



Cognition (The Mind, Thinking, Reasoning and Metacognition)

YN	<ul style="list-style-type: none">• Follow and recall a short, two-step instruction in routine contexts; extend to three steps with visuals• Answer simple 'why/because' about experiences (Why are your hands wet? Because I washed them). Adult models, then fade support.• Ask a simple question to find out more ("What's that?" "Where does it go?") during exploration and book talk (NELI conversation games).• Link new talk to own experience ("That's like my...") once per discussion, showing early connection-making.• Use visual scaffolds (story strips, first-then boards) to plan a brief share-back (one idea, one reason), strengthening working memory & focus.
YR	<ul style="list-style-type: none">• Use 'because' to develop their ideas.• Make relevant contributions that match what has been asked.• Ask simple questions.• Describe events that have happened to them in detail.
Y1	<ul style="list-style-type: none">• Offer reasons for their opinions.• Recognise when they haven't understood something and ask a question.• Disagree with someone else's opinion politely.• Explain ideas and events in chronological order
Y2	<ul style="list-style-type: none">• Ask questions to find out more about a subject.• Build on others' ideas in discussions.• Make connections between what has been said and their own and others' experiences.
Y3	<ul style="list-style-type: none">• Offer opinions that aren't their own e.g. taking on the role of ...• Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve.• Reach shared agreement in discussions.
Y4	<ul style="list-style-type: none">• Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.• Ask probing questions.• Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.
Y5	<ul style="list-style-type: none">• Draw upon knowledge of the world to support their own point of view and explore different perspectives.• To be able to give supporting evidence e.g. citing a text, a previous example or a historical event• "Recognise when talk goes off topic and, with support, steer it back using sentence stems (e.g. 'That might be true, but what about...?')
Y6	<ul style="list-style-type: none">• Construct a detailed argument or complex narrative.• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.• Reflect on their own and others' oracy skills and identify how to improve.