



## Linguistics (The Flow, Structure and Language)

<b>YN</b>	<ul style="list-style-type: none"><li>• <b>Say single ideas in a clause</b> (e.g., "I found a shell.") and <b>join ideas with one linker</b> (because/and/so) in adult-scaffolded talk</li><li>• <b>Use and revisit new topic words</b> from stories and play, with adult recast and praise.</li><li>• <b>Respond to 'who/what/where' questions</b> about pictures and short, familiar stories; begin to use <b>who/what/where</b> frames to talk themselves</li><li>• <b>Copy and adapt sentence stems</b> in circle time: "I noticed...", "I think...", "I like...", "It could be...", building towards your Y1 stem work later on.</li><li>• <b>Retell a 2-3 event sequence</b> from a shared experience using time words (first/then/finally) <b>with prompts</b> (photos, objects, story map).</li></ul>
<b>YR</b>	<ul style="list-style-type: none"><li>• Use talk in play to practice new vocabulary e.g. lighter, heavier.</li><li>• Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</li></ul>
<b>Y1</b>	<ul style="list-style-type: none"><li>• Speak in sentences using joining phrases to link ideas.</li><li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.</li><li>• Take opportunities to try out new language, even if it is not always correctly used.</li><li>• Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</li><li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li></ul>
<b>Y2</b>	<ul style="list-style-type: none"><li>• Speaking in sentences using joining phrases to create longer sentences.</li><li>• Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom.</li><li>• Use sentence stems to signal when they are building or challenging others' ideas in group'</li></ul>
<b>Y3</b>	<ul style="list-style-type: none"><li>• Be able to use specialist language to describe their own and others' talk.</li><li>• Use specialist vocabulary e.g. speak like an archaeologist.</li><li>• Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</li></ul>
<b>Y4</b>	<ul style="list-style-type: none"><li>• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.</li></ul>
<b>Y5</b>	<ul style="list-style-type: none"><li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</li><li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li></ul>
<b>Y6</b>	<ul style="list-style-type: none"><li>• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</li><li>• Vary sentence structures and length for effect when speaking.</li><li>• Be comfortable using idioms and expressions</li></ul>