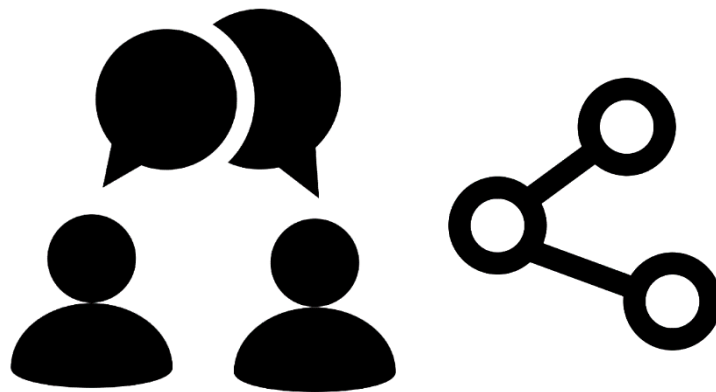


## **Functional Language Booklet**


A tool to select and organise vocabulary



*‘Together we can... communicate effectively.’*

I will use my Functional Language Booklet to declare and share my knowledge and understanding.

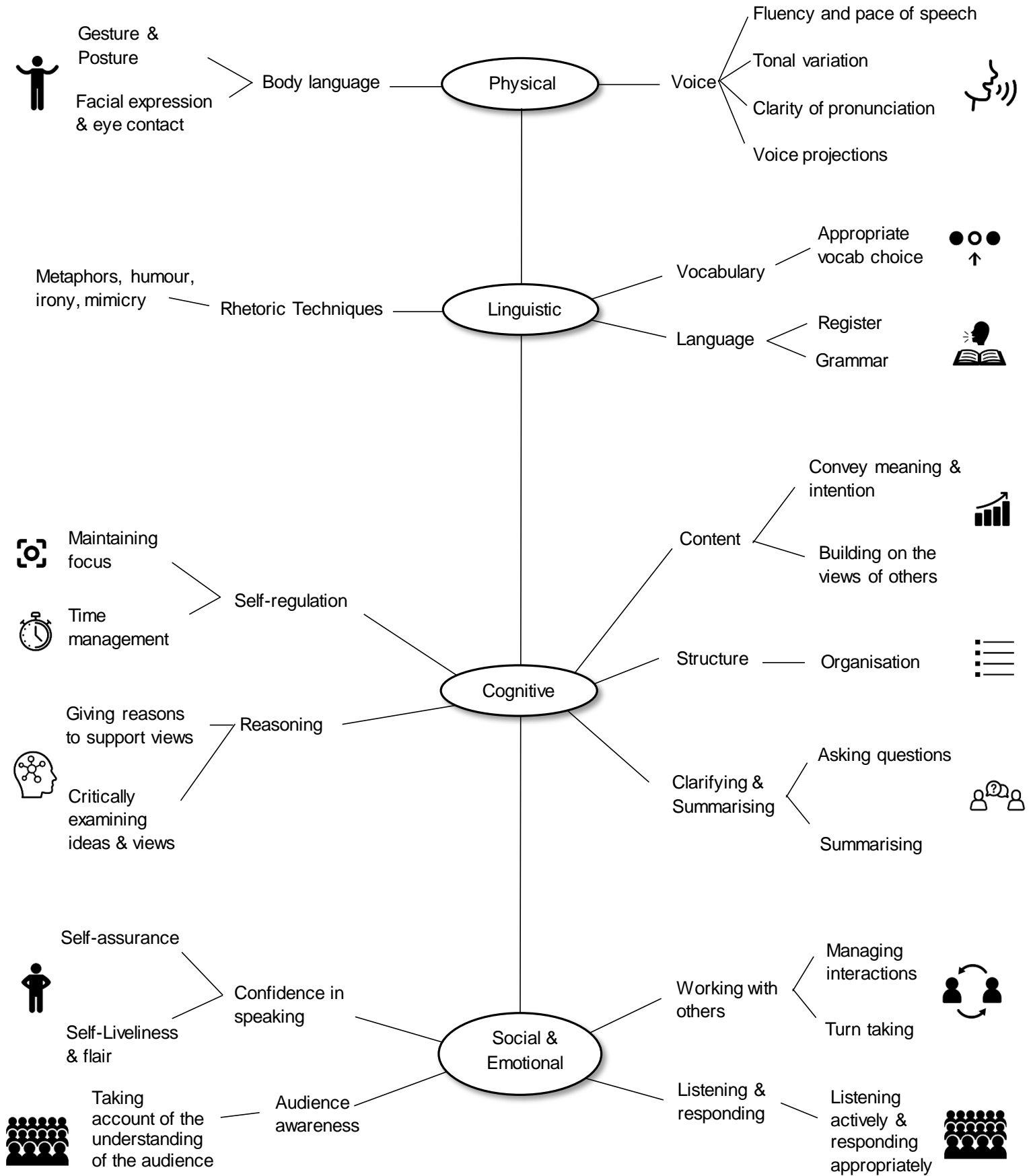
## Contents Page

Page Number	Contents	
3	Oracy Graphic Organiser	
4	Sentence stems for giving feedback	
5	Tiered Vocabulary	
6	Sentence Stems: Agreeing and Disagreeing	
7	Sentence Stems: Comparing and Contrasting	
8	Sentence Stems: Evaluating	
9	Sentence Stems: Explaining and Reasoning	
10	Sentence Stems: Opinions	
11	Sentence Stems: Persuading	
12	Sentence Stems: Predicting	
13	Sentence Stems: Recalling Information	
14	Sentence Stems: Questioning and Exploring	
15	Sentence Stems: Communicating Opinions	

### **Additional sentence stems to be used in classes:**

Talking like...an Artist, a Citizen, a Computer Scientist, a Designer, a Geographer, a Historian, a Mathematician, a Musician, a Scientist, a Sports person, a Theologian.

# Oracy Graphic Organiser



This work, "Oracy Framework" © Voice 21 2020 developed in partnership with Oracy Cambridge, used under CC BY-NC-SA 4.0 is licensed under CC BY-NC-SA 4.0 by MAYFLOWER COMMUNITY ACADEMY.

# Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Because you have...</li> <li>• Your work has had the effect of...</li> <li>• You have improved how...</li> <li>• I notice that you...</li> <li>• This means that...</li> </ul> | <ul style="list-style-type: none"> <li>• When you... it made me...</li> <li>• Your use of... in order to...</li> <li>• I enjoyed the part where...</li> <li>• The part where you... has had the effect of...</li> </ul> |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> <li>• Why did you choose to...?</li> <li>• Can you explain how...?</li> <li>• Prove to me how you came to this conclusion by using...</li> <li>• What effect did ... have on ...</li> </ul>	<ul style="list-style-type: none"> <li>• I've noticed that you haven't...</li> <li>• Can you prove...?</li> <li>• Could you have included...?</li> <li>• Where else could you use... in your learning?</li> <li>• In order to improve your learning, you need to...</li> </ul>

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Thank you, I agree that...because...</li> <li>• I can see why you've said that...</li> <li>• I actually disagree with you because...</li> <li>• I have now... the effect this has had is...</li> </ul> | <ul style="list-style-type: none"> <li>• Now that I've had time to reflect...</li> <li>• I agree with your comment that... because...</li> <li>• Now that you've pointed it out...</li> <li>• You've helped me to understand...</li> </ul> |
|---|--|

## Tiered Vocabulary Wall-

### A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching for them to be understood and used.

<b>Tier 3</b>	<p><u>Subject specific words:</u></p> <p>These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:</p> <p><i>estuary, alliteration, igneous...</i></p>
<b>Tier 2</b>	<p><u>Focus words:</u></p> <p>These will be common words that are found across subjects. These will need direct teaching, such as:</p> <p><i>contradict, circumstance, precede, retrospect...</i></p>
<b>Tier 1</b>	<p><u>Everyday words:</u></p> <p>These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:</p> <p><i>warm, dog, tired, run, table, flower....</i></p>

For example, Tiered Vocabulary for weather could look like:

**Tier 3:** barometer, isobar, celsius, tsunami

**Tier 2:** predict, forecast, breeze, shower, pressure

**Tier 1:** sun, cloud, rain, cold, warm, wind



## Agreeing and Disagreeing Sentence Stems



- I think / don't think ... because...
- I like / don't like...but...
- I agree / disagree...because...

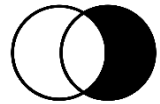
- I like / dislike...because...and...
- I agree / disagree with...because...and...
- Firstly / Finally, I think it is right / wrong...but...
- Aren't you forgetting...also...

- An argument for / against...because...and...
- I understand...However, due to...
- I wholeheartedly agree / disagree... However, ...
- I accept your decision... However, I feel / believe...as...
- You have / have not taken ... into consideration. Therefore, ...

- I have two main reasons for believing this, as I'm sure you'll agree...
- Perhaps some people would argue that...
- It is clear that... Therefore,
- I agree / disagree with your point, however, I would like to add that...
- Convince me that...
- On the other hand, ...
- Despite the fact that...
- I would like to argue that...



## Comparing and Contrasting Sentence Stems



- It is the same / different because...
- It looks / feels / tastes / sounds the same because...
- This is...and that is...

- They are the same / different because...is...and...is
- They are alike because they are both...
- It looks / feels / tastes / sounds different because this one...and that one...

- One similarity between...and...is that...
- One difference is that, while....
- They are alike / unlike each other due to the fact that...
- The traits they share are...therefore...

- In some ways... and... are alike, due to... For instance, they both...
- Furthermore, they are both similar / different, because...
- However, they also differ in some way. For example, ...while...
- Another feature they have in common is that...due to...
- Another difference is that...whereas...
- The similarities / differences seem more significant, because...
- In contrast to this....



## Evaluating Sentence Stems



- I made this because...
- I like / dislike this because...
- I think I can make this better by...

- I found...hard / easy, because...
- In my opinion I feel that I can improve this by...
- I am most proud of... as...
- It was interesting but...
- I found... the most challenging because...

- Next time, I could / would...
- This was successful / ambitious because...
- You could improve this work by... maybe you could try...
- Next time, I / you could / would...
- From my point of view...

- My view is that... because...
- This is supported by the fact that...
- In my opinion... furthermore... however...
- Possible improvements may include...
- Alternatively...
- I have come to the conclusion that...
- The evidence / facts led to...
- I deduce / deduct...



## Explaining and Reasoning Sentence Stems



- This / That is... because...
- I know this... but...
- It can / cannot be... because...

- If this is...then it must also be...
- This is true / false because...
- When... happens, then...
- *Who, What, Where, When, Why, How...?*

- I wondered why...
- I noticed a connection between...
- I chose this because...
- I began by...Therefore...
- The reason for...is...
- *Meanwhile, Furthermore, Eventually, In contrast, As a result of*

- This is... as a result, ...
- To begin with...
- Initially the... were.... however, ...
- In conclusion,
- In summary,
- Evidently,
- This has altered...



## Opinion Sentence Stems



- I like / dislike...
- I really think that...
- It is good / nice / beautiful because...
- *What do you think?*

- My partner thinks... which I agree / disagree with because...
- I strongly believe that...
- My personal opinion is that...
- I prefer... but...
- *Why do you have that opinion? How do you feel?*

- I appreciate / understand... 's opinion, as / due to...
- My opinion / view is... However...
- Correct me if I am wrong but....
- I am not familiar with this, although...
- *Do you have any particular views on? Why do you feel...?*

- After weighing up both sides of the argument...
- I consider your view, although / therefore...
- It is my opinion that... However, others may/might believe...
- The facts lead me to the conclusion that...
- Consequently... After consideration... On reflection...
- *Would you support the view that...? What is your reaction to...? What are your feelings...? Can we get your input...?*



## Persuading Sentence Stems



- In my opinion...
- I feel that...

- Obviously, ...
- It is plain to see that...
- Without a doubt...
- Surely you must realise...

- I am absolutely certain that...
- It is vital that...
- To support my view...
- In conclusion...
- I am of the opinion that...

- It is vitally important that...
- It is imperative that we eliminate...
- It is crucially important...
- The statistics show that...
- Evidently...
- It is not difficult to assume that...
- This infers that...
- Based on the evidence I have been presented with, I can conclude...



## Predicting Sentence Stems



- The... will / is going to...
- I think it will...
- *What will happen if...?*

- I predict...
- They will be the same / different because they are both...
- This makes me think that...
- At first I thought... but now I expect...

- I predict that... because... However, / Meanwhile, / Therefore,
- This is / is not probable because... therefore as a result...
- All events lead on to... because...
- Based on... I predict that...
- Due to the fact that...,
- The outcome will be... due to...

- If..., then....
- In the light of... I predict...
- There is a high / low probability...
- After hearing the evidence, I think that...
- The likeliness / unlikeliness of... means that...
- Upon the consideration of the relevant factors....



## Recalling Information Sentence Stems



- I now know that...
- This term, we have been learning about...
- I have learnt that...

- After learning about .... this term, I now know that...
- To begin with...
- During this topic, I have learnt that...
- Our project question this term was...

- This term, our project question has been...
- Our project question has focused on the historical era of...
- The key concepts we have been learning about are...
- It is known that...
- Firstly, I have learnt that...

- After learning about ..., I would now like to share my learning in order to answer our project question which is ...
- From both historical studies and my own research, I have learnt that...
- The key concepts which I have been focusing my learning on this term are...
- Whilst learning about ..., I have learnt that...
- After a term of researching and learning about ..., I have learnt that...
- Having spent a number of weeks learning about..., I have learnt that...



## Questioning and Exploring Sentence Stems



- Some people believe that...
- Other people believe that...
- They think this because...

- It is believed that...
- These points of view are similar because...
- These points of view are different because...
- One similarity between ... and ... is...
- One difference between ... and ... is...
- However,

- These two points are similar because...
- These two points are different because...
- Some may be of the opinion that... because...
- On the other hand,
- Even though,
- While...
- Research has shown that...

- Another reason why these points of view are similar is because...
- Another reason why these points of view are different is because...
- The similarities / differences seem more significant because...
- In contrast to this...
- There is a connection between...
- Contrasting views include...
- Another difference is that...whereas...
- Another piece of evidence that they have in common is that ... due to...



## Communicating Opinion Sentence Stems



- My opinion is that...
- I think...
- I agree with...
- I disagree with...

- I believe that...
- My view is that...
- In conclusion...
- Overall, I conclude that...

- I strongly agree with... because...
- I strongly disagree with...because...
- Overall, I conclude that...
- After considering all of the evidence, ...
- Finally, ...

- I have considered both views and therefore, ...
- Having analysed the research...
- The learning which has taken place this term has led me to believe that...
- As a result of the research, I...
- Based on the evidence I have been presented with, I can conclude that...