INSPIRE

CURRICULUM

Speaking & Listening



Speaking and Listening

We want our children to be effective communicators.

Intent	Implementation
The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word – not just in English lessons, but across the whole curriculum. Oracy skills are taught across all subjects using the progression document as a guide to what should be explicitly taught to enable pupils to meet the National Curriculum aims and objectives. **Statutory requirements from the National Curriculum:** Pupils should be explicitly taught to: • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contribution of others • Select and use appropriate registers for effective communication	At Burnside, we adopt the progression document to use in planning to establish an effective oracy curriculum, building on prior learning and developing quality, age appropriate sentence stems which can be used across all curriculum subjects to develop speaking and listening skills. We are developing a whole school approach to oracy, which has an ambitious vision of oracy, builds a culture of oracy throughout the school, has a sustained and wide-ranging curriculum for oracy, recognises oracy as central to learning and where all staff are accountable for the impact of oracy. As teachers, we show the value of an embedded oracy curriculum through cross curricular contexts, where all children are encouraged to develop their oracy skills in a purposeful, progressive way and where their contributions are valued.

Examples of Purposeful Opportunities for Oracy

These examples are to be threaded throughout the entire curriculum.

Setting ground rules for speaking and listening in class.

Presentations on a specified subject. These could be individual or in pairs or small groups, in front of their class or whole school.

Discussions as a pair, small group or whole class, for example, about religious beliefs, story plots or predicting the outcomes of experiments.

Exploring a text through performance – not just re-enacting what happens in the book, but also acting out what characters might do or say in a particular situation.

Giving oral book reviews to the rest of the class, and then taking questions.

Debates with one group of pupils for and another against a certain topic or question.

Putting on assemblies

School council meetings where council members collect questions and concerns from other pupils and present them to their fellow councillors and teachers.

Group work where communication and listening to each other are essential.

Hot seating

Questions to deepen understanding at the beginning of a new topic to establish prior knowledge and learning goals of the children.

Role play where children pretend to be someone else or pretend to be in a specific situation that they are not actually in at the time.

Progression in the Four Strands of Oracy

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	Speak clearly with appropriate volume. Look at who is talking and who you are talking to. Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing	Speak clearly and confidently in a range of contexts. Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing	Speak clearly and confidently with appropriate volume and pace in a range of contexts. Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions	Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. Deliberately varies tone of voice to convey meaning e.g. speaking authoritatively during an expert talk. Consider position and posture when addressing an audience.	Deliberately select movement and gesture when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.	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. Project their voice to a large audience. Gestures become increasingly natural. Consciously adapt tone, pace and volume of voice within a single context.	Speak fluently in front of an audience. Have a stage presence. Consciously adapt, tone, pace and volume of voice

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use talk in play to practice new vocabulary e.g.	Speak in sentences using joining phrases to link ideas. Using vocabulary	Speaking in sentences using joining phrases to create	Be able to use specialist language to describe their own	Carefully consider the words and phrasing they use to express	Use an increasingly sophisticated range of sentence stems with fluency and	Use and innovate an increasingly sophisticated range of sentence stems with

Linguistic	lighter, heavier. Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller. Take opportunities to try out new language, even if it is not always correctly used. Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because...' 'linking to…' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	longer sentences. 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. Use sentence stems to signal when they are building or challenging others' ideas in group'	and others' talk. Use specialist vocabulary e.g. speak like an archaeologist. Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'	their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.	accuracy to cite evidence and ask probing questions. Consider the words and phrases used to express their ideas and how this supports the purpose of talk.	fluency and accuracy. Vary sentence structures and length for effect when speaking. Be comfortable using idioms and expressions
Skill	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Cognitive	Use 'because' to develop their ideas. Make relevant contributions that match what has been asked.	Offer reasons for their opinions. Recognise when they haven't understood something and ask a question.	Ask questions to find out more about a subject. Build on others' ideas in discussions.	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	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event. Ask probing questions.	Draw upon knowledge of the world to support their own point of view and explore different perspectives.	Construct a detailed argument or complex narrative. Spontaneously respond to and offer increasingly complex questions, citing

	Ask simple questions. Describe events that have happened to them in detail.	Disagree with someone else's opinion politely. Explain ideas and events in chronological order	Make connections between what has been said and their own and others' experiences.	identify areas of strength and areas to improve through the introduction of Talk Detectives. Reach shared agreement in discussions.	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about …?	evidence where appropriate. Reflect on their own and others' oracy skills and identify how to improve.
Skill	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
 **Social and Emotional**	Look at someone who is speaking to them. Wait for a turn. Taking turns to speak, when working in a group	Listen and respond appropriately to others. Be willing to change their mind based on what they have heard. Begin to organise group discussions independently of an adult.	Start to develop an awareness of audience e.g. what might interest a certain group. Start to show awareness of others who have not spoken and invite them into the discussion	Speak with confidence in front of an audience. Begin to recognise different roles within group talk e.g. chairperson. Adapt the content of their speech for a specific audience.	Use more natural and subtle prompts for turn taking. Start to develop empathy with an audience. Consider the impact of their words on others when giving feedback.	Listen for extended periods of time including note-taking, drawing visual. Adapt the content of their speech for a specific audience e.g. use of humour.	Use humour effectively. Begin 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

			e.g. saying their name, asking them a question, turning to them. Recite/deliver short pre-prepared material to an audience.			Speak with flair and passion.	take questions.

Oracy Curriculum Overview

National Curriculum Spoken Language Aims and Objectives (Year 1 - 6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year 1

Keynote from National Curriculum for Year 1 Teachers: Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language.

Autumn	Spring	Summer
Physical Oracy: • Speak clearly and confidently in a range of contexts. • Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. • Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing. **Linguistic Oracy:** • Speak in sentences using joining phrases to link ideas. • Using vocabulary appropriately specific to the topic • Take opportunities to try out new language, even if it is not always correctly used. • Use sentence stems to link to other's ideas in group discussion	**Cognitive Oracy:** • 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	**Social & Emotional Oracy:** • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently of an adult

Year 2

Keynote from National Curriculum for Year 2 Teachers: The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Autumn	Spring	Summer
Physical Oracy: • Speak clearly and confidently with appropriate volume and pace in a range of contexts. • Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. • Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions. **Linguistic Oracy:** • Speaking in sentences using joining phrases to create longer sentences. Through encouragement to use conjunctions and sentence stems in speech and writing. • Adapt how to speak in different situations according to the audience. • Use sentence stems to signal when they are building or challenging others' ideas in groups.	**Cognitive Oracy:** • 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	**Social & Emotional Oracy:** • Start to develop an awareness of audience e.g. what might interest a certain group • Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them • Recite/deliver short preprepared material to an audience

Year 3

Keynote from National Curriculum for Year 3 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
Physical Oracy: • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. • Consider position and posture when addressing an audience. **Linguistic Oracy:** • Be able to use specialist language to describe their own and others' talk. • Use specialist vocabulary e.g. speak like an archaeologist. • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	**Cognitive Oracy:** •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 through the introduction of Talk Detectives • Reach shared agreement in discussions	**Social & Emotional Oracy:** •Speak with confidence in front of an audience •Begin to recognise different roles within group talk e.g. chairperson •Adapt the content of their speech for a specific audience

Year 4

Keynote from National Curriculum for Year 4 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
Physical Oracy: • Deliberately select movement and gesture	**Cognitive Oracy:** •Give supporting evidence e.g. citing a text (using sentence stems) a	**Social & Emotional Oracy:** • Use more natural and subtle prompts for turn taking

when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. • Use the appropriate tone of voice in the right context. **Linguistic Oracy:** • 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	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	• Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback

Year 5 **Keynote from National Curriculum for Year 5 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.**		
Autumn	**Spring**	**Summer**
Physical Oracy: • 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. • Project their voice to a large audience. • Gestures become increasingly natural. **Linguistic Oracy:** • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite	**Cognitive Oracy:** • 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 • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about …?	**Social & Emotional Oracy:** • Listen for extended periods of time including notetaking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion

evidence and ask probing questions. • Consider the words and phrases used to express their ideas and how this supports the purpose of talk.		

Year 6 **Keynote from National Curriculum for Year 6 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.**		
Autumn	**Spring**	**Summer**
Physical Oracy: • Speak fluently in front of an audience. • Have a stage presence. • Consciously adapt, tone, pace and volume of voice. **Linguistic Oracy:** • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • Vary sentence structures and length for effect when speaking. • Be comfortable using idioms and expressions.	**Cognitive Oracy:** • 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.	**Social & Emotional Oracy:** • Use humour effectively • Begin 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

Language Structure	Reception	Year 1	Year 2
Language of comparison, comparing and contrasting	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……	They are the same because… They are different because…is…and…is….. They are alike because they are both……	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…
Language of deduction, making an assumption based on prior knowledge	It will…because.. 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?	I think that… I think that…because… It is…because… …happened because… What do you think happened?	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…?
The language of description & describing	It is big / small (size) 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……	It is…and.. The…is…and They are…because… It is a (adjective) / (noun) ……..has …….. …… have ……	It / This is….and.. This has …and … The…is…and… They are……and… I feel…because… This is a big, round, red, beach ball
The language of argument Agreement and disagreement	He / She didn't share / take turns I want to…… I like…… I don't like…… I think…… Why? I think…… What do you think? I don't think……. Why do you think this? It is…… It's not…… Yes because…… No because…… I like…… I don't like…	Yes because… No because… I like…… Because……. And… I don't like… Because……and….. I agree with……because… It is right… It is wrong…….	No because… Yes because… I agree / disagree because… I think.. because… and also because……. However…Also…
Language of evaluation Evaluative Talk	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…	I found…hard/easy because.. I like / dislike because… I feel that…next time. I could… In my opinion…because…	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…

Language of Hypothesis	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…?	I think…because…and I don't think…….because……and …will happen because…	I think this…because… I know this, so I think … This will happen because…
Language of Explanation Explaining	It is … You put… I/He/She .. It is …because… This is… This is …because… The……is… They are/were.. When…	I…because… When I…because… After I…How ? Why? Where? When? Sometimes incorporating sequence language structures.	I…because… When I …because… After I…… The…because… We/They…because… How…Why…Where…When
The language of retelling	First I… First we… Then…….. After… And then…… What did you do first? Then what happened? 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	My partner said… Retelling stories – Once upon a time….. One day…… Long ago… 'What happened next?'	My partner said… First, Next, Then, After that, Finally… At last … Suddenly … 'What happened next?' 'What did…?'
Language of Prediction	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…	I think… I think…because…(prior knowledge) I predict…will happen. They are the same because…… (comparing)	…same… …similar… …different… I think….because… I predict that… because… I think they will be alike because they are both……
Language of sequencing	First…….. Next… Then… After that…and then…… happened first. Next…happened. Then…..happened. …happened last. It is…because…It is…	First I will…… Next I would… Then I… After that I… Finally I…	First… (First put the hat on) Next…… After that…….. Finally…… Last of all…

Progression in Language Structures (sentence stems) EYFS and KS 1

BURNSIDE ACADEMY
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Progression in Language Structures (sentence stems) KS 2

Language Structure	Year 3	Year 4	Year 5	Year 6
Language of comparison, comparing and contrasting	… and…are both… …and…..are alike in that…… ……..and…..are similar because …. …and….are different in that…. …is…but……is…… ….is…but…is…… ……is……while…….is…..	……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……	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……	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…. Final…but… The similarities/differences seem more significant that the similarities/differences because…….
Language of deduction, making an assumption based on prior knowledge	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……	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……	The fact is…….. In effect…… Given that……..then…… … I deduce/deduct…… I have worked out…… In conclusion…… I conclude……	The facts lead to…… Based on…… Been lead to the conclusion that… The evidence leads to…… Having considered…… This infers that……
The language of description & describing	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…	It looks / tastes / feels / 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…	It looks / tastes / feels / 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….	In comparison to…… Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.

The language of argument Agreement and disagreement	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……	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…….	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…… However, I would point out that…… It is clear that a ban on…….would be a great step forward!	On the one hand…… But… Convince me that…… I am convinced…… Given that……
Language of evaluation Evaluative Talk	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……	I enjoyed……because…… …… …..was successful / ambitious because… You could improve this work by…… Maybe you could try……. Next time I / you could / would…….	My view is that……because… This is supported by the fact that…… In my opinion…… furthermore…… However…… Possible improvements may include…	My view is that…… In my opinion…… This is supported by the fact that……. Furthermore……however… Possible improvements may include…… Or alternatively…
Language of Hypothesis	Because I know that…… I know that……. Due to this…….. I know that…	Because I know that ice melts, I know that… Maybe it's because …… Due to the fact that……I know that……will happen	It is true that…… Can we prove that… In conclusion… I would like to prove / disprove… Perhaps the reason is ……	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 …….
Language of Explanation Explaining	How…… Why…… Where…… When…… What…… After……. Then / As a result of / Later / because….	How……Why……Where…… When…… What……After… Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because	Because of…… x happened. For example…… In conclusion…… To begin with…… As a result of…… The reason(s) for……	……Such as …… Due to……x has / is……In summary…… Owing to……x has / is…… This has altered… Evidently…

The language of retelling	Once upon a time…… Once there was… As a result of…… Meanwhile…… I remember that…….. Then this happened…… Later on……. Eventually …….. Unfortunately…….. Luckily……. During……. Lastly…… In the end….. To conclude / In conclusion……	In the beginning…… Subsequently…. 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……	First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?'	First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?' In summary…… The consequence of….
Language of Prediction	I predict that…because…however/ meanwhile/therefore/also…… I predict that…….after…… I predict that……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?	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	I predict that…….. I believe / I think……might / or……. If……. then…… X has happened, therefore I think……	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 factor
Language of sequencing	First……..because…… Next……..however…… Then……..therefore…… Finally/Eventually/Lastly … because…	Firstly……..because/however/ therefore/after a while/meanwhile/ in addition…… Next…….. Then…….. Finally/Eventually/Lastly…… In conclusion……	Meanwhile…… Following this / that…… In the beginning……	Whilst X was……. Y was……During X – Y happened. Initially the…… were…… However……