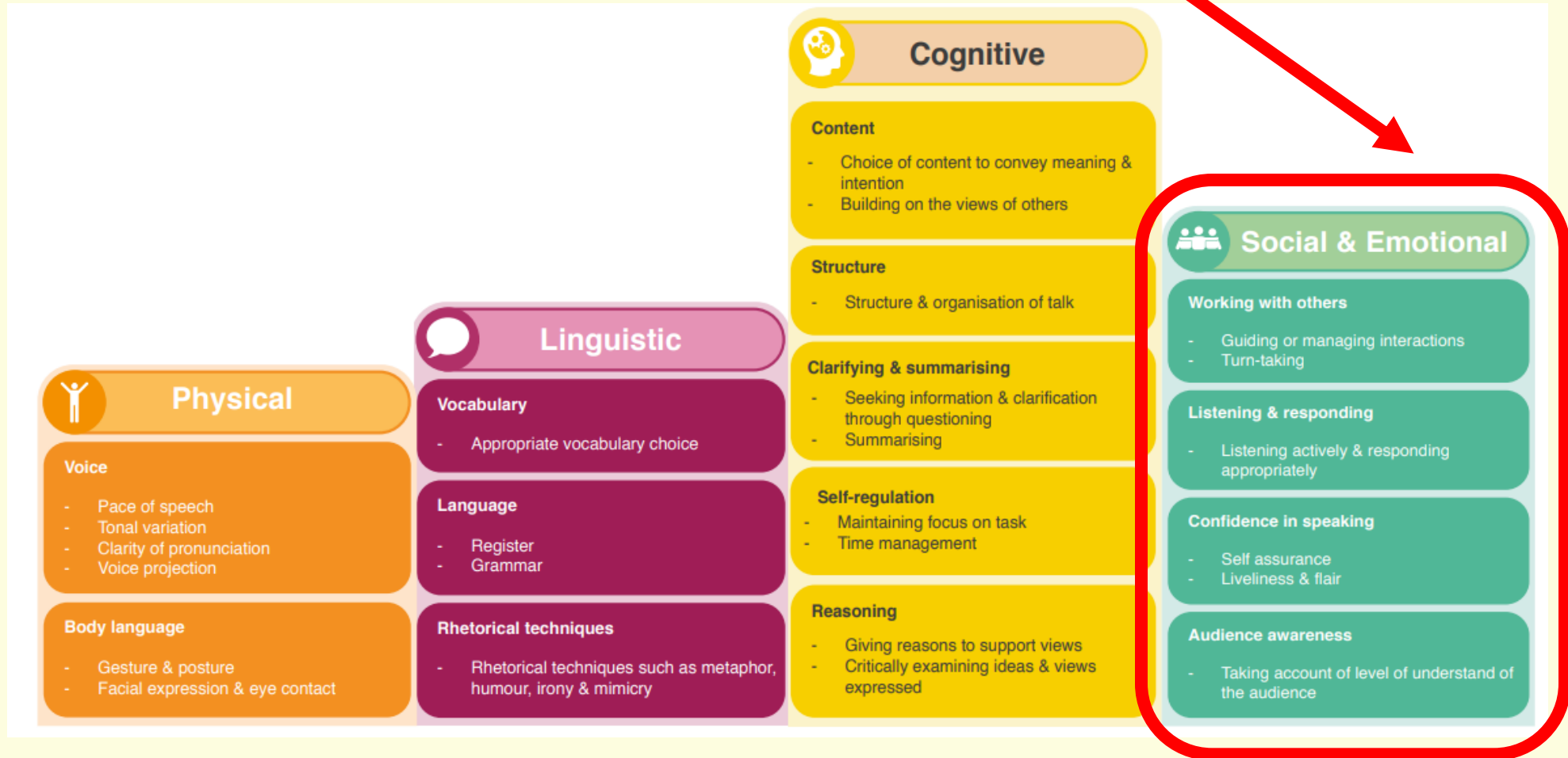
Y2 LO: To independently take turns and listen carefully
to others in a group



To continue or add more detail to someone
else's idea



Autumn 2 Focus:

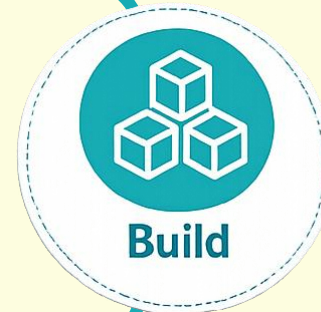




Y1 LO: To take turns to speak with the support of an adult

Y2 LO: To independently take turns and listen carefully to others in a group

To continue or add more detail to someone else's idea



Would you
rather have a
very loud voice
or a very quiet
voice?



Nest



Trio



Y1 WEEK 2: Would you rather have a very loud voice or a very quiet voice?

As well
as...



I agree
because...



Y2 WEEK 2: Would you rather have a very loud voice or a very quiet voice?

Adding to
this...



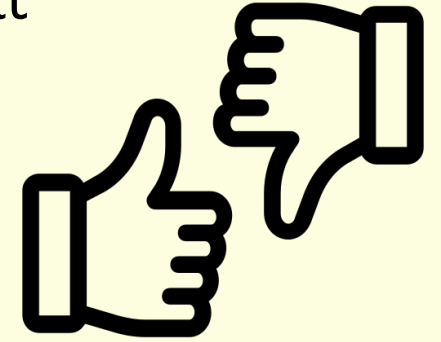
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on that...



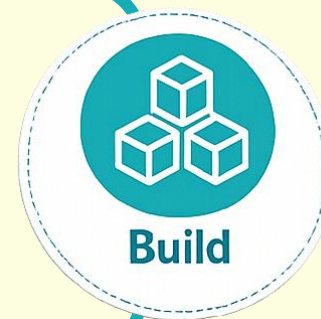


Y1 LO: To take turns to speak with the support of an adult

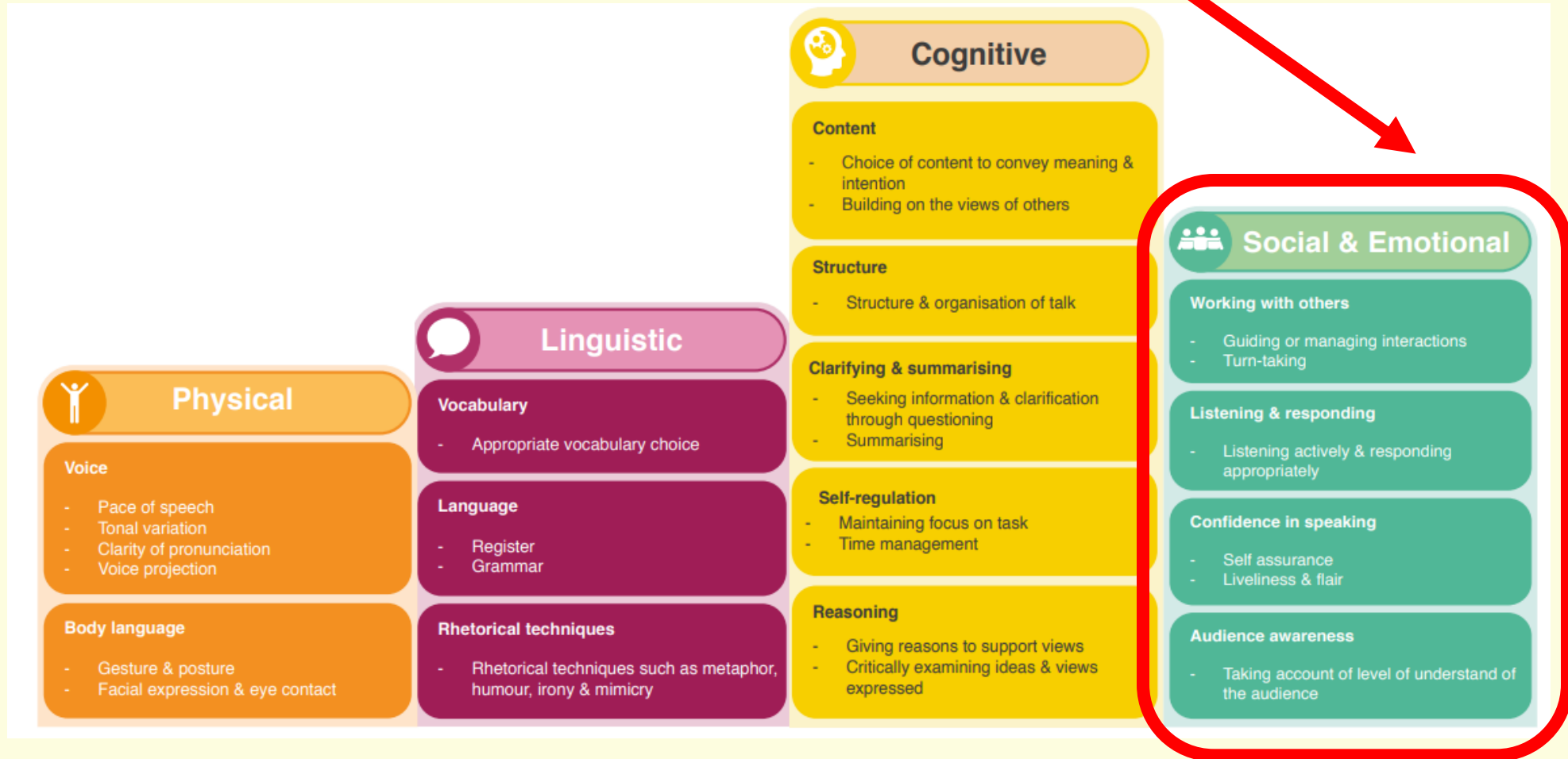
Y2 LO: To independently take turns and listen carefully
to others in a group



To continue or add more detail to someone
else's idea



Autumn 2 Focus:

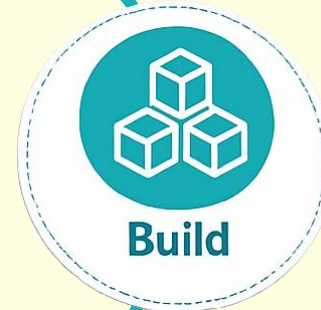




Y1 LO: To listen carefully to others

Y2 LO: To independently take turns and listen carefully to others in a group

To continue or add more detail to someone else's idea



If your favourite toy
came alive at night,
what would it think
about you?



Nest



Circle



Y1 WEEK 3: If your favourite toy came alive at night, what would it think about you?

As well
as...



I agree
because...



Y2 WEEK 3: If your favourite toy came alive at night, what would it think about you?

Adding to
this...



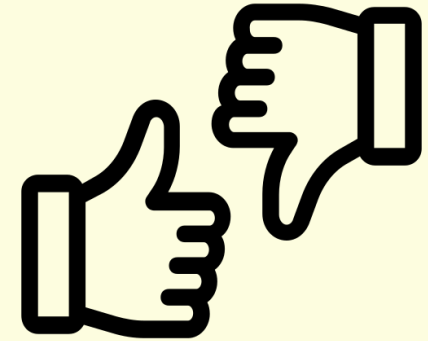
Building
on that...



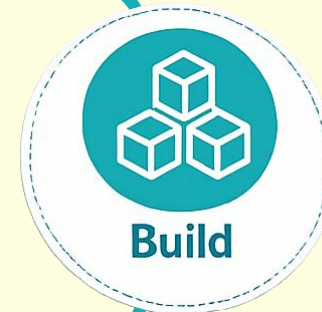


Y1 LO: To listen carefully to others

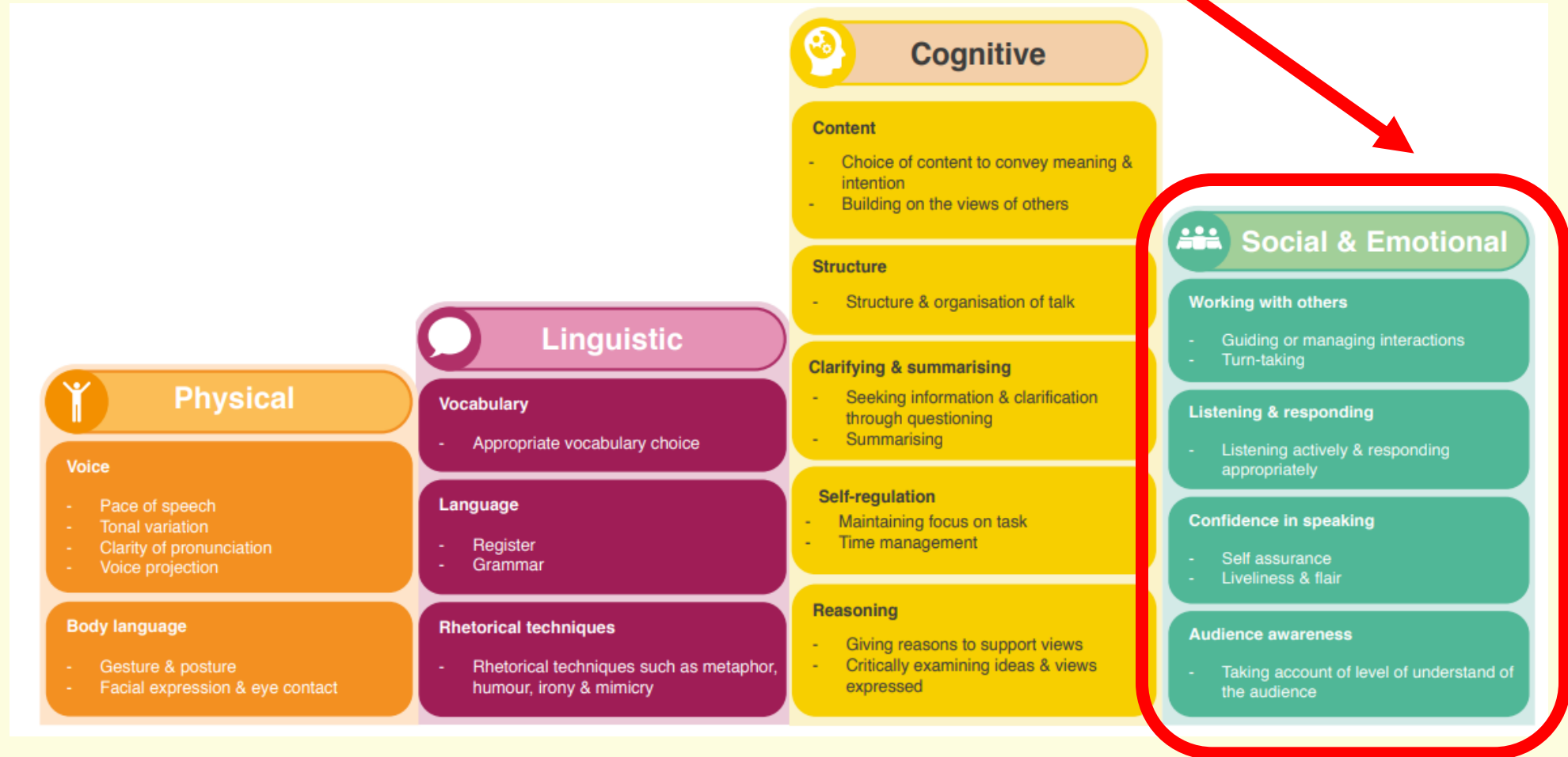
Y2 LO: To independently take turns and listen
carefully to others in a group



To continue or add more detail to someone
else's idea



Autumn 2 Focus:

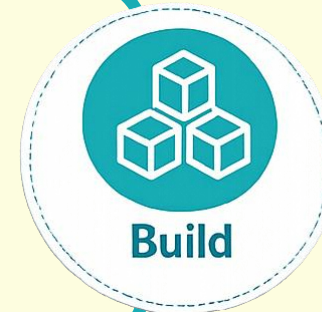




Y1 LO: To listen carefully to others

Y2 LO: To encourage everyone to contribute

To continue or add more detail to someone
else's idea



Would you rather
go to space or
under the sea?



Nest



Trio



Y1 WEEK 4: Would you rather go to space or under the sea?

As well
as...



I agree
because...



Y2 WEEK 4: Would you rather go to space or under the sea?

Adding to
this...



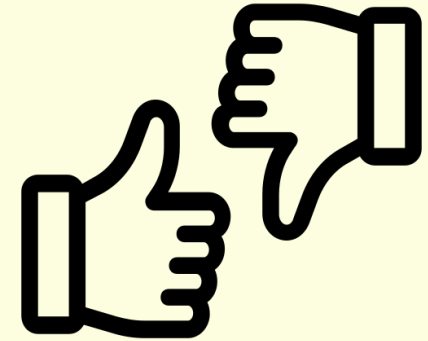
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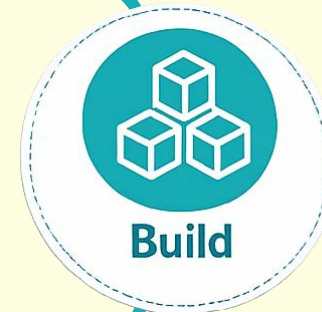


Y1 LO: To listen carefully to others

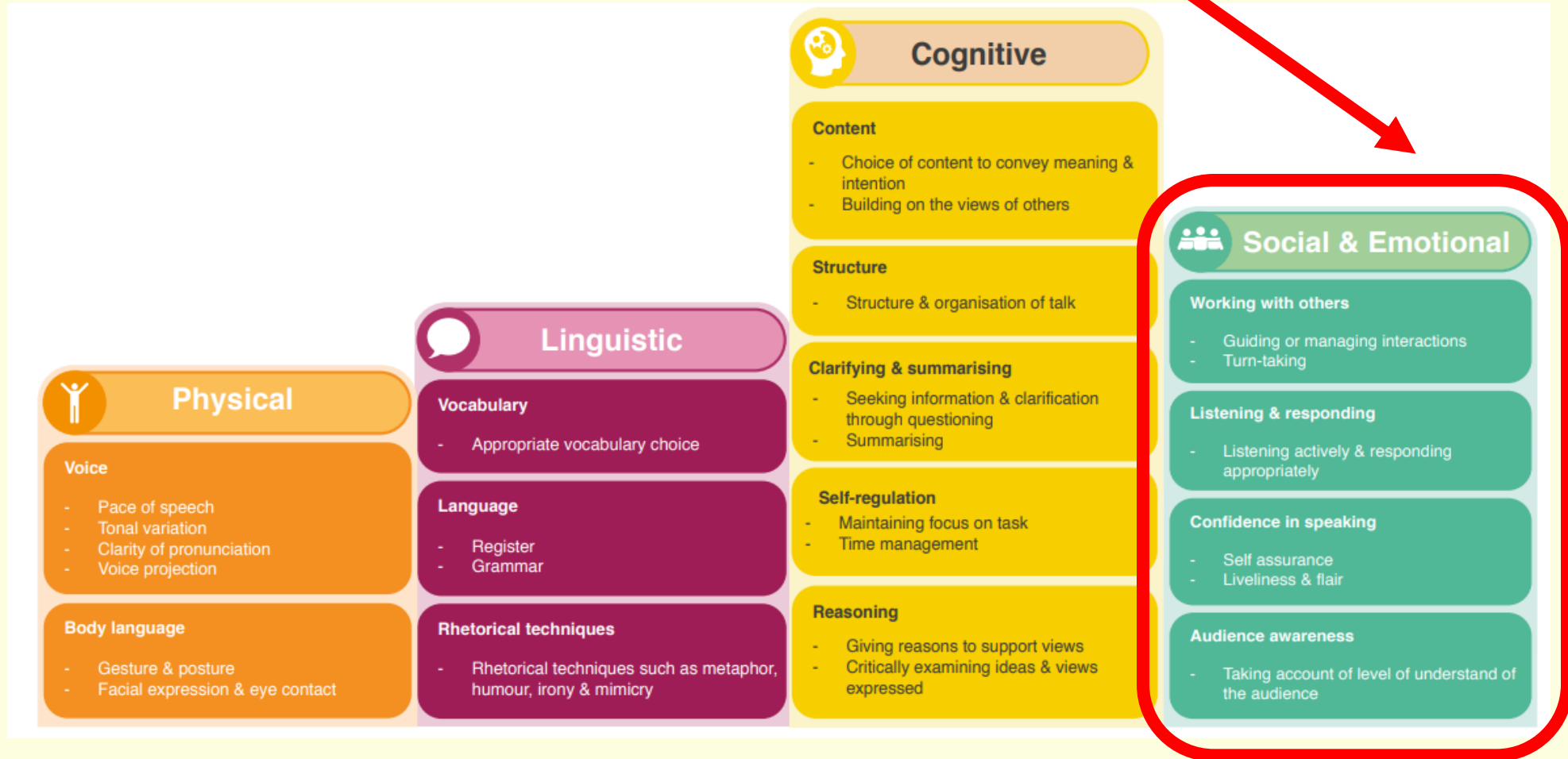
Y2 LO: To encourage everyone to contribute



To continue or add more detail to someone
else's idea



Autumn 2 Focus:

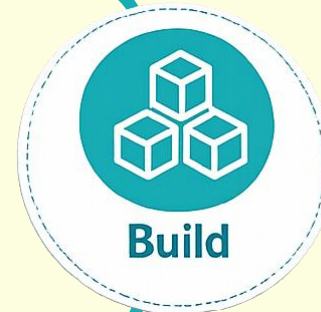




Y1 LO: To participate in group discussions independently of an adult.

Y2 LO: To encourage everyone to contribute

To continue or add more detail to someone else's idea



If you could live in
any storybook
world, which would
you pick?



Nest



Trio



Y1 WEEK 5: If you could live in any storybook world, which would you pick?

As well
as...



I agree
because...



Y2 WEEK 5: If you could live in any storybook world, which would you pick?

Adding to
this...



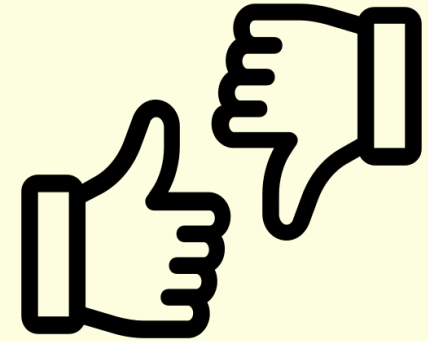
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on that...



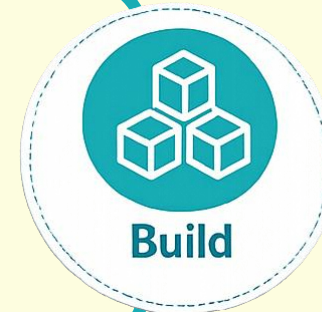


Y1 LO: To participate in group discussions independently of an adult.

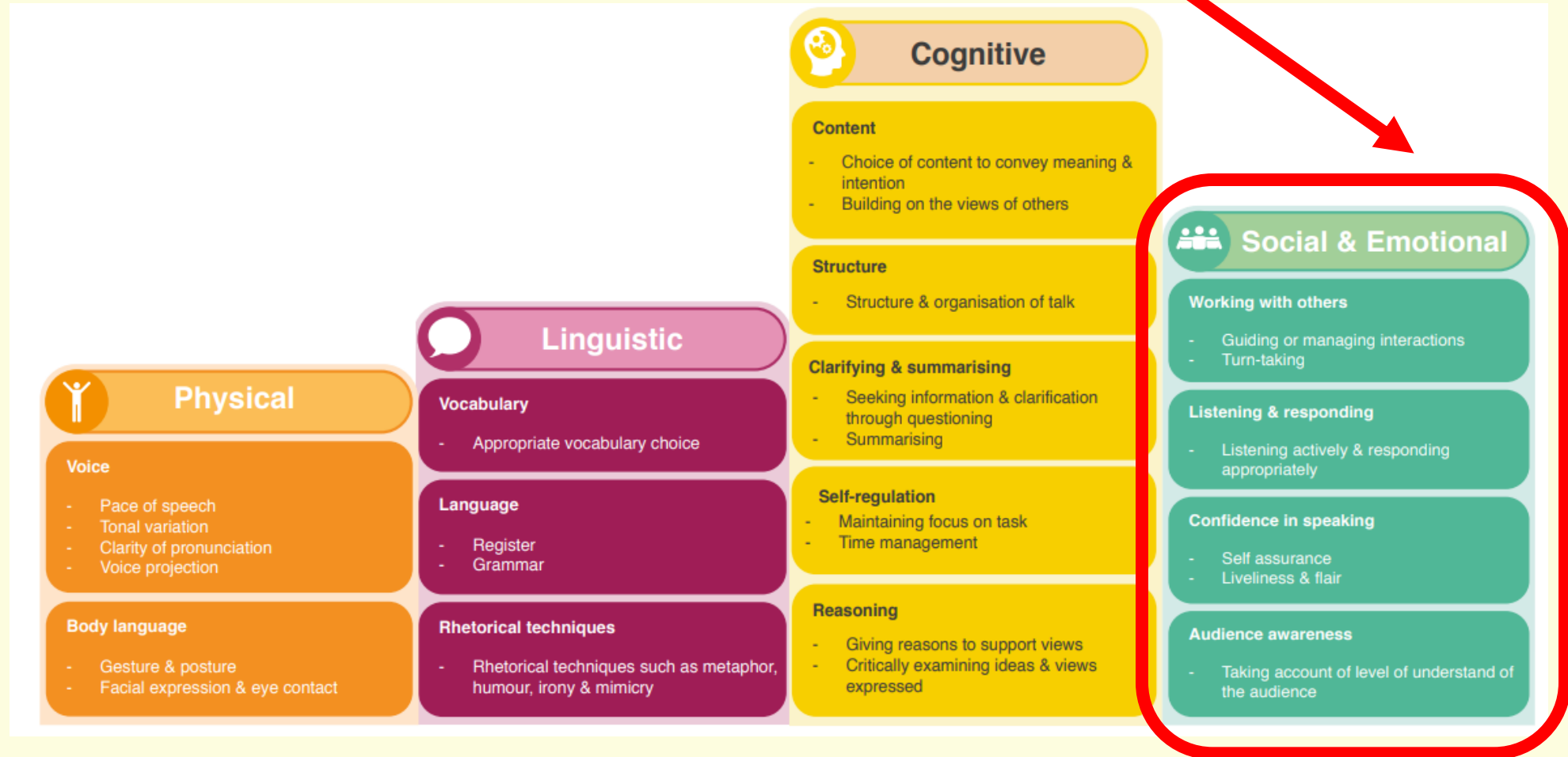
Y2 LO: To encourage everyone to contribute



To continue or add more detail to someone else's idea



Autumn 2 Focus:

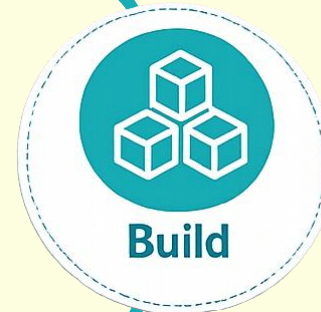




Y1 LO: To participate in group discussions independently of an adult.

Y2 LO: To encourage everyone to contribute

To continue or add more detail to someone else's idea



If animals went to
school, who would
be the best
teacher?



Nest



Trio



Y1 WEEK 6: If animals went to school, who would be the best teacher?

As well
as...



I agree
because...



Y2 WEEK 6: If animals went to school, who would be the best teacher?

Adding to
this...



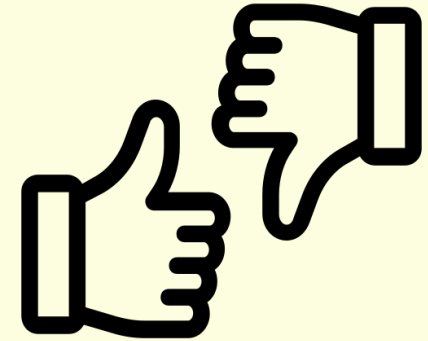
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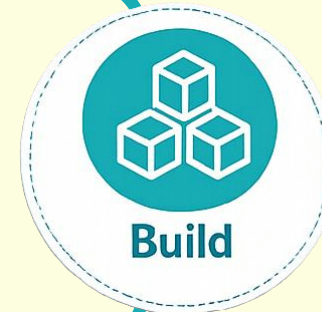


Y1 LO: To participate in group discussions independently of an adult.

Y2 LO: To encourage everyone to contribute



To continue or add more detail to someone else's idea





Spring 1



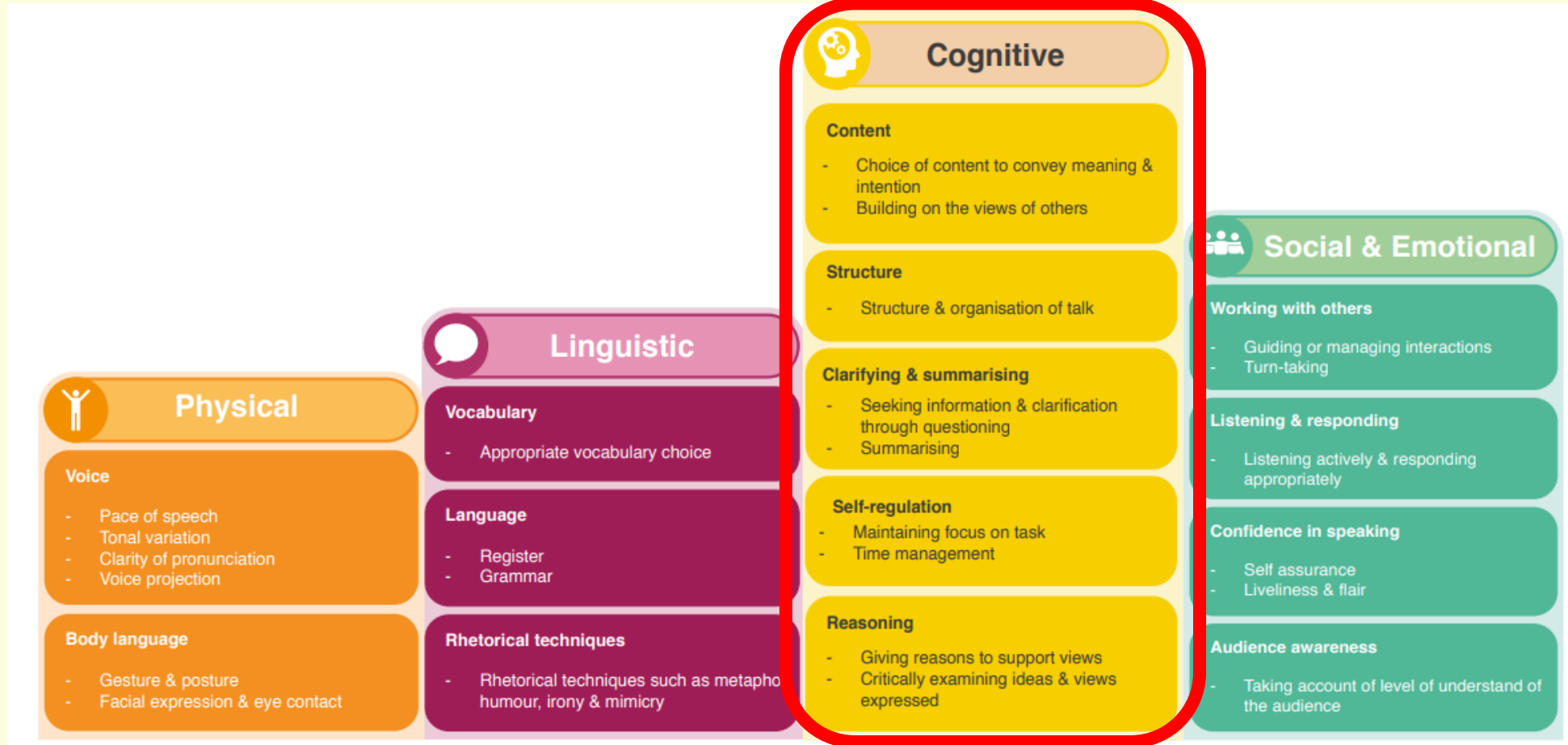
Disagree or present
an alternative argument

Focus Strand: Cognitive

Focus Talk Tactic: Challenge

Other priorities: Exploratory vs presentational talk, Modelling High-quality Talk, Revisiting the Framework

Autumn 1 Focus:





Y1 LO: To use 'and' to link ideas

Y2 LO: To politely disagree with someone else's opinion and
give a reason for this

To disagree or present a different argument



Would you rather
share your snacks
or have two
snacks?



Nest



Pair



Y1 WEEK 1: Would you rather share your snacks or have two snacks?

I think/feel differently because...



I don't feel that...



Y2 WEEK 1: Would you rather share your snacks or have two snacks?

I prefer...



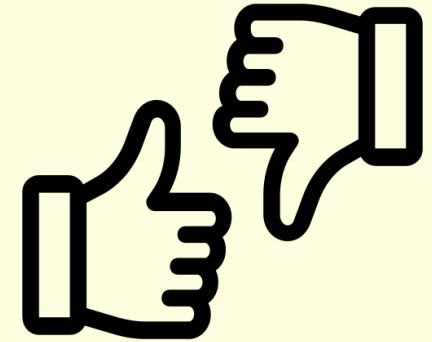
I disagree
with ____
because...





Y1 LO: To use 'and' to link ideas

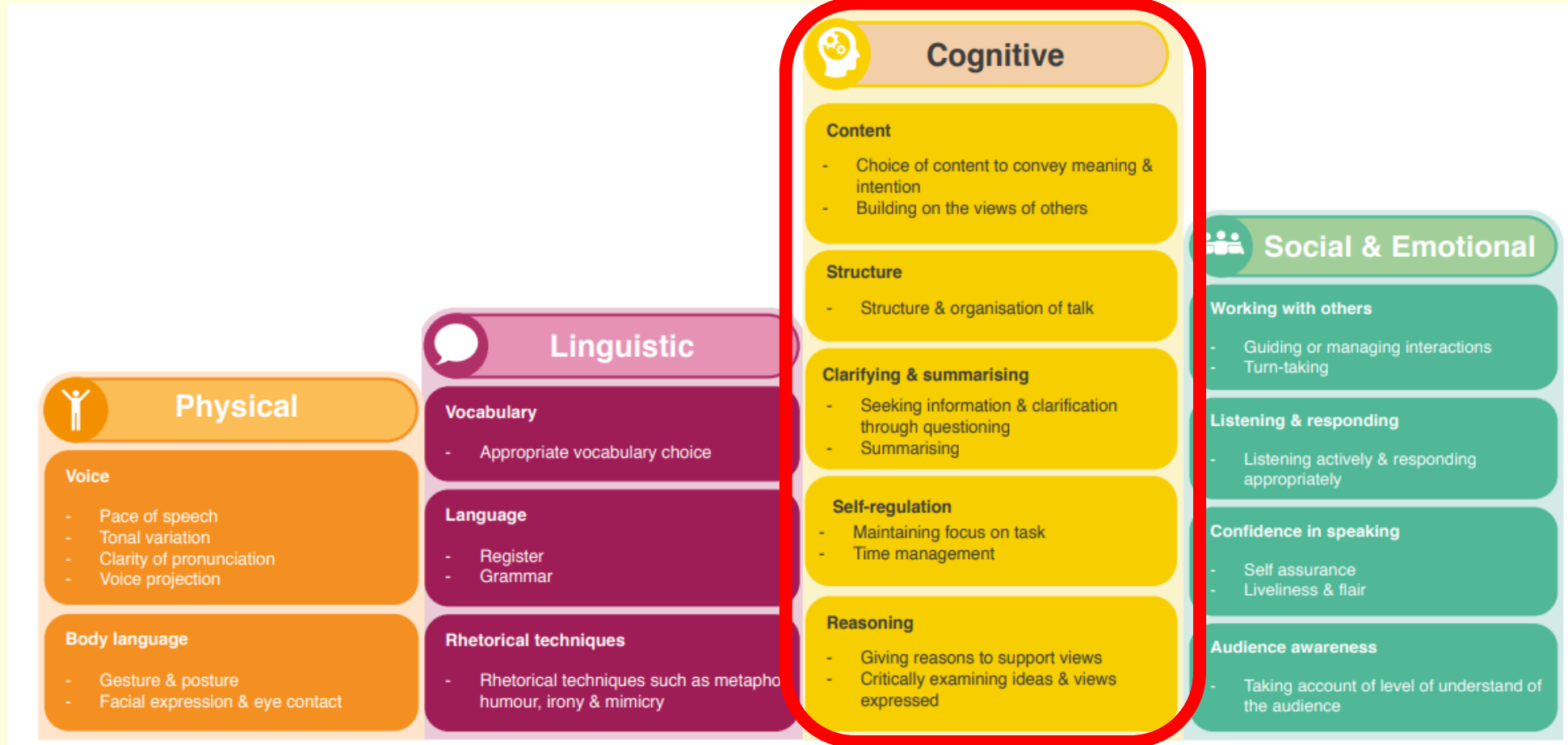
Y2 LO: To politely disagree with someone else's
opinion and give a reason for this



To disagree or present a different argument



Spring 1 Focus:





Y1 LO: To use 'because' to develop ideas

Y2 LO: To politely disagree with someone else's opinion and
give a reason for this

To disagree or present a different argument



If you find
something
valuable, what is
the right thing to
do with it?



Nest



Trio



Y1 WEEK 2: If you find something valuable, what is the right thing to do with it?

I think/feel differently because...



I don't feel that...



Y2 WEEK 2: If you find something valuable, what is the right thing to do with it?

I prefer...



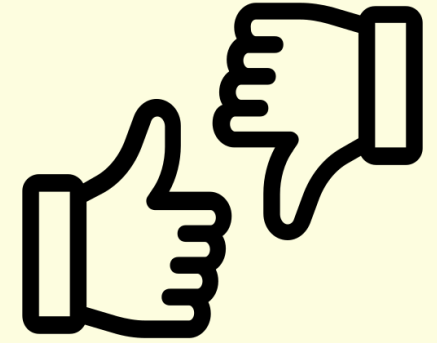
I disagree
with ____
because...





Y1 LO: To use 'because' to develop ideas

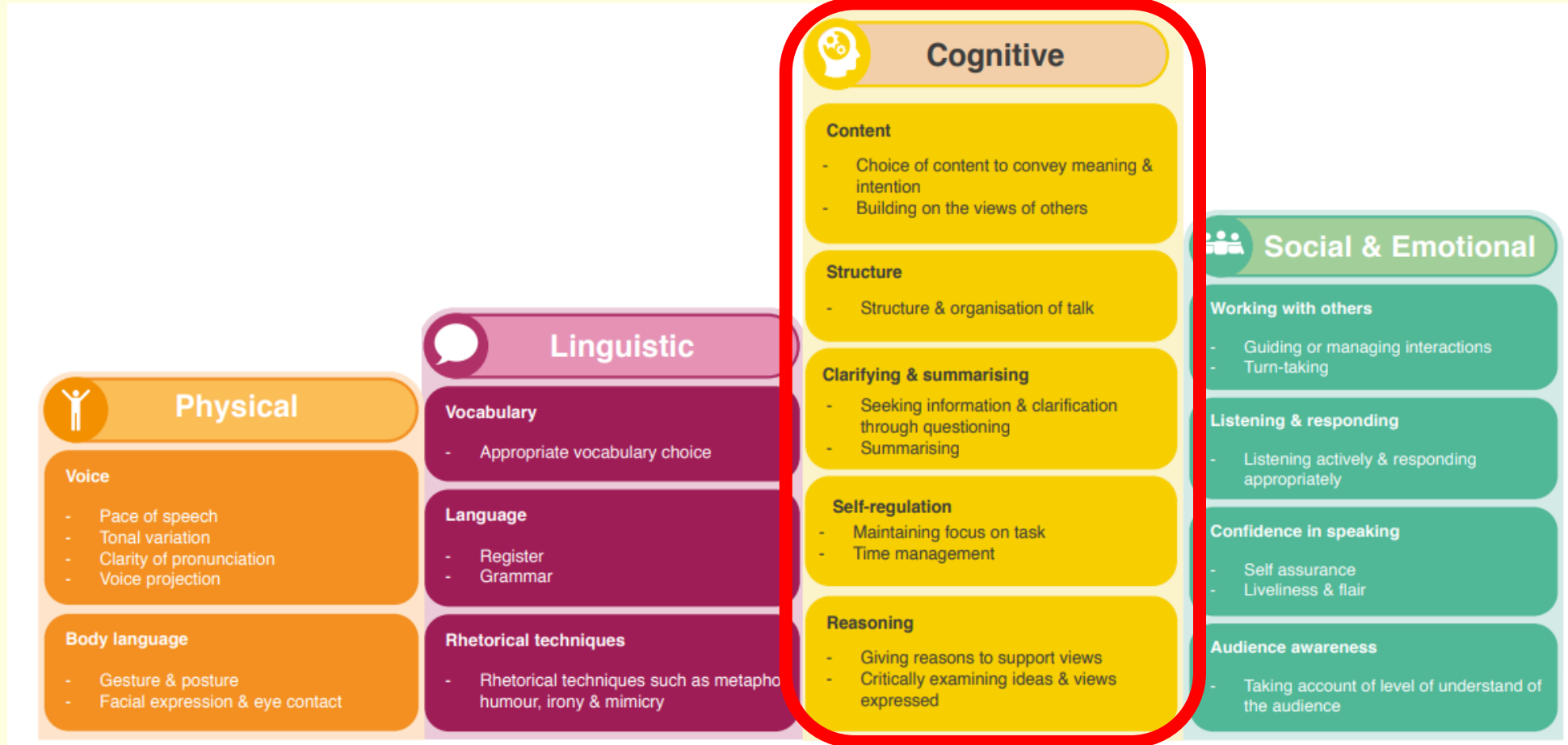
Y2 LO: To politely disagree with someone else's
opinion and give a reason for this



To disagree or present a different argument



Spring 1 Focus:





Y1 LO: To politely disagree with someone else's opinion

Y2 LO: To build on or challenge someone else's idea

To disagree or present a different argument



Would you rather
have jelly hair or
spaghetti toes?



Nest



Pair



Y1 WEEK 3: Would you rather have jelly hair or spaghetti toes?

I think/feel
differently
because...



I don't feel
that...



Y2 WEEK 3: Would you rather have jelly hair or spaghetti toes?

I prefer...



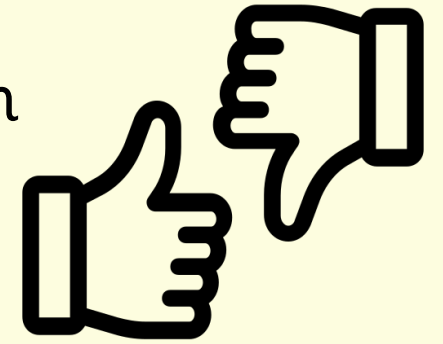
I disagree
with ____
because...





Y1 LO: To politely disagree with someone else's opinion

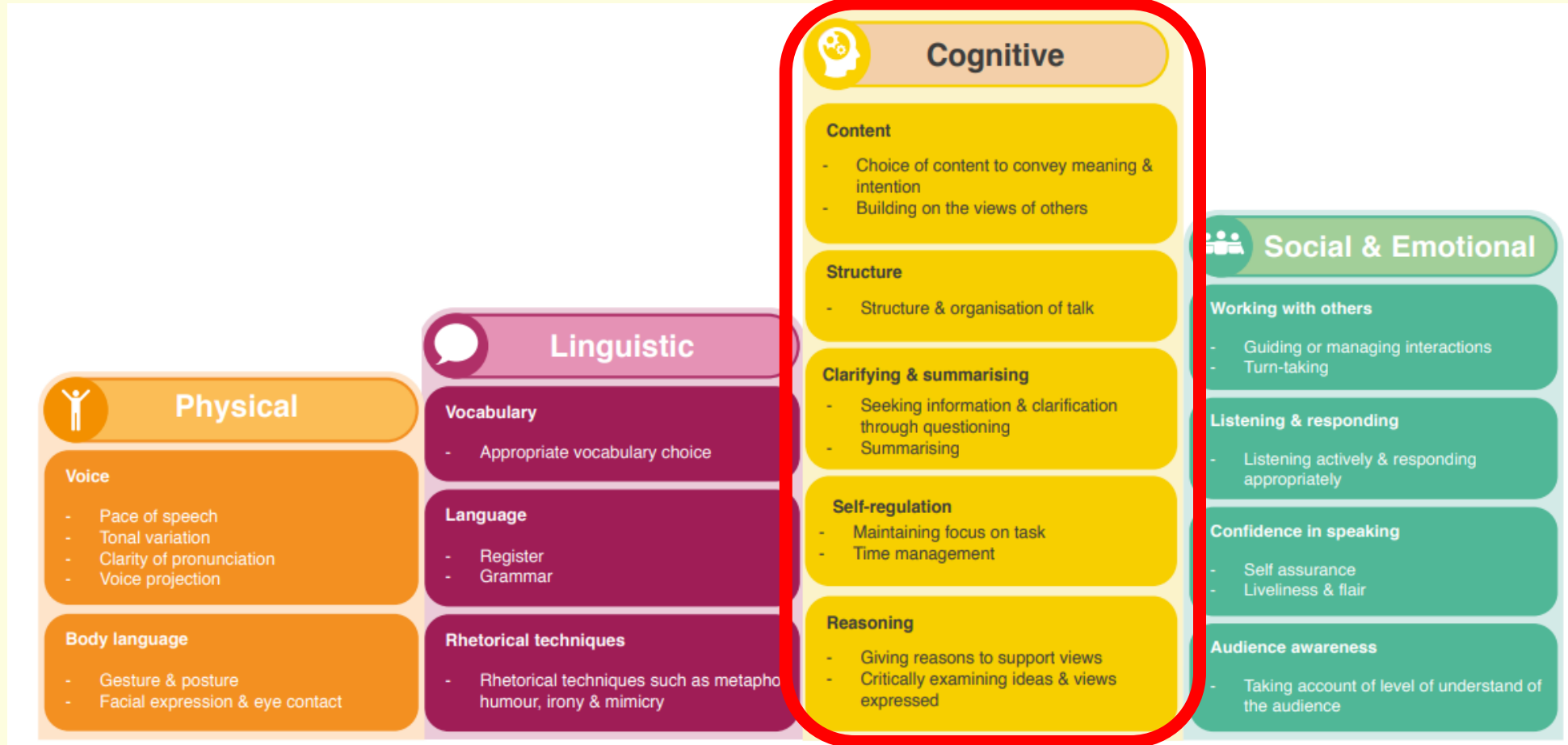
Y2 LO: To build on or challenge someone else's idea



To disagree or present a different argument



Spring 1 Focus:





Y1 LO: To politely disagree with someone else's opinion

Y2 LO: To build on or challenge someone else's idea

To disagree or present a different argument



Can you feel
happy and sad
together?



Nest



Trio



Y1 WEEK 4: Can you feel happy and sad together??

I think/feel differently because...



I don't feel that...



Y2 WEEK 4: Can you feel happy and sad together??

I prefer...



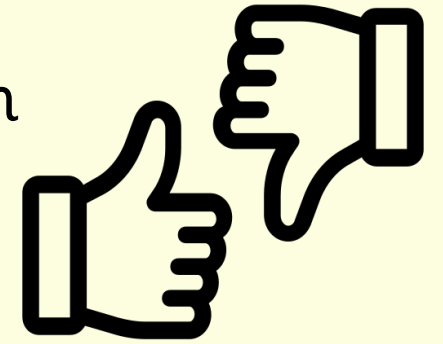
I disagree
with ____
because...





Y1 LO: To politely disagree with someone else's opinion

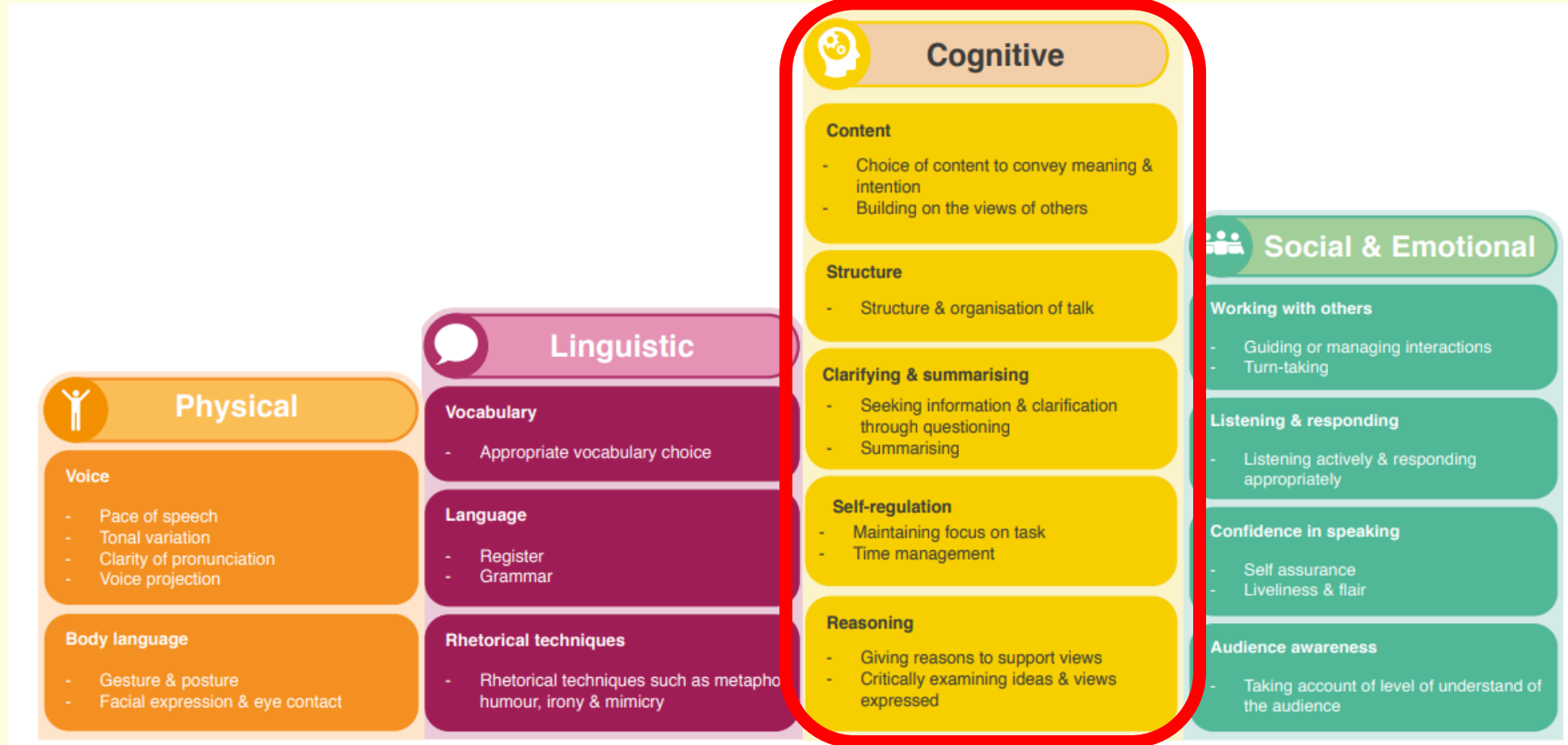
Y2 LO: To build on or challenge someone else's idea



To disagree or present a different argument



Spring 1 Focus:





Y1 LO: To offer reasons for opinions

Y2 LO: To make connections between what has been said and their own experiences

To disagree or present a different argument



Would you rather
have lots of
friends or one best
friend?



Nest



Circle



Y1 WEEK 5: Would you rather have lots of friends or one best friend?

I think/feel differently because...



I don't feel that...



Y2 WEEK 5: Would you rather have lots of friends or one best friend?

I prefer...



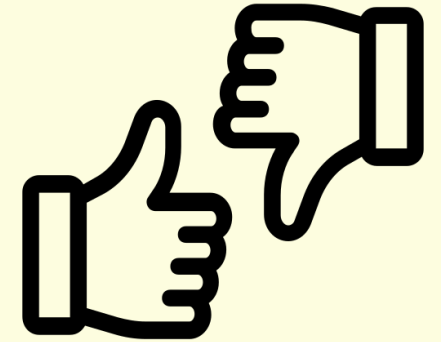
I disagree
with ____
because...





Y1 LO: To offer reasons for opinions

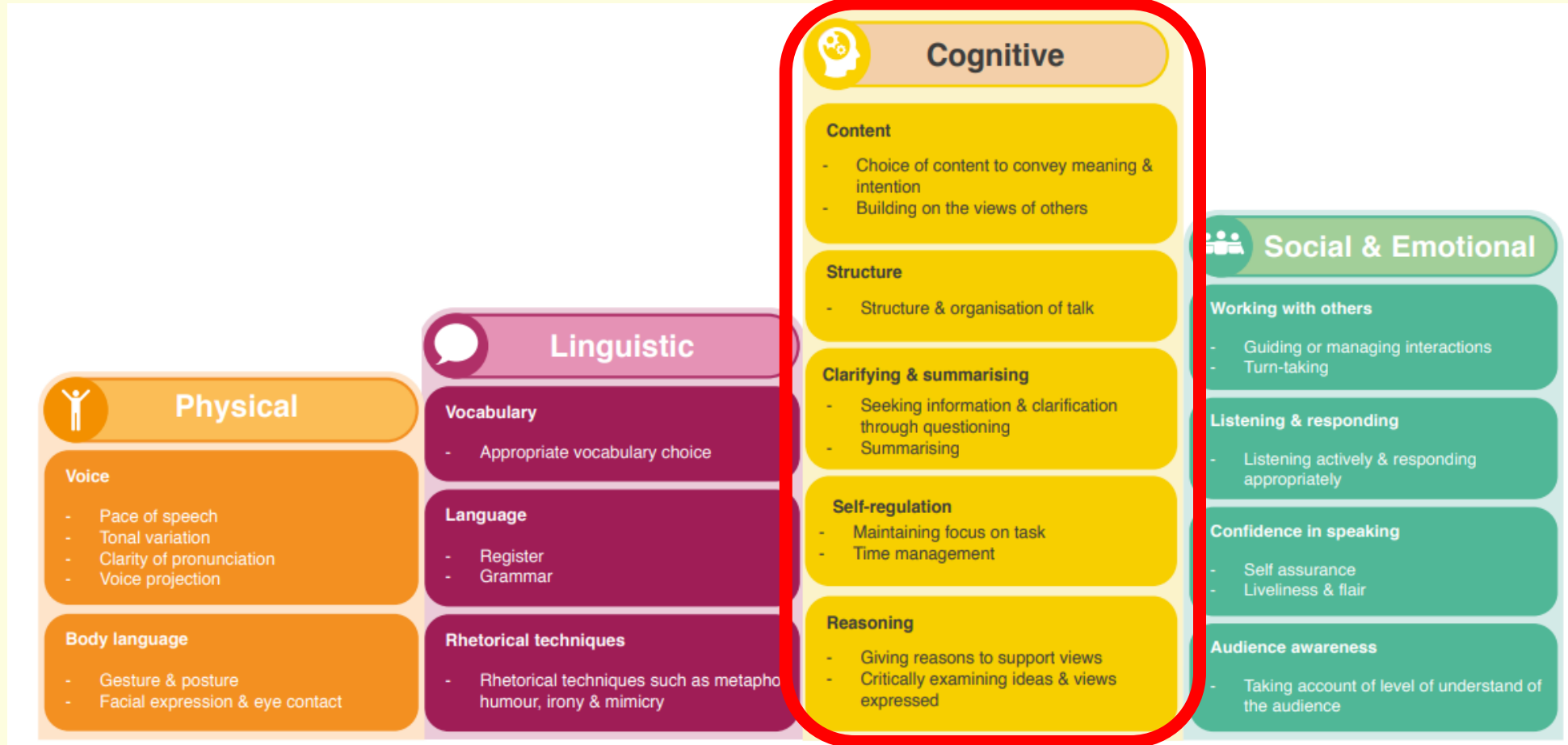
Y2 LO: To make connections between what has
been said and their own experiences



To disagree or present a different argument



Spring 1 Focus:





Y1 LO: To consider the merits of others' viewpoints

Y2 LO: To make connections between what has been said and their own experiences

To disagree or present a different argument



Is it ever OK to
break a rule?



Nest



Circle



Y1 WEEK 6: Is it ever OK to break a rule?

I think/feel
differently
because...



I don't feel
that...



Y2 WEEK 6: Is it ever OK to break a rule?

I prefer...



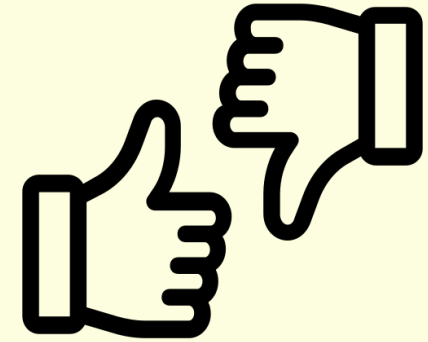
I disagree
with ____
because...





Y1 LO: To consider the merits of others' viewpoints

Y2 LO: To make connections between what has
been said and their own experiences



To disagree or present a different argument





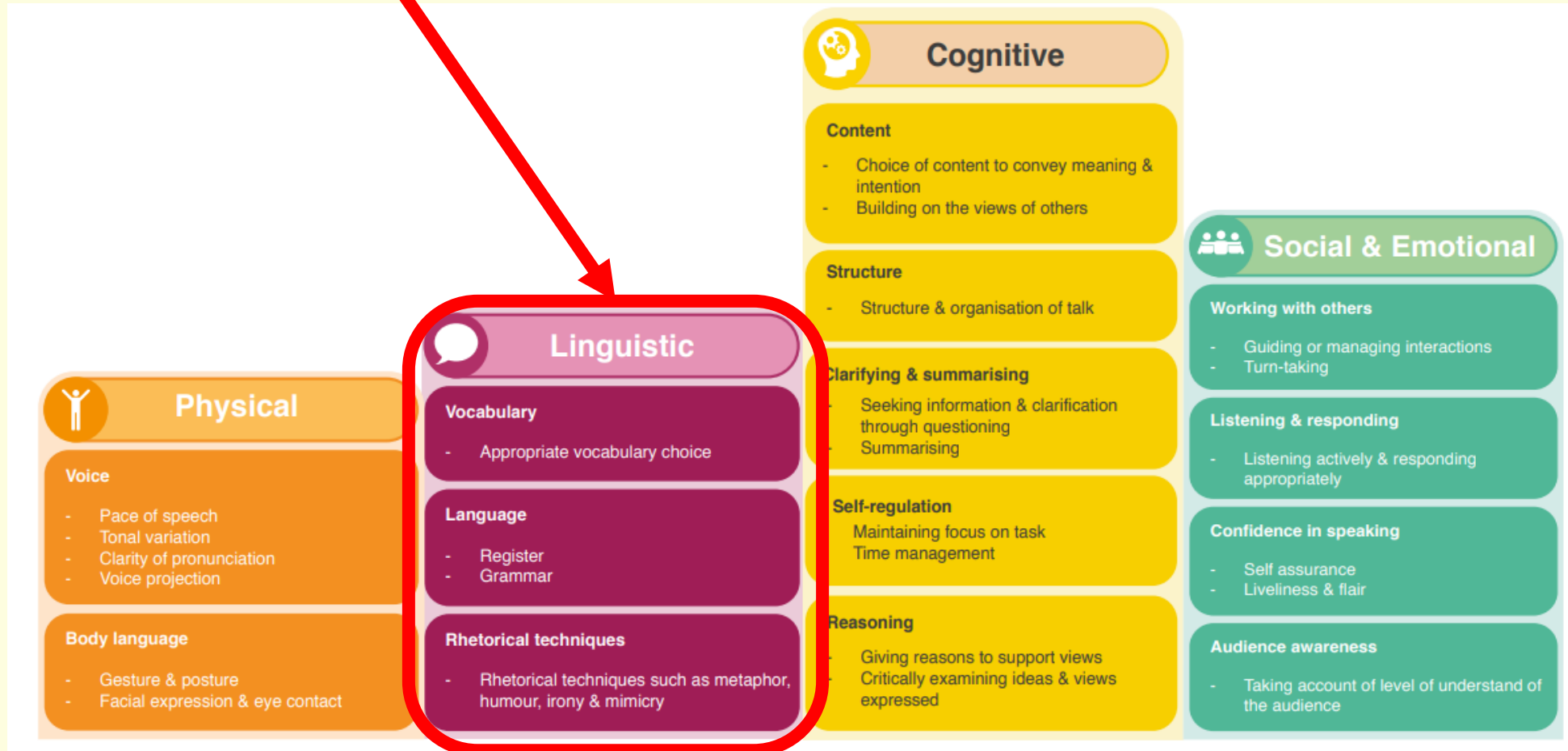
Asking questions to make
things clearer and check
your understanding

Spring 2

Focus Strand: Linguistic

Focus Talk Tactic: Clarify

Spring 2 Focus:





Y1 LO: To practice using new vocabulary in sentences

Y2 LO: To use newly learnt vocabulary in an
appropriate way

Asking questions to make things clearer and
check your understanding



Would you
rather travel to
the past or the
future?



Nest



Trio



Y1 WEEK 1: Would you rather travel to the past or the future?

Can you
explain more
about...?



Tell me
about...



past



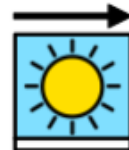
present



future



yesterday



tomorrow



Y2 WEEK 1: Would you rather travel to the past or the future?

How do
you know
that...?



Why do
you think
that...?



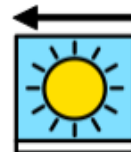
past



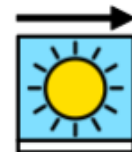
present



future



yesterday



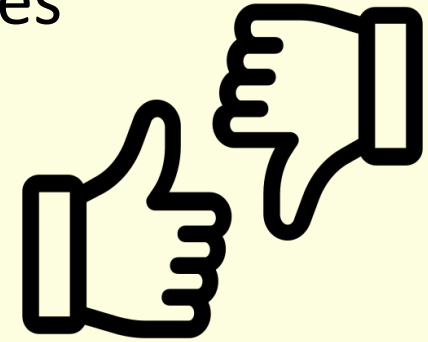
tomorrow





Y1 LO: To practice using new vocabulary in sentences

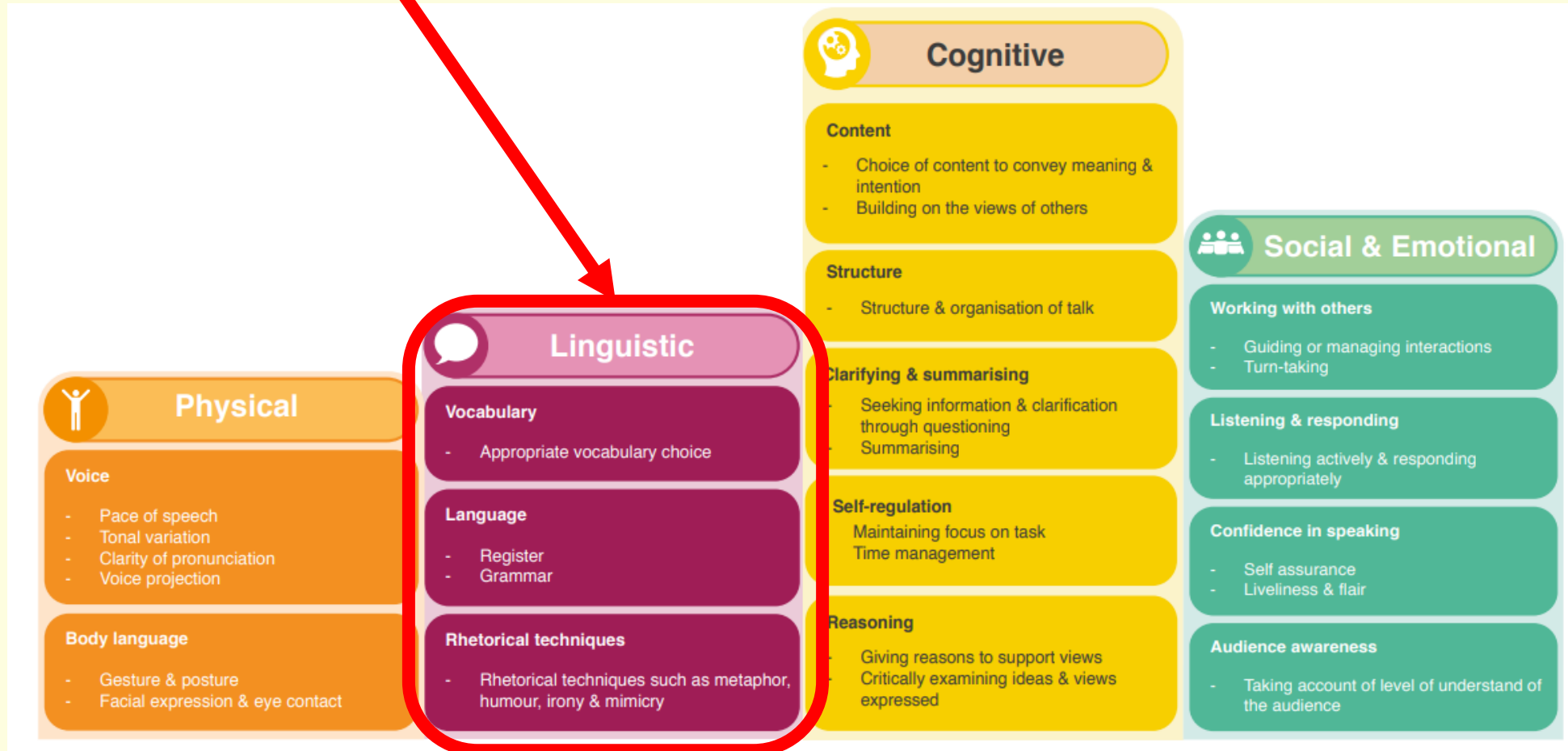
Y2 LO: To use newly learnt vocabulary in an
appropriate way



Asking questions to make things clearer and
check your understanding



Spring 2 Focus:





Y1 LO: To use vocabulary that is specific to the subject at hand

Y2 LO: To use newly learnt vocabulary in an
appropriate way

Asking questions to make things clearer and
check your understanding



Would you
rather have a
pet dragon or a
pet unicorn?



Nest



Small
Circle



Y1 WEEK 2: Would you rather have a pet dragon or a pet unicorn?

Can you
explain more
about...?



Tell me
about...



advantage



disadvantage



magical



powerful



dangerous



Y2 WEEK 2: Would you rather have a pet dragon or a pet unicorn?

How do
you know
that...?



Why do
you think
that...?



advantage



disadvantage



magical



powerful



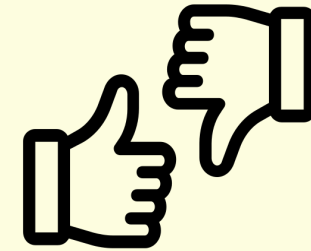
dangerous





Y1 LO: To use vocabulary that is specific to the subject at hand

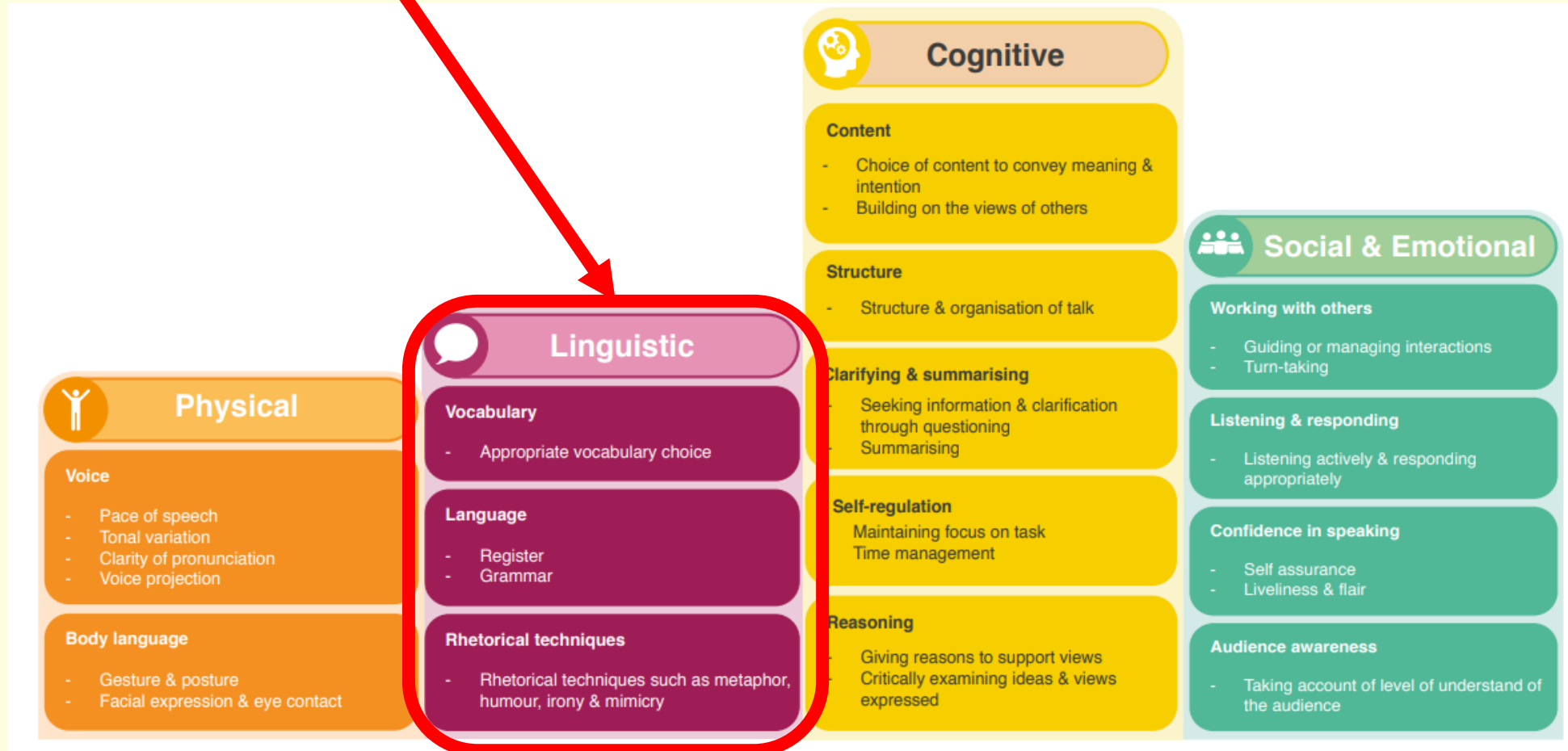
Y2 LO: To use newly learnt vocabulary in an
appropriate way



Asking questions to make things clearer and
check your understanding



Spring 2 Focus:



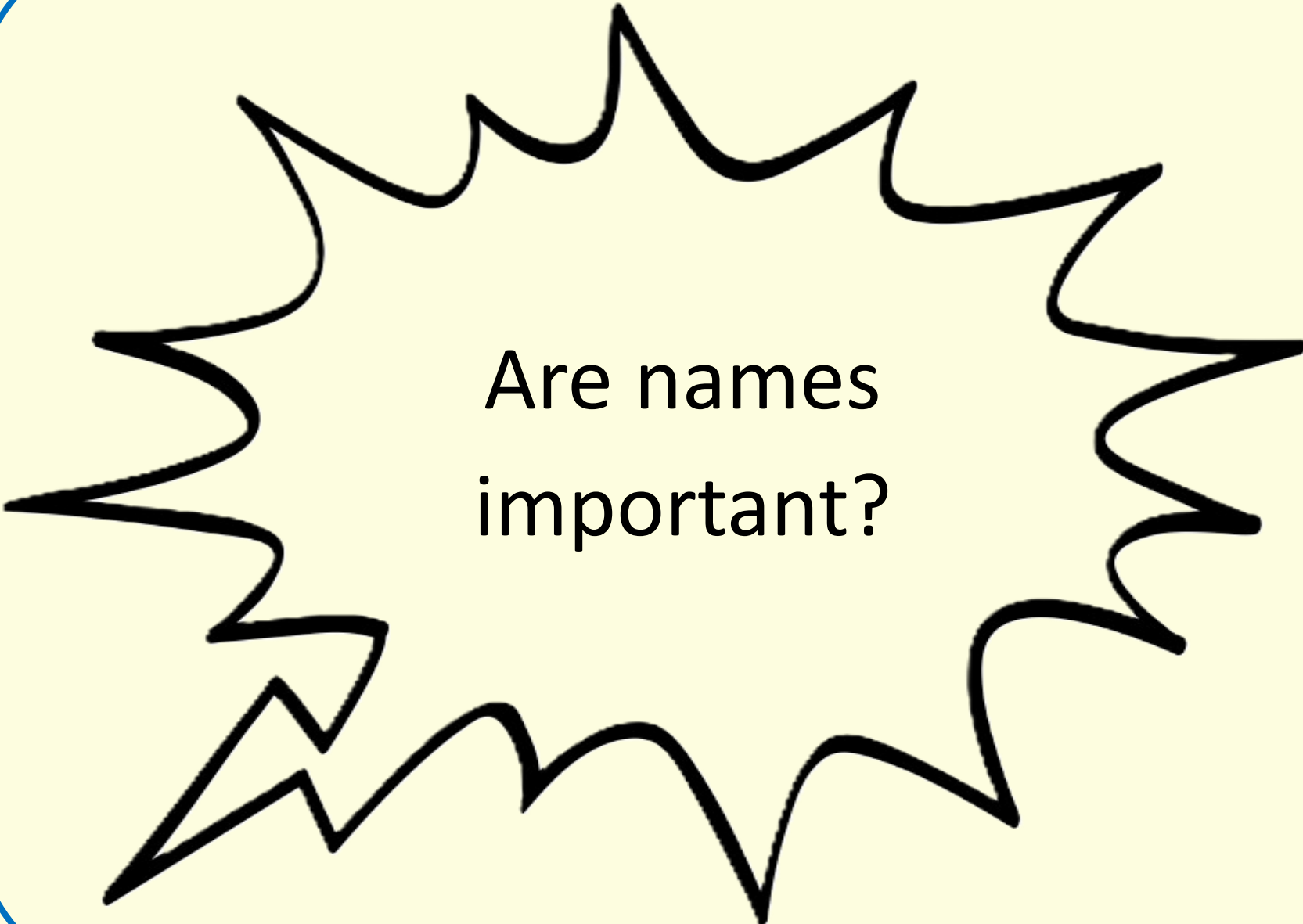


Y1 LO: To use vocabulary that is specific to the subject at hand

Y2 LO: To use newly learnt vocabulary in an
appropriate way

Asking questions to make things clearer and
check your understanding





Are names
important?



Nest



Circle



Y1 WEEK 3: Are names important?

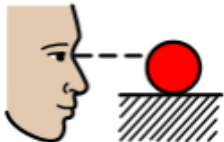
Can you
explain more
about...?



Tell me
about...



identity



distinguish



unique



meaningful



family



Y2 WEEK 3: Are names important?

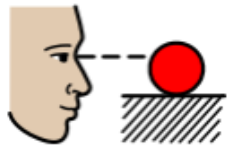
How do
you know
that...?



Why do
you think
that...?



identity



distinguish



unique



meaningful



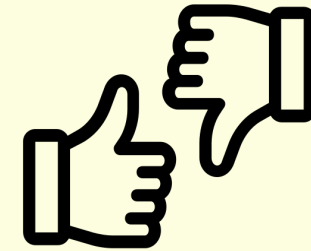
family





Y1 LO: To use vocabulary that is specific to the subject at hand

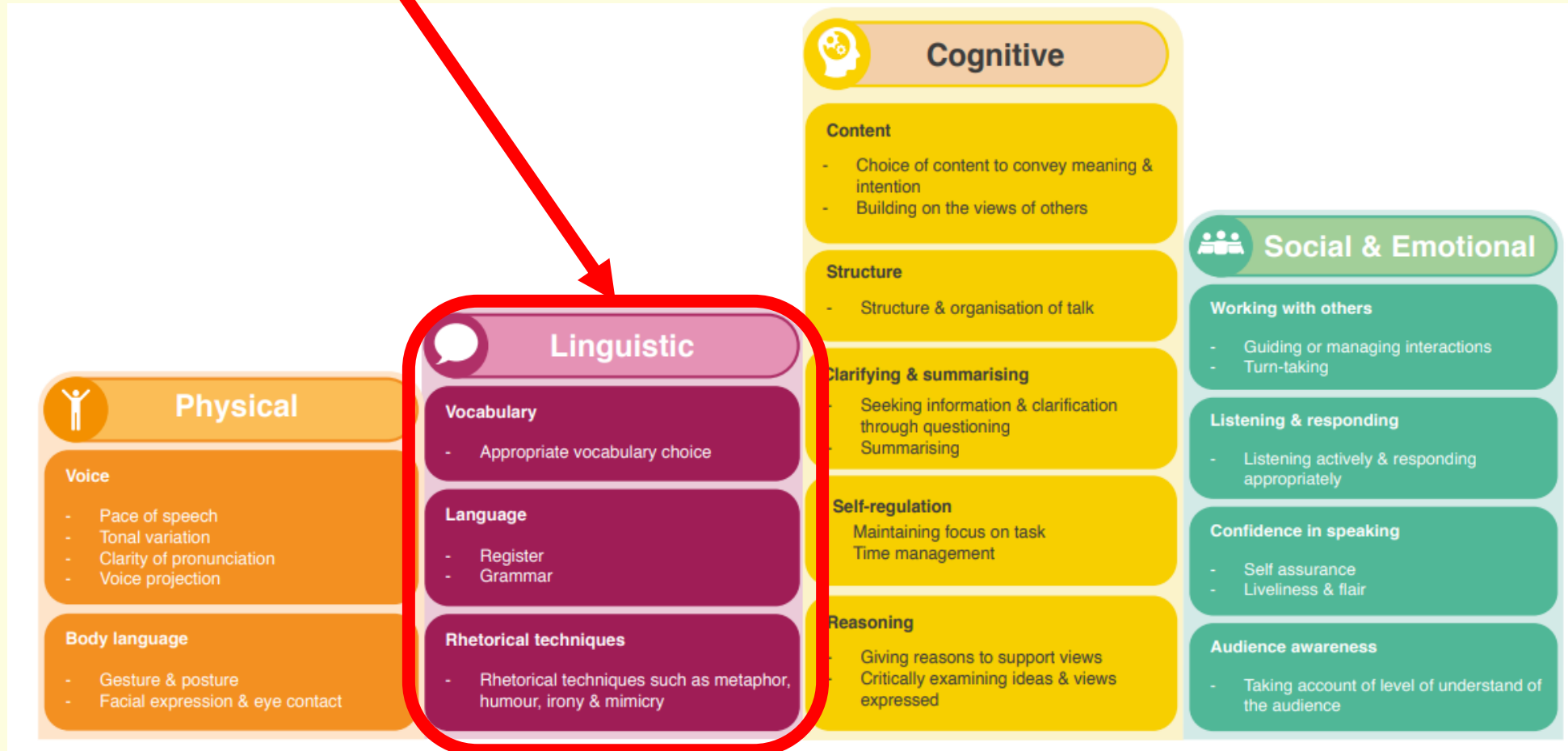
Y2 LO: To use newly learnt vocabulary in an
appropriate way



Asking questions to make things clearer and
check your understanding



Spring 2 Focus:





Y1 LO: To use sentence stems to link other's ideas in group discussions

Y2 LO: To use sentence stems to signal when they are building on or challenging others' ideas.

Asking questions to make things clearer and check your understanding



What makes
someone a good
friend?



Nest



Fishbowl



Y1 WEEK 4: What makes someone a good friend?

Can you
explain more
about...?



Tell me
about...



trustworthy



patient



supportive



understanding



considerate



Y2 WEEK 4: What makes someone a good friend?

How do
you know
that...?



Why do
you think
that...?



trustworthy



patient



supportive



understanding



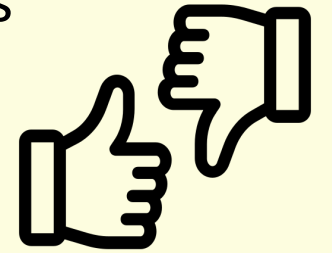
considerate





Y1 LO: To use sentence stems to link other's ideas in group discussions

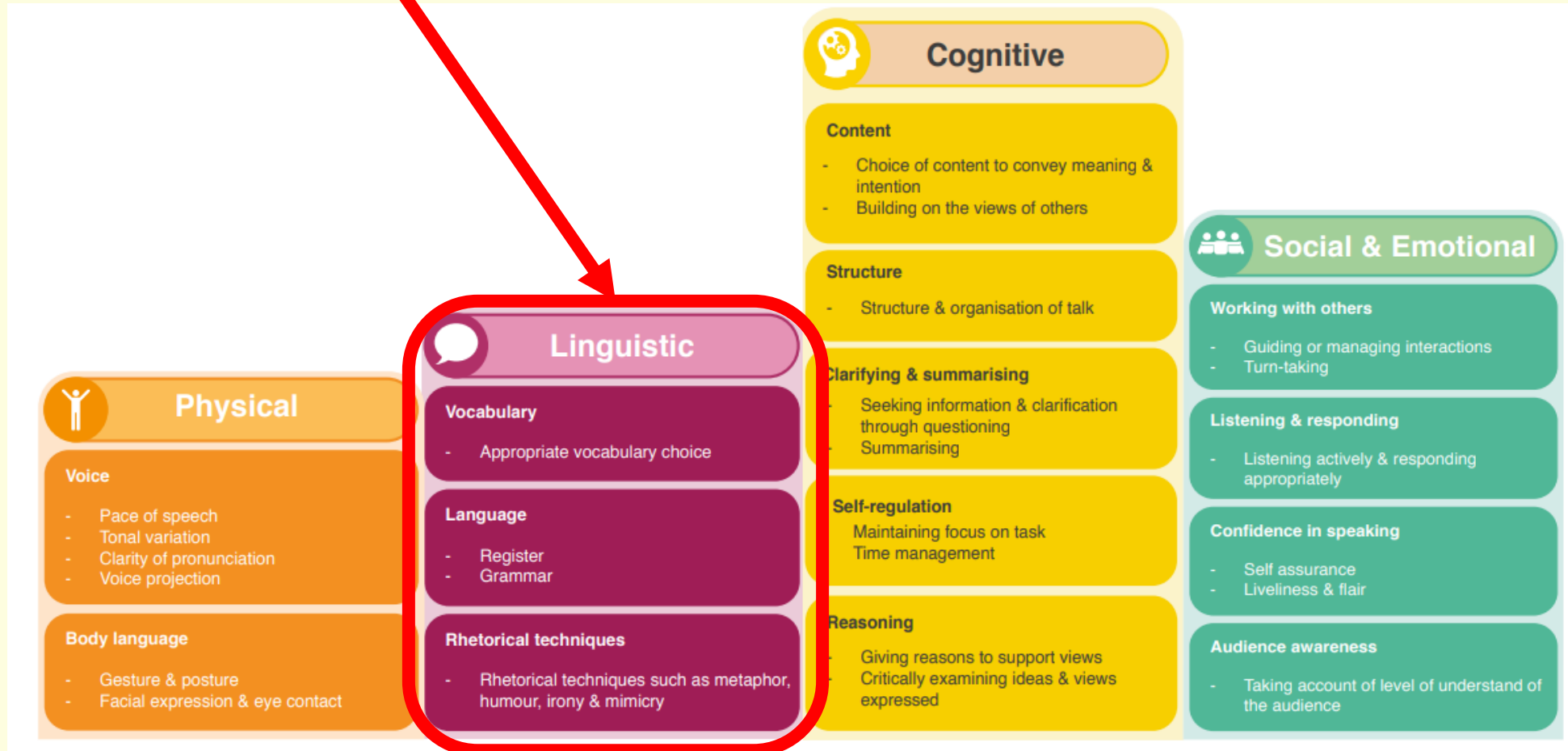
Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding



Spring 2 Focus:



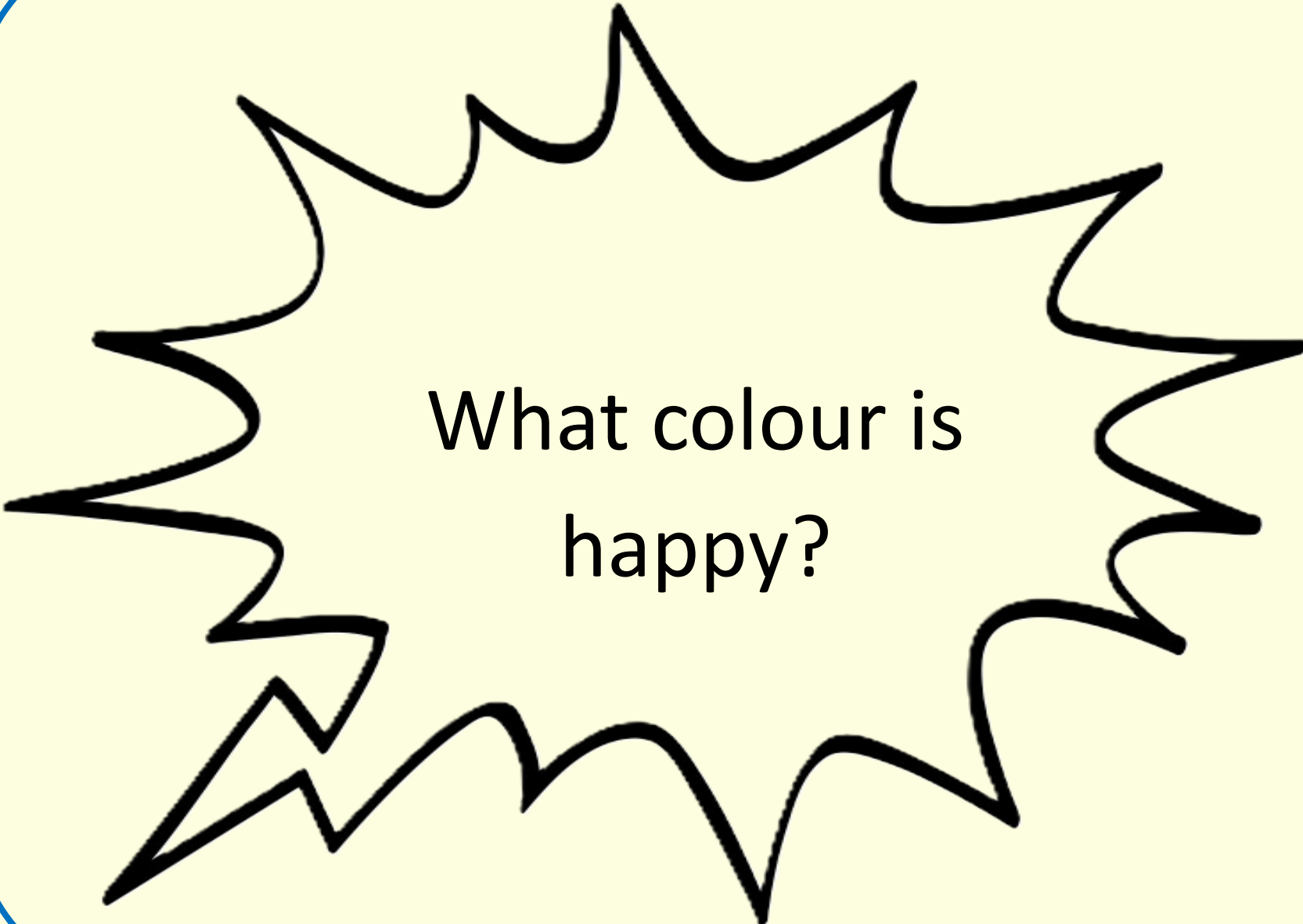


Y1 LO: To use sentence stems to link other's ideas in group discussions

Y2 LO: To use sentence stems to signal when they are building on or challenging others' ideas.

Asking questions to make things clearer and
check your understanding





What colour is
happy?



Nest



Quartet



Y1 WEEK 5: What colour is happy?

Can you
explain more
about...?



Tell me
about...



Y2 WEEK 5: What colour is happy?

How do
you know
that...?



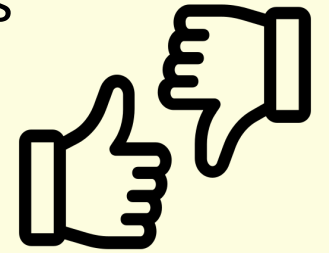
Why do
you think
that...?





Y1 LO: To use sentence stems to link other's ideas in group discussions

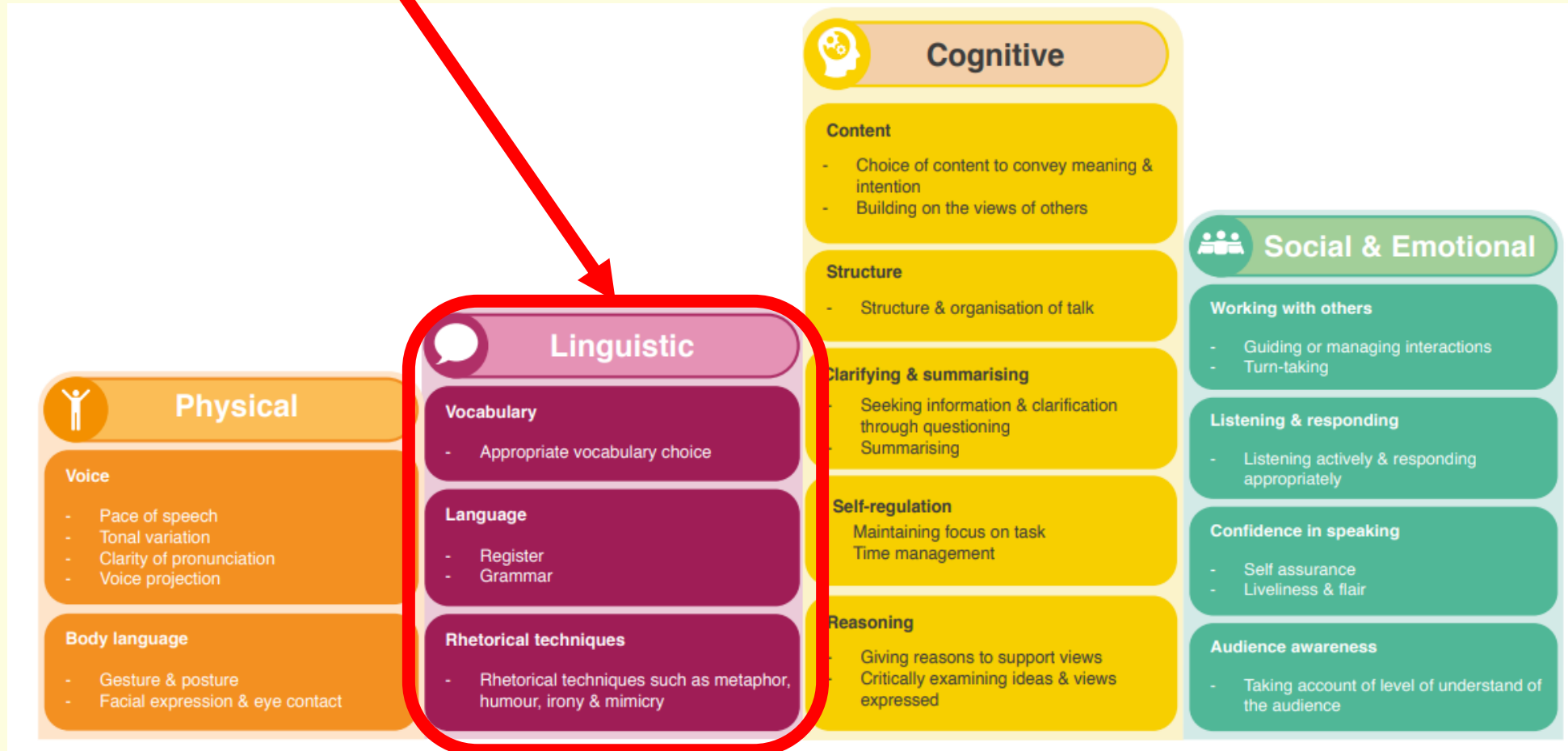
Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding



Spring 2 Focus:



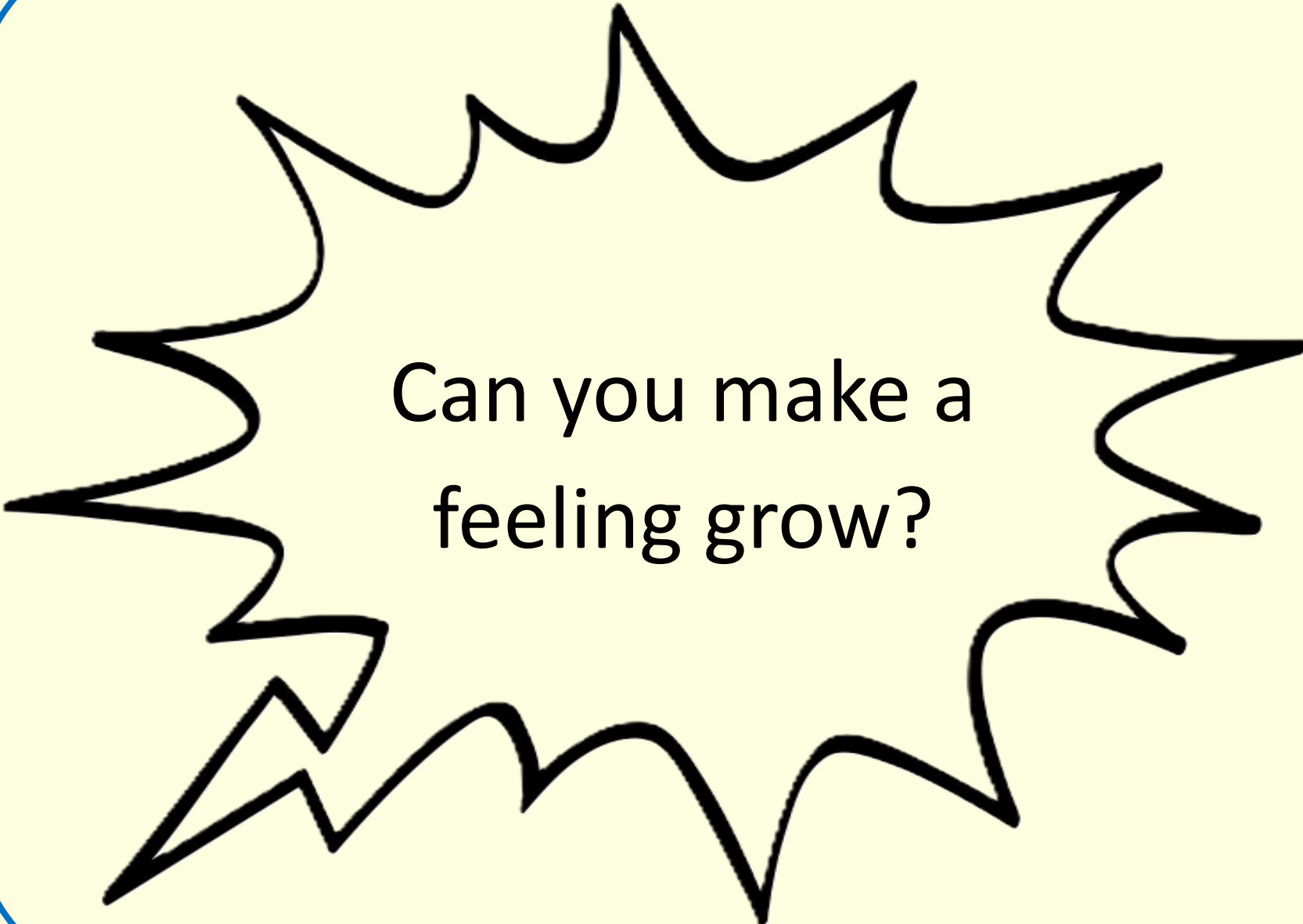


Y1 LO: To use sentence stems to link other's ideas in group discussions

Y2 LO: To use sentence stems to signal when they are building on or challenging others' ideas.

Asking questions to make things clearer and
check your understanding





Can you make a
feeling grow?



Nest



Quartet



Y2 WEEK 6: Can you make a feeling grow?

Can you
explain more
about...?



Tell me
about...



Y2 WEEK 6: Can you make a feeling grow?

How do
you know
that...?



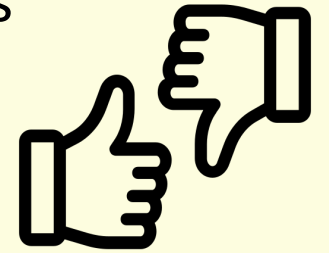
Why do
you think
that...?





Y1 LO: To use sentence stems to link other's ideas in group discussions

Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding





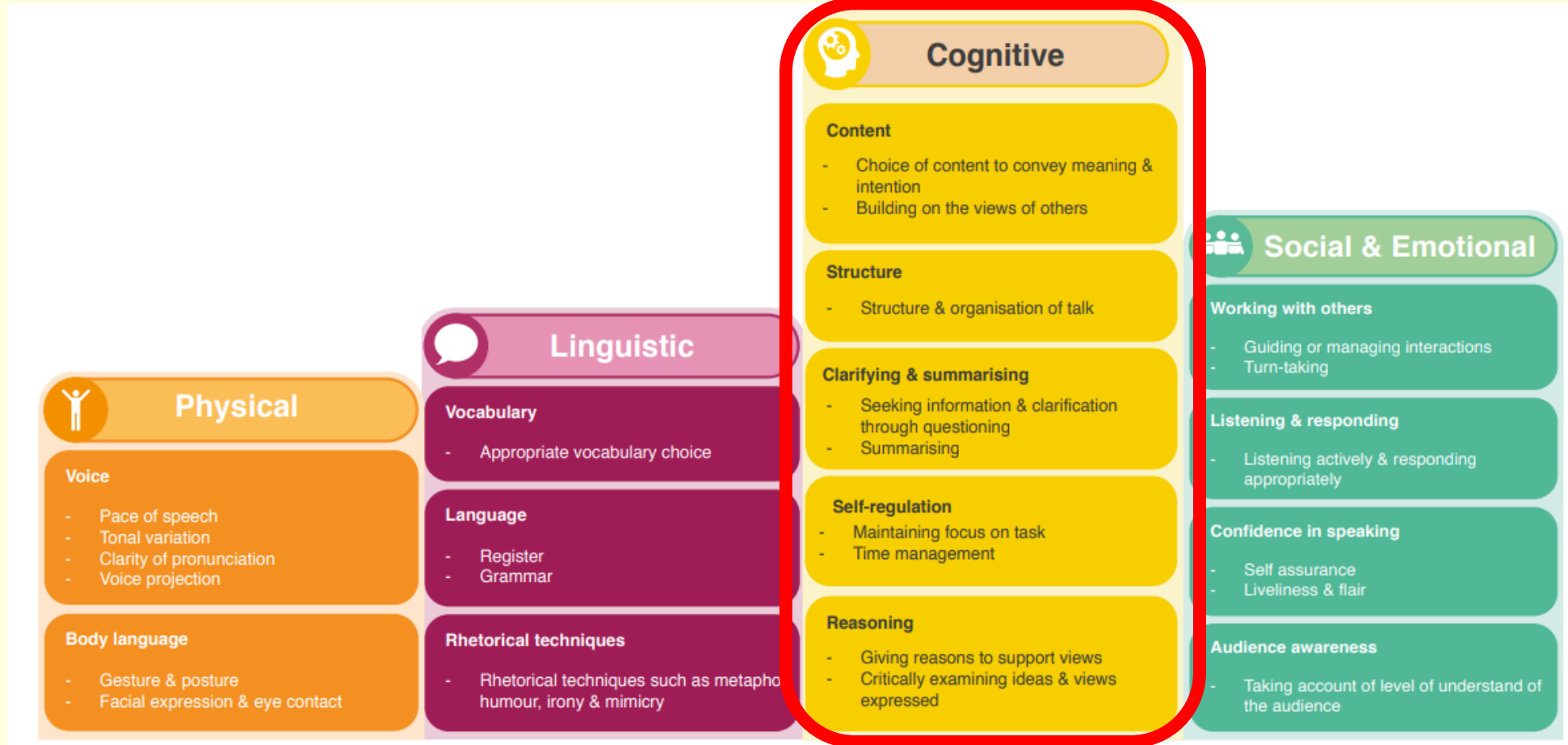
Summer 1



Dig deeper, ask for
evidence or justification of ideas

Focus Strand: Cognitive
Focus Talk Tactic: Probe

Summer 1 Focus:





Y1 LO: To wonder about ideas

Y2 LO: To ask questions to find out more about a
subject.

To dig deeper into an argument and ask for
more information



If you could
change one thing
about school,
what would it be?



Nest



Trio



Y1 WEEK 1: If you could change one thing about school, what would it be?

How do
you know
that...?



Why do
you think
that...?



Y2 WEEK 1: If you could change one thing about school, what would it be?

What will
happen
if...?



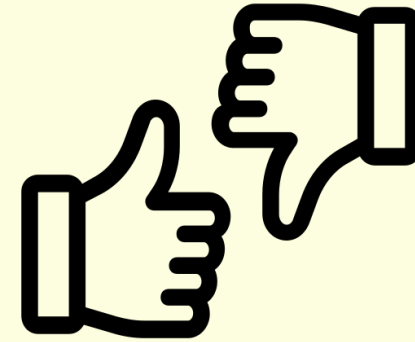
What do
you think
about...?





Y1 LO: To wonder about ideas

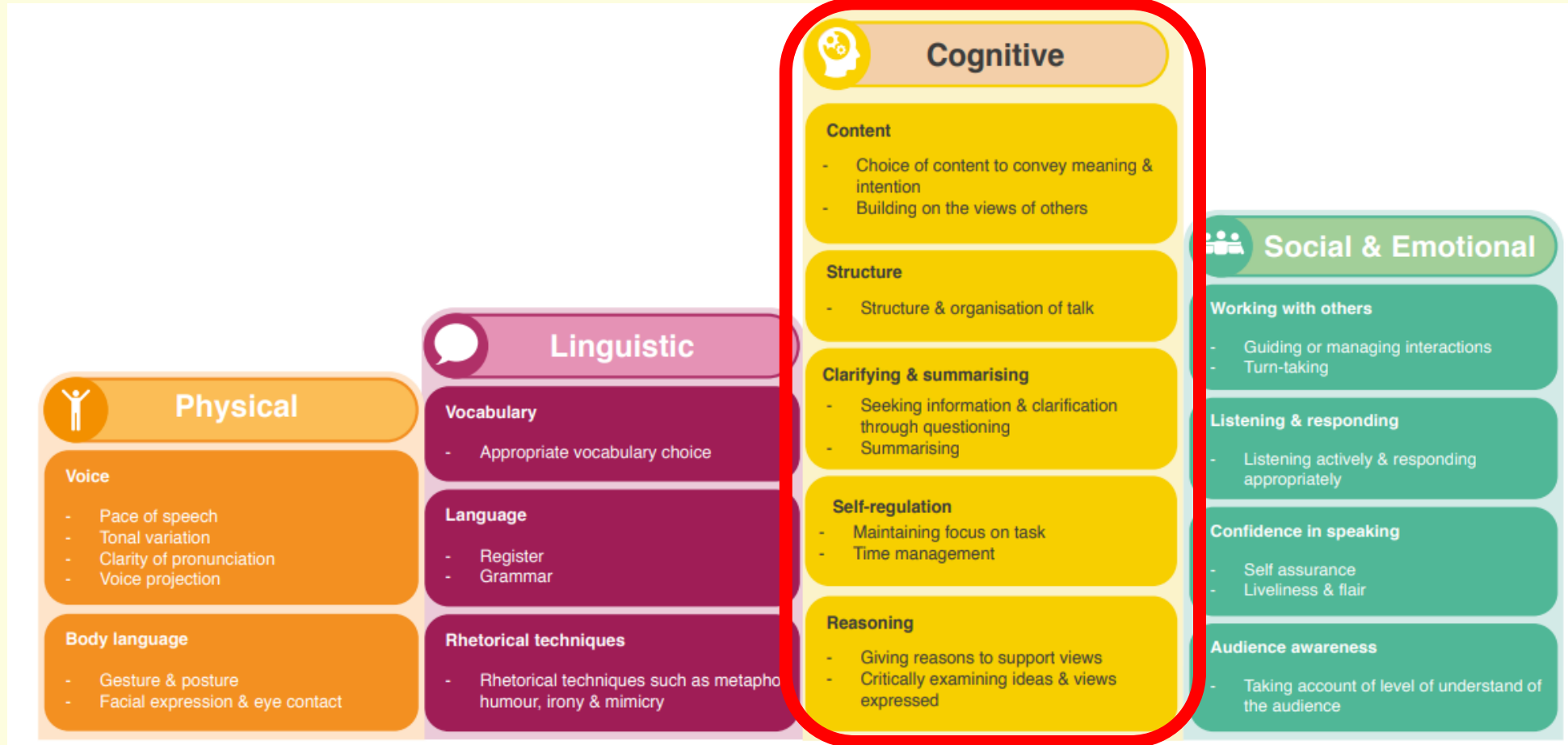
Y2 LO: To ask questions to find out more
about a subject.



To dig deeper into an argument and ask for
more information



Summer 1 Focus:





Y1 LO: To wonder about ideas

Y2 LO: To ask questions to find out more about a
subject.

To dig deeper into an argument and ask for
more information



Would you rather
have butterfly
wings or kangaroo
legs?



Nest



Quartet



Y1 WEEK 2: Would you rather have butterfly wings or kangaroo legs?

How do you know that...?



Why do you think that...?



Y2 WEEK 2: Would you rather have butterfly wings or kangaroo legs?

What will
happen
if...?



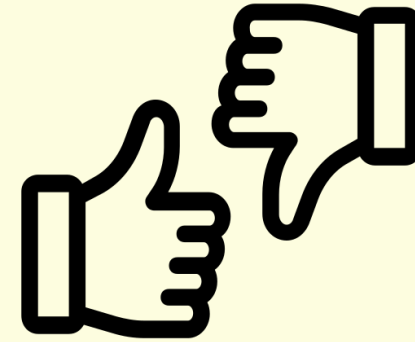
What do
you think
about...?





Y1 LO: To wonder about ideas

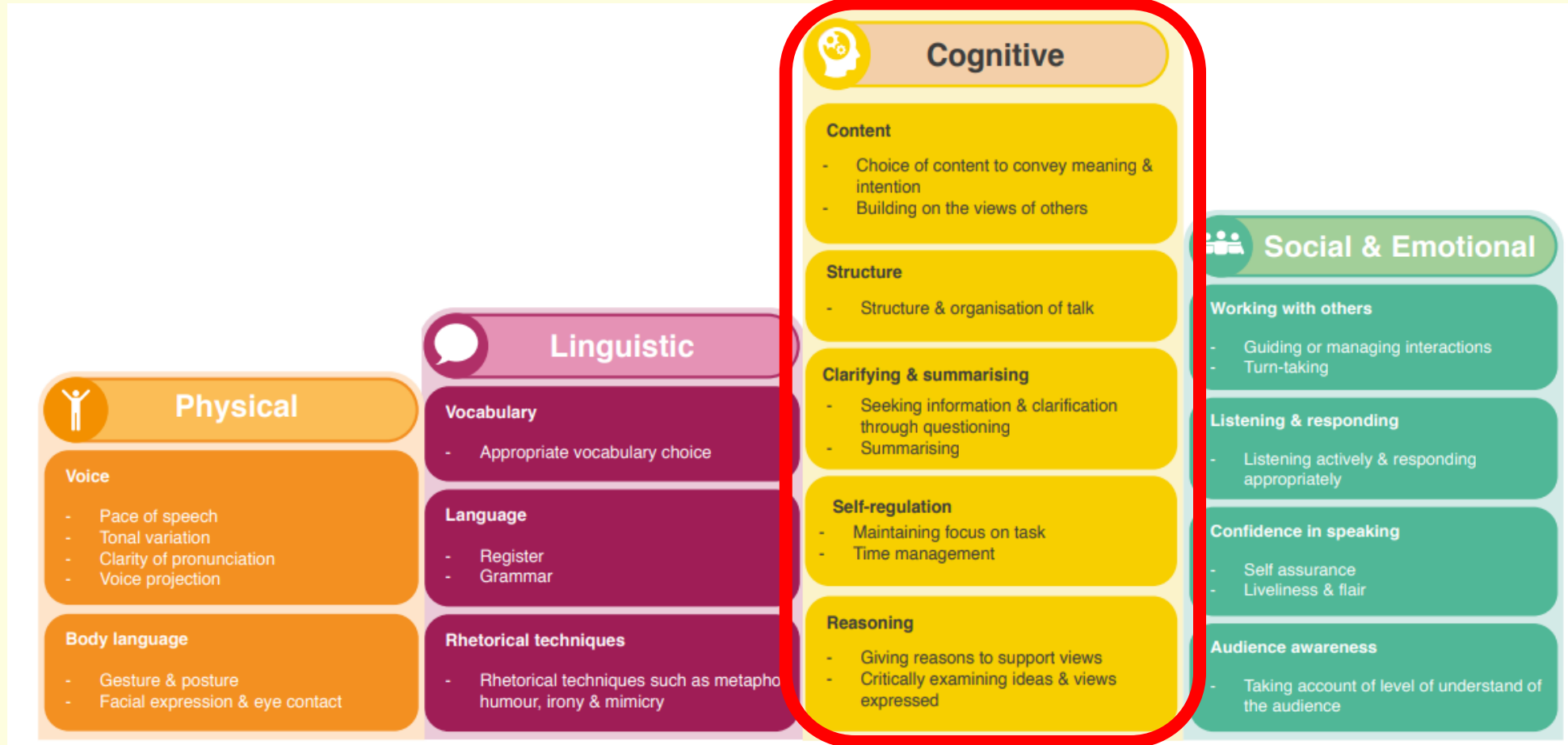
Y2 LO: To ask questions to find out more
about a subject.



To dig deeper into an argument and ask for
more information



Summer 1 Focus:





Y1 LO: To ask questions

Y2 LO: To ask questions to find out more
about someone's opinion or ideas

To dig deeper into an argument and ask for
more information



Can a mistake be
a good thing?



Nest



Quartet



Y1 WEEK 3: Can a mistake be a good thing?

How do
you know
that...?



Why do
you think
that...?



Y2 WEEK 3: Can a mistake be a good thing?

What will
happen
if...?



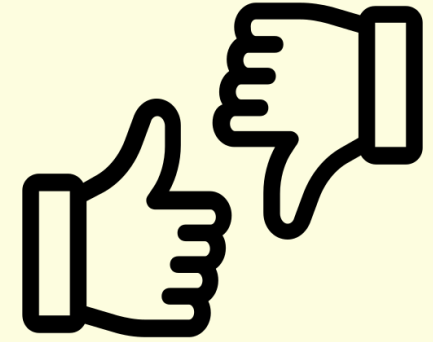
What do
you think
about...?





Y1 LO: To ask questions

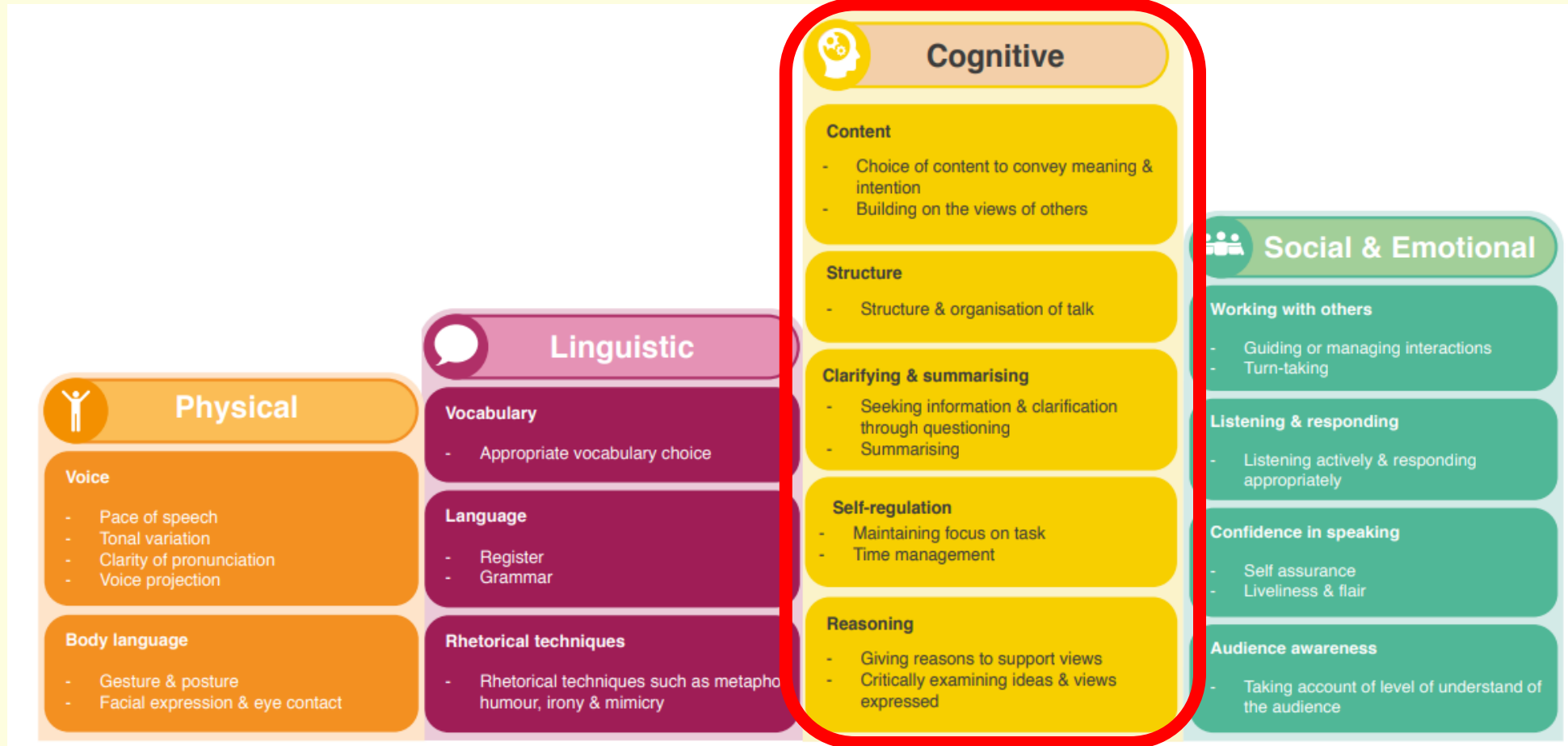
Y2 LO: To ask questions to find out more
about someone's opinion or ideas



To dig deeper into an argument and ask for
more information



Summer 1 Focus:





Y1 LO: To ask questions

Y2 LO: To ask questions to find out more
about someone's opinion or ideas

To dig deeper into an argument and ask for
more information



Can you learn
without a teacher?



Nest



Quartet



Y1 WEEK 4: Can you learn without a teacher?

How do
you know
that...?



Why do
you think
that...?



Y2 WEEK 4: Can you learn without a teacher?

What will
happen
if...?



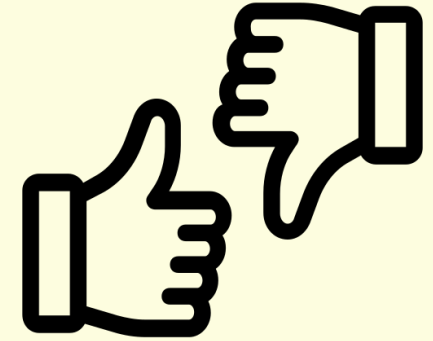
What do
you think
about...?





Y1 LO: To ask questions

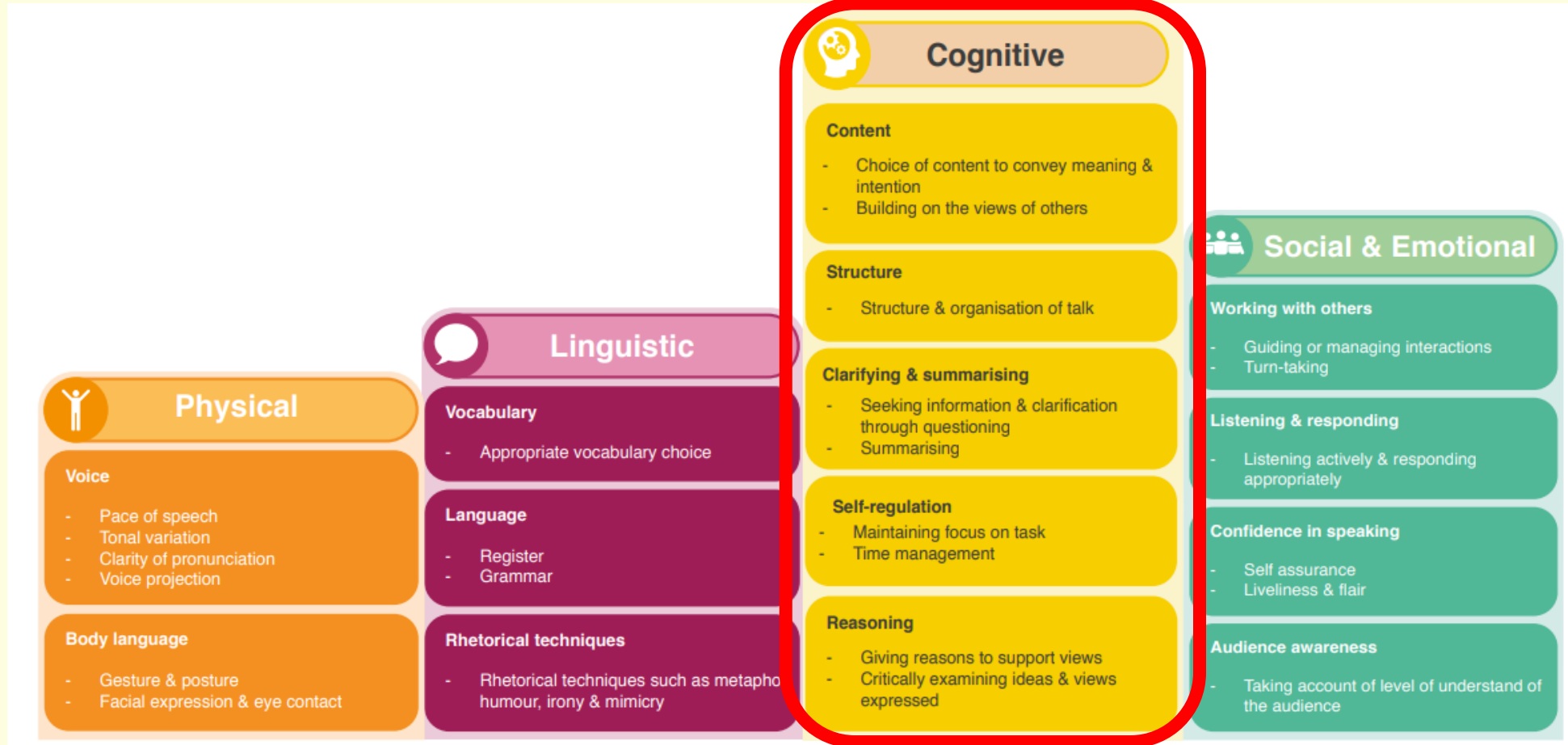
Y2 LO: To ask questions to find out more
about someone's opinion or ideas



To dig deeper into an argument and ask for
more information



Summer 1 Focus:





Y1 LO: To describe events that have happened to
them in detail

Y2 LO: To make connections between what has been said
and their own and others' experiences.

To dig deeper into an argument and ask for
more information



Would you rather
have an invisible
cloak or flying
shoes?



Nest



Small
Circle



Y1 WEEK 5: Would you rather have an invisible cloak or flying shoes?

How do you know that...?



Why do you think that...?



Y2 WEEK 5: Would you rather have an invisible cloak or flying shoes?

What will
happen
if...?



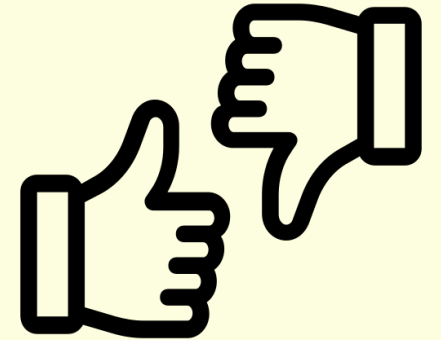
What do
you think
about...?





Y1 LO: To describe events that have happened to
them in detail

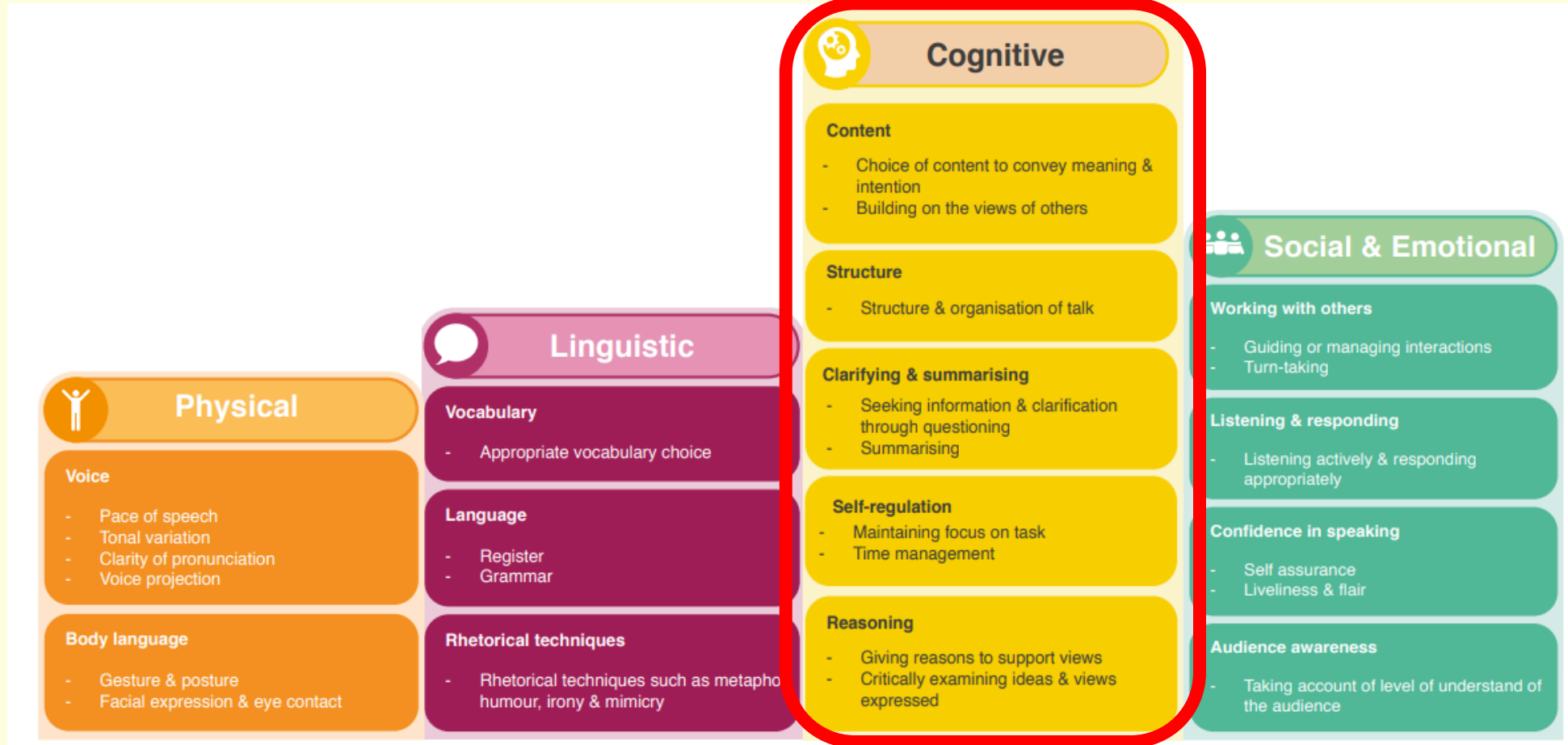
Y2 LO: To make connections between what has been said
and their own and others' experiences.



To dig deeper into an argument and ask for
more information



Summer 1 Focus:



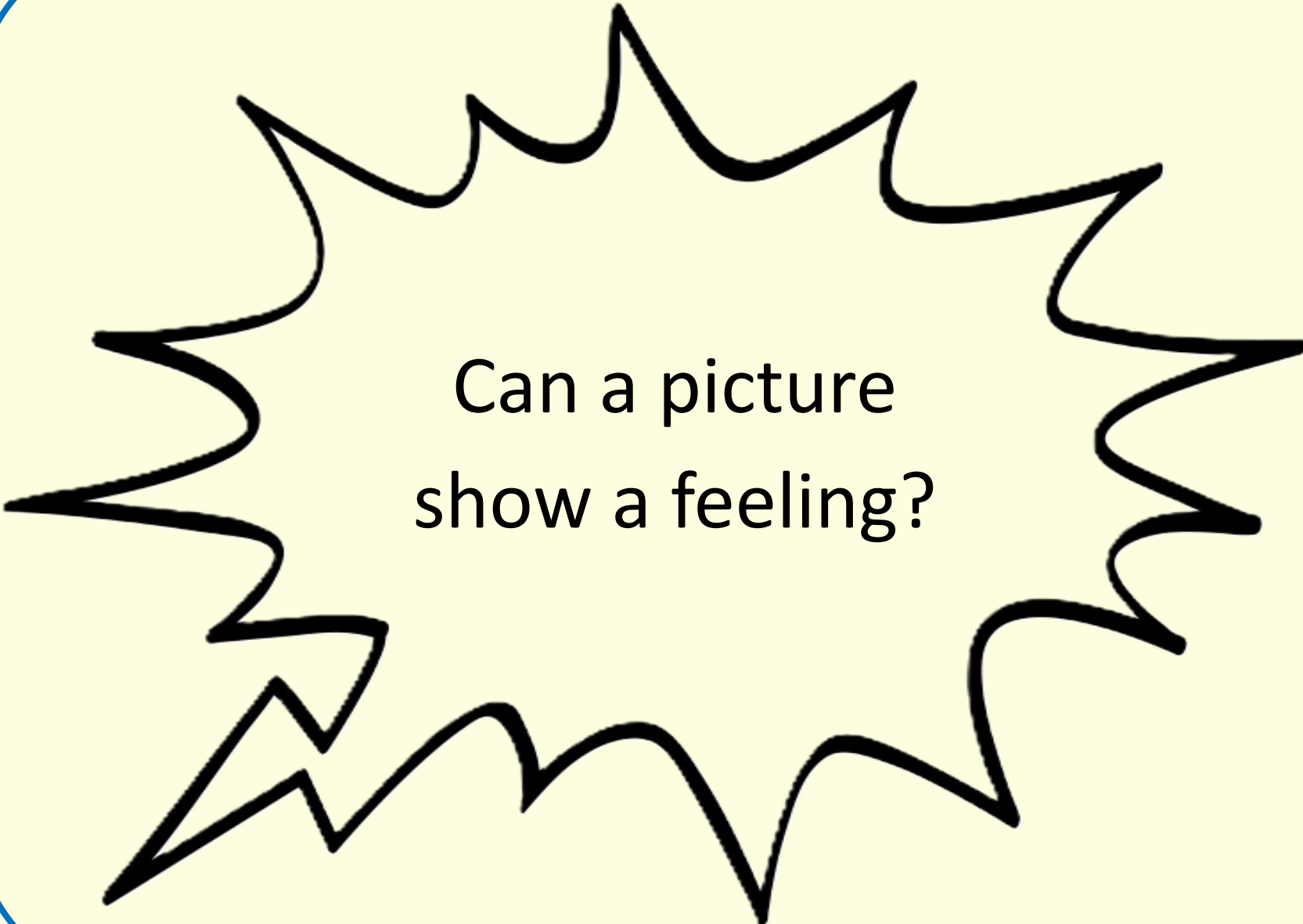


Y1 LO: To offer ideas and events in chronological order

Y2 LO: To make connections between what has been said
and their own and others' experiences.

To dig deeper into an argument and ask for
more information





Can a picture
show a feeling?



Nest



Fishbowl



Y1 Week 6: Can a picture show feeling?

How do
you know
that...?



Why do
you think
that...?



Y2 Week 6: Can a picture show feeling?

What will
happen
if...?



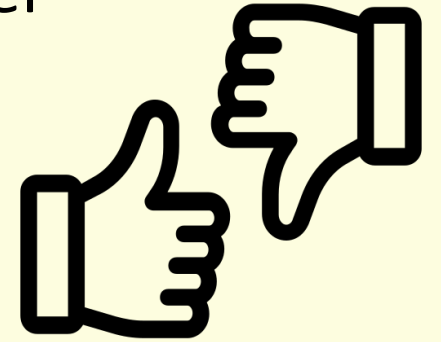
What do
you think
about...?





Y1 LO: To offer ideas and events in chronological order

Y2 LO: To make connections between what has been said and their own and others' experiences.



To dig deeper into an argument and ask for more information





Summer 2

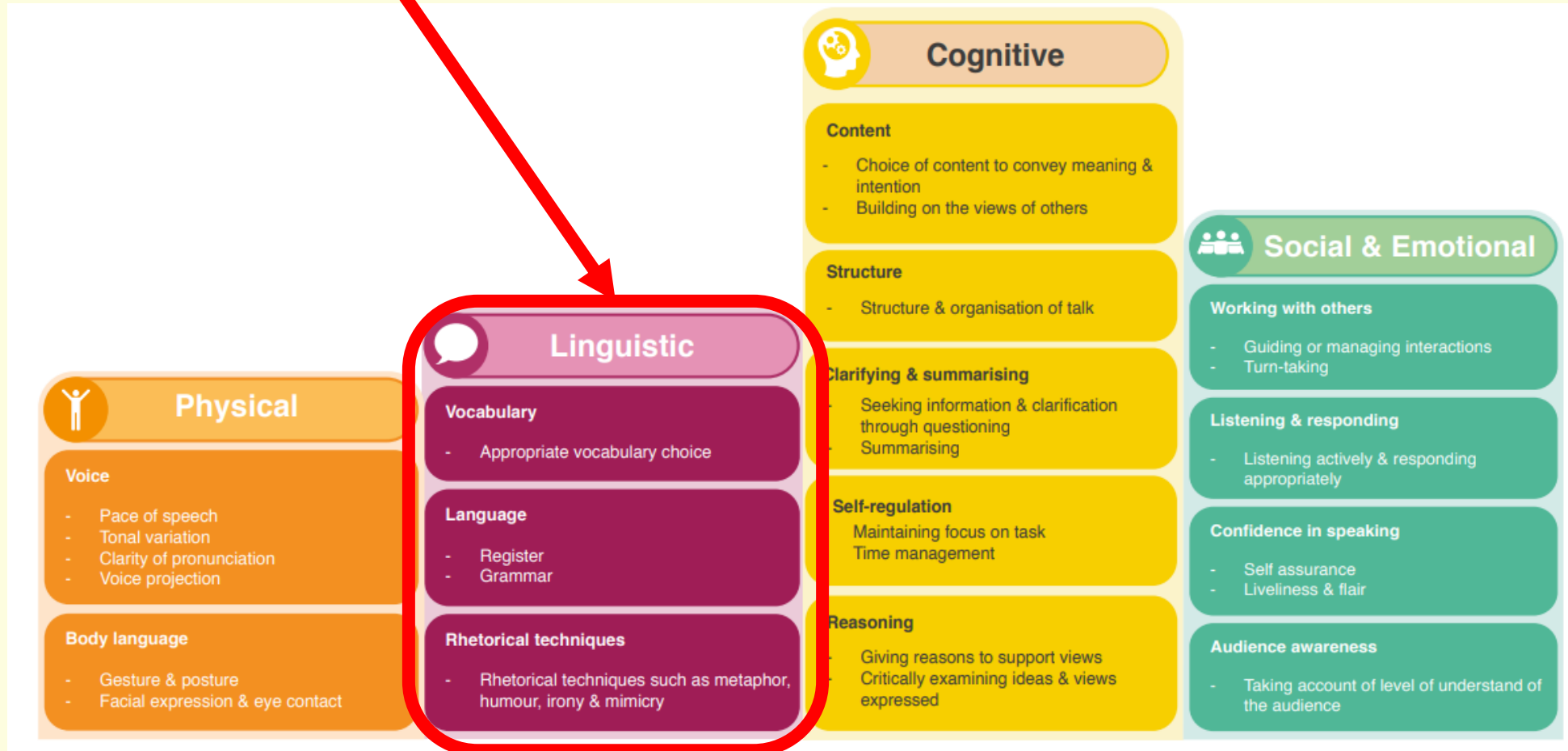


Identify and recap
the main ideas

Focus Strand: Linguistic

Focus Talk Tactic: Summarise

Summer 2 Focus:





Y1 LO: To speak in complete and clear sentences

Y2 LO: To speak in complete and clear sentences that include subject
specific language

Asking questions to make things clearer and
check your understanding



Should everyone
be treated the
same?



Nest



Trio



Y1 WEEK 1: Should everyone be treated the same?

My partner
thinks that...



I have
learned
that...

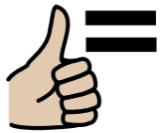


Y1 WEEK 1: Should everyone be treated the same?

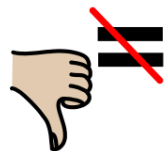
How do you know that...?



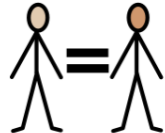
Why do you think that...?



fair



unfair



equal



different



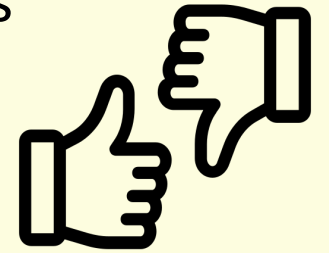
needs





Y1 LO: To use sentence stems to link other's ideas in group discussions

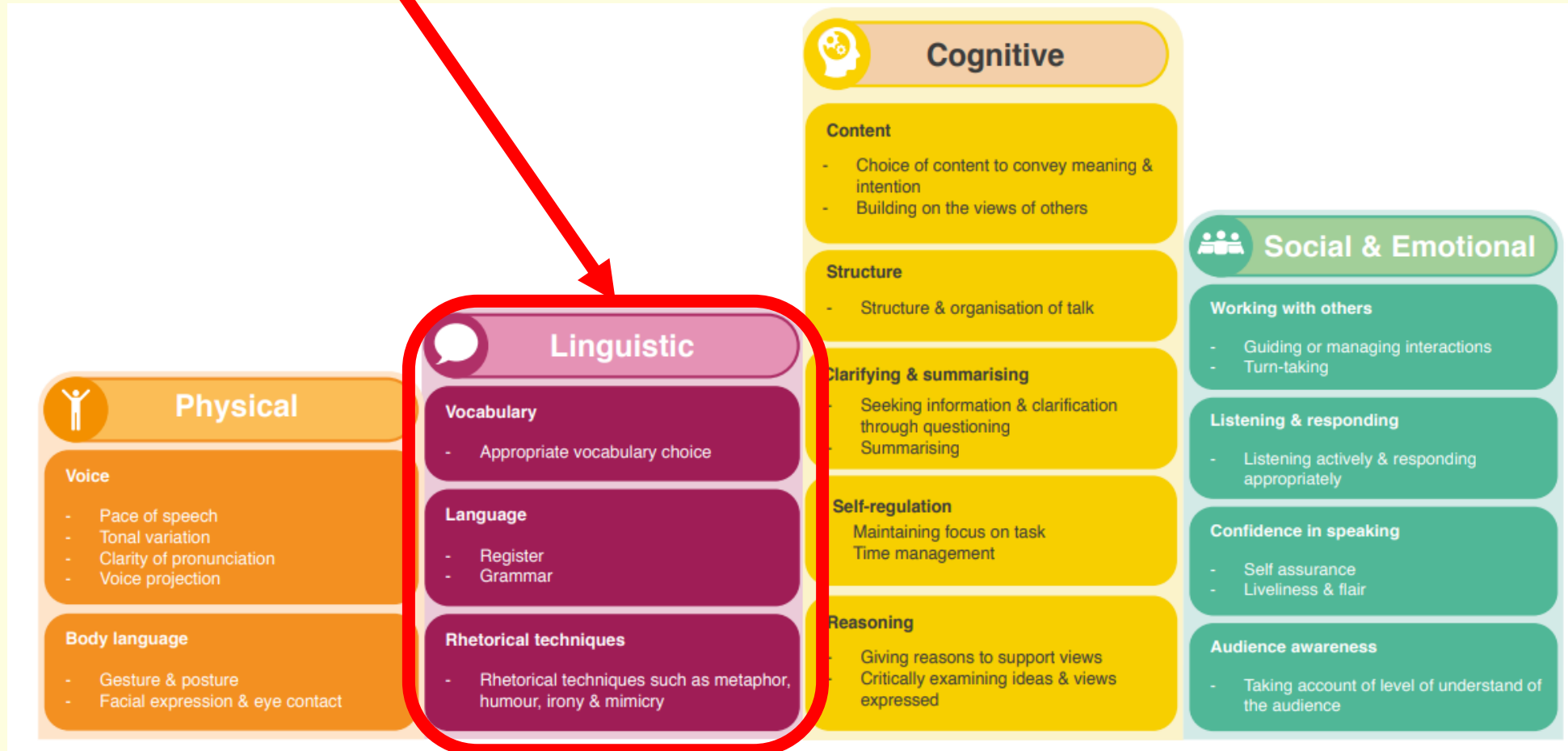
Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding



Summer 2 Focus:





Y1 LO: To speak in complete and clear sentences

Y2 LO: To speak in complete and clear sentences that include subject
specific language

Asking questions to make things clearer and
check your understanding



Would you rather
have PE every day
or art every day?



Nest



Quartet



Y1 WEEK 2: Would you rather have PE every day or art every day?

My partner
thinks that...



I have
learned
that...



Y2 WEEK 2: Would you rather have PE every day or art every day?

How do
you know
that...?



Why do
you think
that...?



exercise



creative



active



imagination



healthy



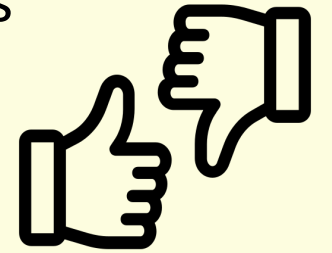
mental
health





Y1 LO: To use sentence stems to link other's ideas in group discussions

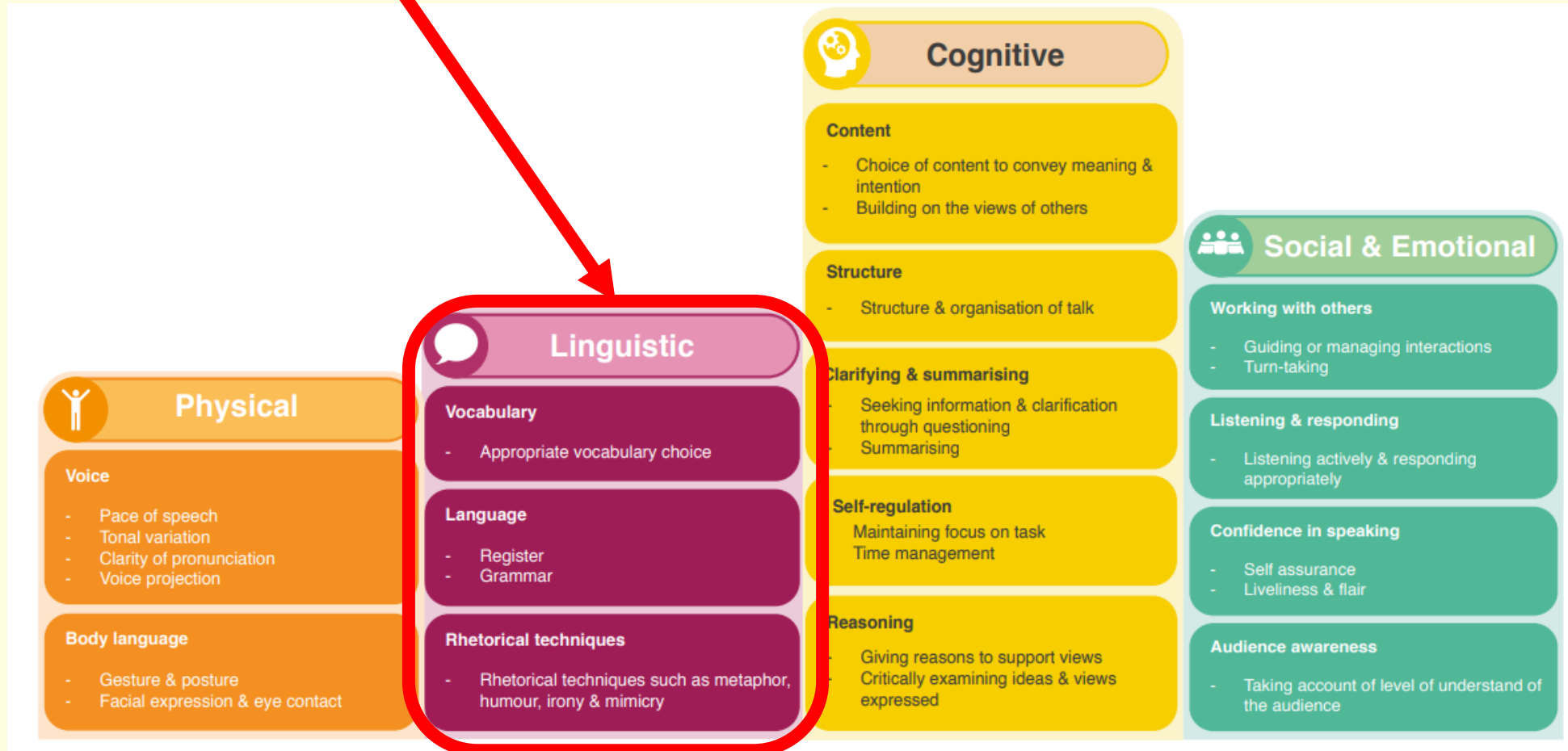
Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding



Summer 2 Focus:



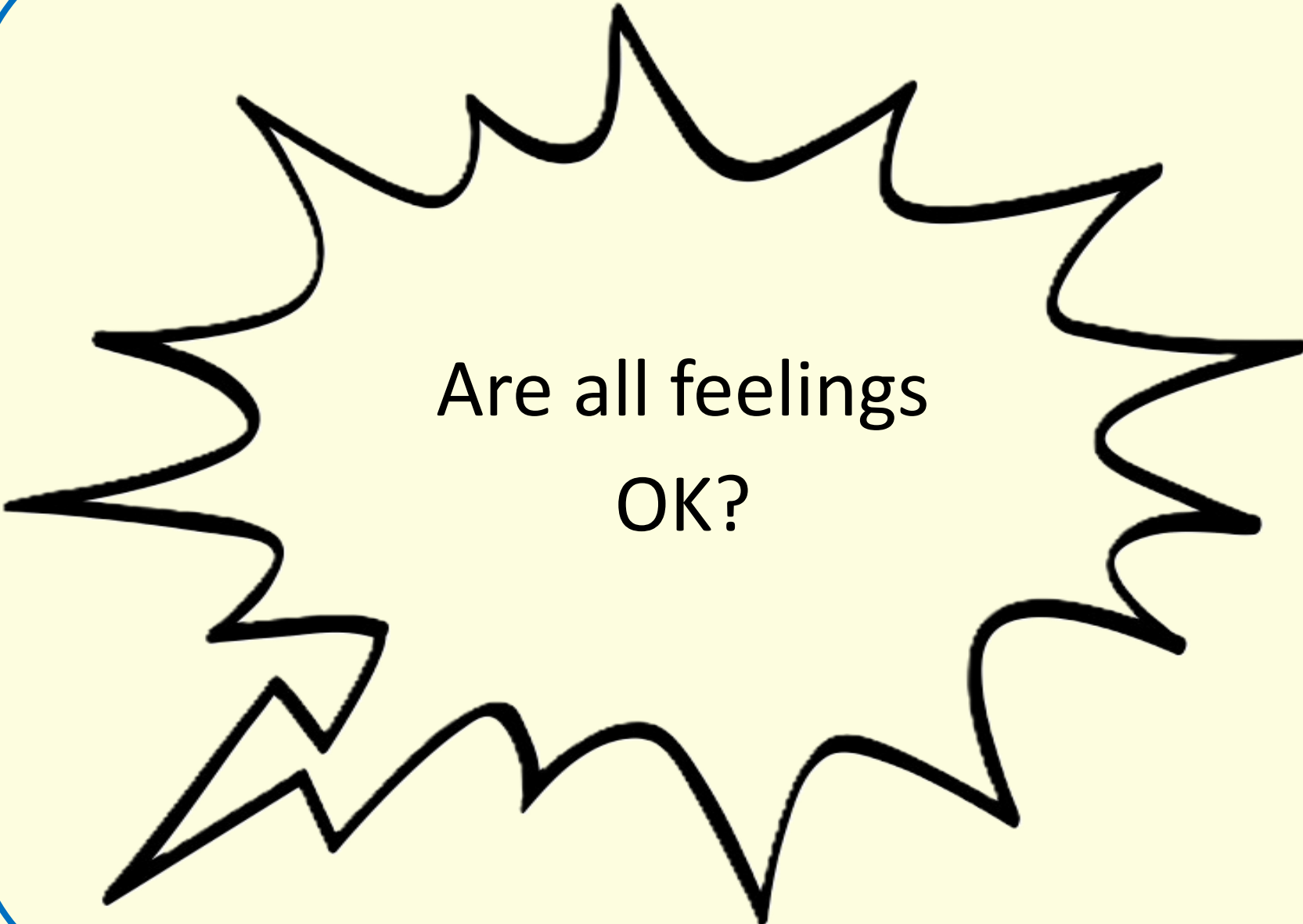


Y1 LO: To speak in complete and clear sentences

Y2 LO: To speak in complete and clear sentences that include subject
specific language

Asking questions to make things clearer and
check your understanding





Are all feelings
OK?



Nest



Circle



Y1 WEEK 3: Are all feelings OK?

My partner
thinks that...



I have
learned
that...

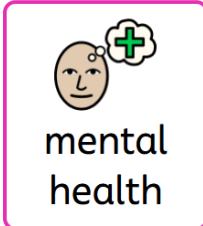
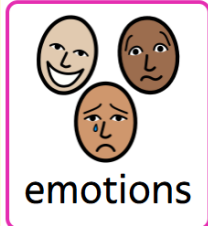


Y2 WEEK 3: Are all feelings OK?

How do
you know
that...?



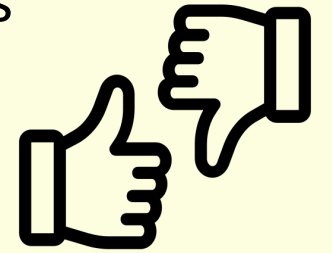
Why do
you think
that...?





Y1 LO: To use sentence stems to link other's ideas in group discussions

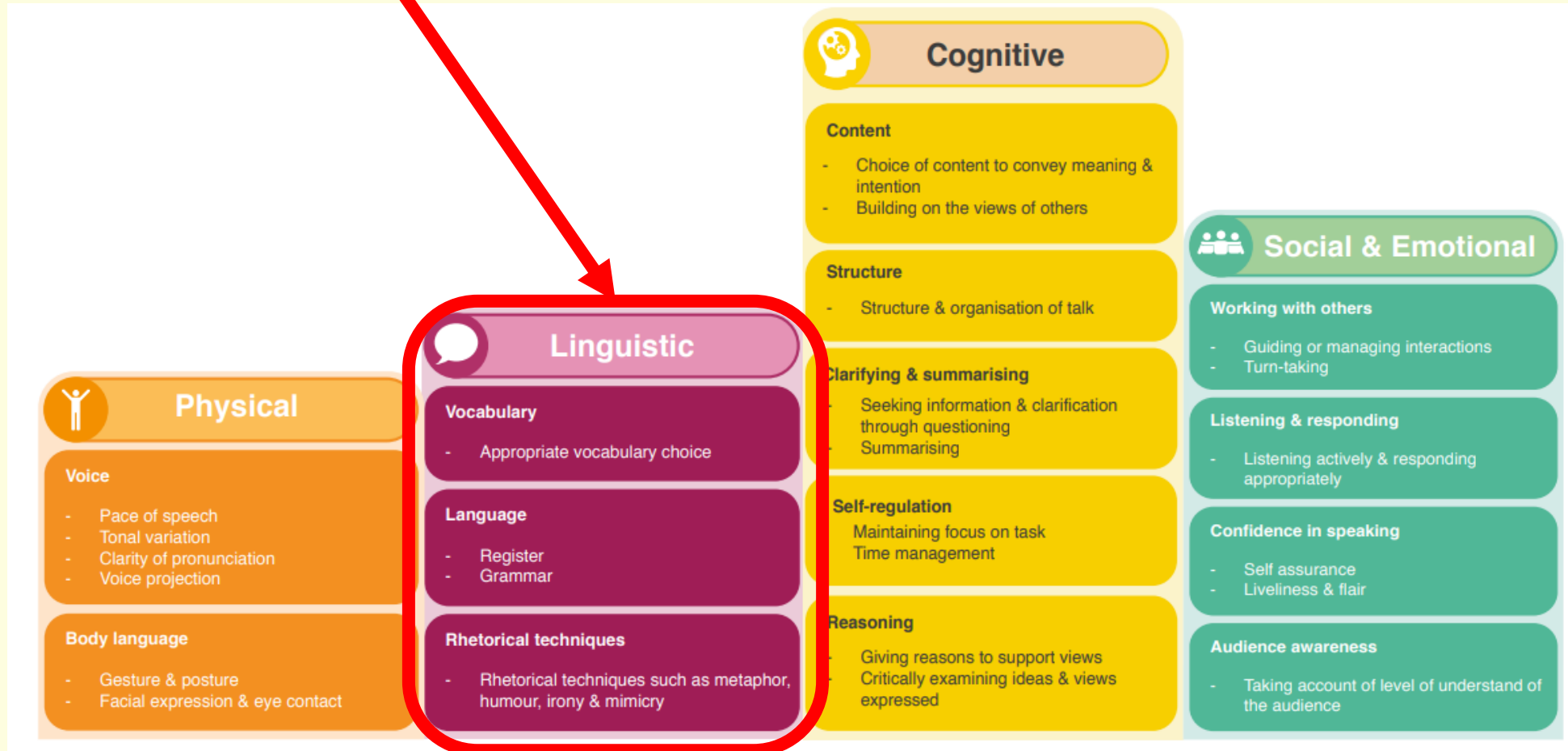
Y2 LO: To use sentence stems to signal when they are building on or
challenging others' ideas.



Asking questions to make things clearer and
check your understanding



Summer 2 Focus:





Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

specific language

Asking questions to make things clearer and
check your understanding



Should school
children have no
lunch breaks?



Nest



Quartet



Y1 WEEK 4: Should school children have no lunch breaks?

My partner
thinks that...



I have
learned
that...



Y1 WEEK 5: Should school children have no lunch breaks?

How do
you know
that...?



Why do
you think
that...?



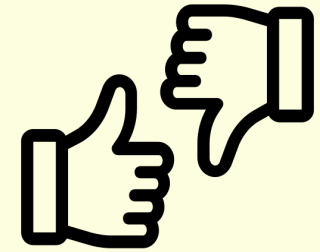


Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

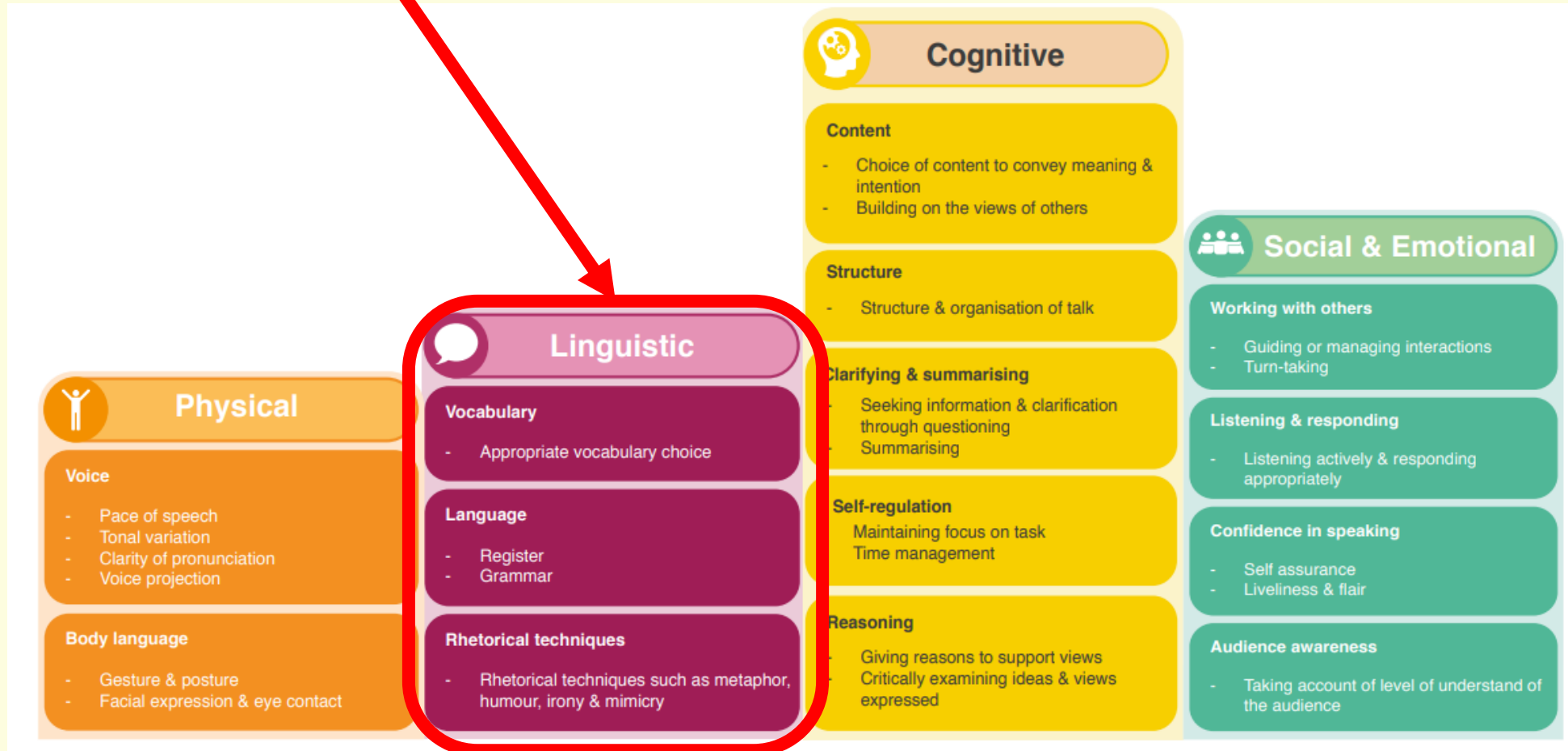
specific language



Asking questions to make things clearer and
check your understanding



Summer 2 Focus:





Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

specific language

Asking questions to make things clearer and
check your understanding



Would you rather
be as small as an
ant or as tall as a
house?



Nest



Fishbowl



Y1 WEEK 5: Would you rather be as small as an ant or as tall as a house?

My partner
thinks that...



I have
learned
that...



Y2 WEEK 5: Would you rather be as small as an ant or as tall as a house?

How do
you know
that...?



Why do
you think
that...?



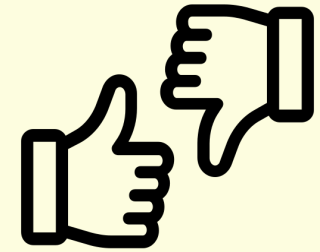


Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

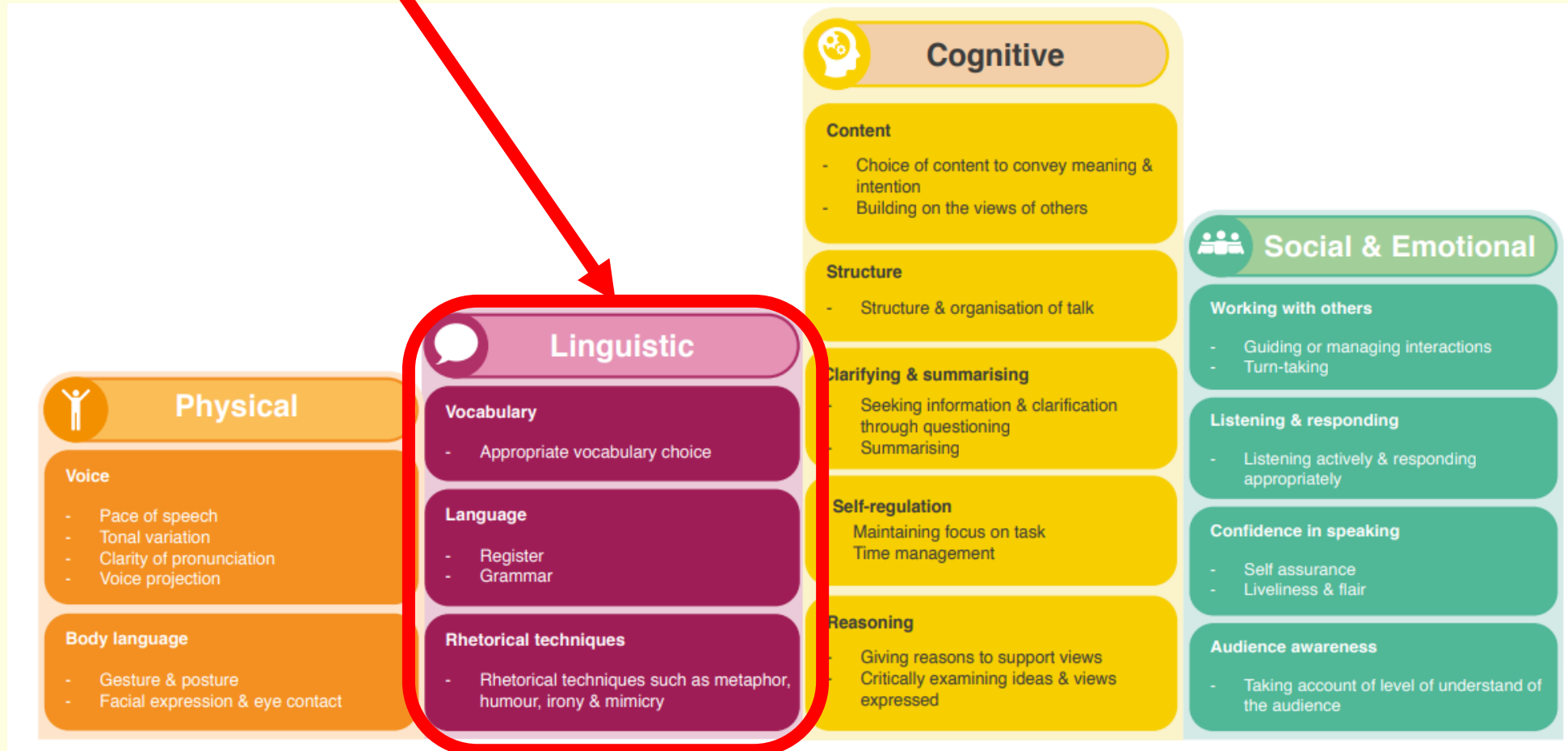
specific language



Asking questions to make things clearer and
check your understanding



Summer 2 Focus:





Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

specific language

Asking questions to make things clearer and
check your understanding



Would you rather
have one amazing
superpower or ten
tiny powers?



Nest



Fishbowl



Y1 WEEK 6: Would you rather have one amazing superpower or ten tiny powers?

My partner
thinks that...



I have
learned
that...



Y1 WEEK 6: Would you rather have one amazing superpower or ten tiny powers?

How do you know that...?



Why do you think that...?



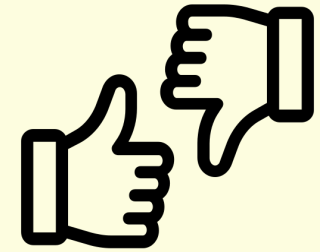


Y1 LO: To use conjunctions to organise and sequence ideas

e.g. firstly, secondly, finally.

Y2 LO: To begin to evaluate their own talk using subject

specific language



Asking questions to make things clearer and
check your understanding





Quartet



Trio



Pair



Small
Circle



Fishbowl