



‘Talking like a...’ Functional Language Booklet

A tool to select and organise vocabulary



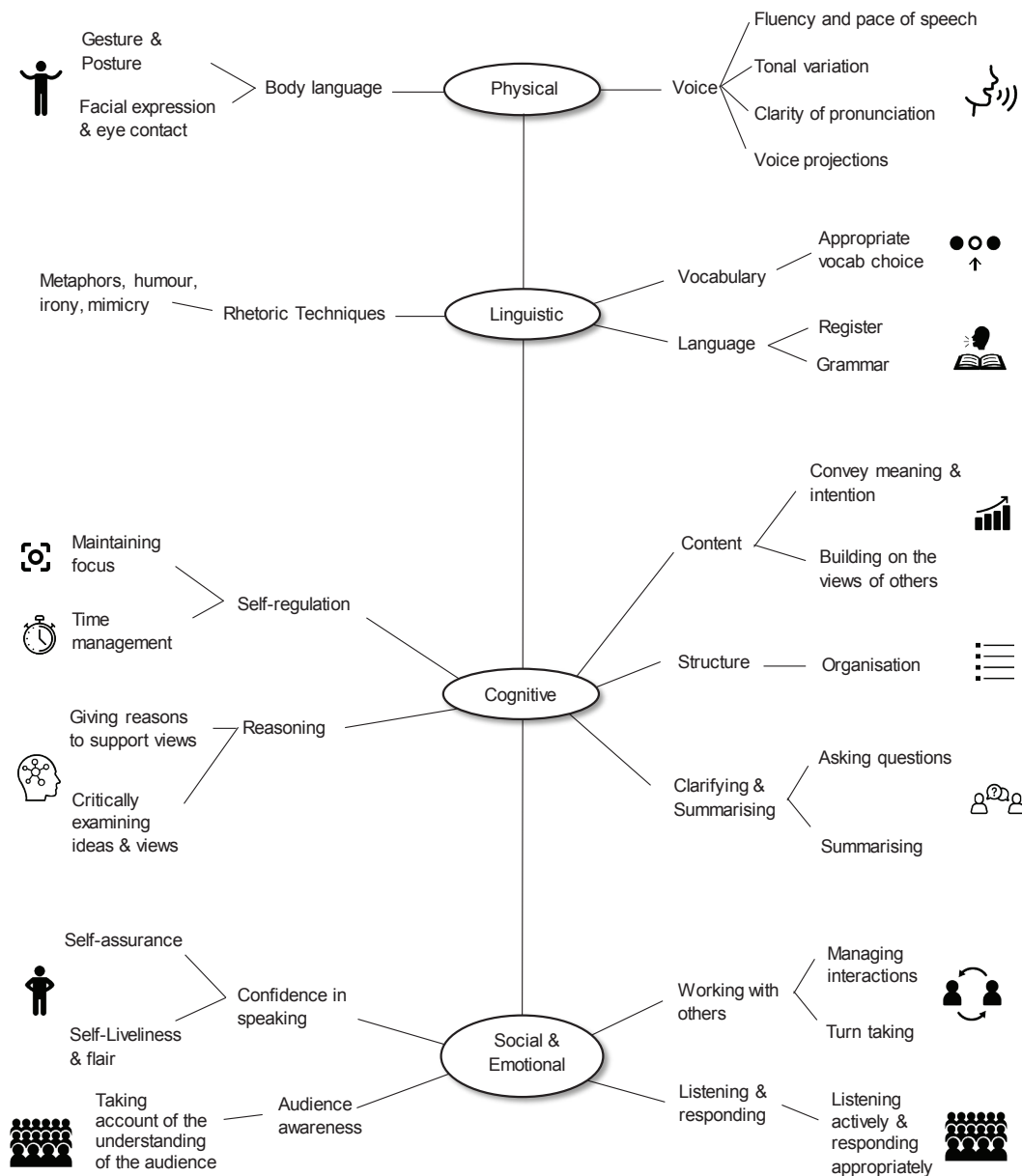
‘Together we can... communicate effectively.’

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

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Oracy Graphic Organiser



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

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
• Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ...	• I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

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

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 in order for them to be understood and used.

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

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



Talking like an Artist Sentence Stems



- I like
- I dislike... because...
- *What else could improve this?*

- In my opinion...
- I know that... because I have observed...
- I believe there is a pattern of...
- I think this has developed by...
- *How does this technique make you feel?*

- I believe this technique is important because...
- Evidence suggests that the artist...
- Over time, the changes ensure that...
- The design element has meant that...
- The artists... and... are similar because...
- *How has this art influenced the modern world?*

- I believe that the design stage shows...
- I think the combination of media means that...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This artist has influenced my designs by...
- This style is classically... as you can see from the...
- *Why is it important to understand traditional/modern concepts through time?*



Talking like a Citizen Sentence Stems



- I liked / I disliked...
- I think that...
- I feel...

- I agree / disagree with your suggestion of...
- I felt the most inspired when...
- We worked together best as a team when we...
- We found it difficult when...
- During this activity, I felt... because

- I found the..., a particular struggle / strength...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this work was...
- To improve your mood, I would suggest...
- I feel the emotion of..., because.... impacted on me positively / negatively.
- Working in teams has meant that...
- Overall, I think that...has led...to respond in this way

- Personally, I found this activity..., therefore...
- Mentally, I found this activity the most demanding, as...
- After careful evaluation, I now feel that... would make the most difference.
- I have considered both sides of the argument and have concluded...
- Although I respect your opinions, I personally believe that...
- Collaboratively, we felt that...
- The impact of this activity has made me feel..., which has surprised me, as...



Talking like a Computer Scientist Sentence Stems



- I liked / I disliked...
- I think that...
- I made this model because...

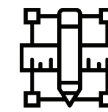
- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this programme is (good / bad) because
- I found the process / skill of ... the most challenging because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...
- I believe the strengths / weaknesses are evident in the...

- Based on the design brief I have been presented with....
- In my opinion, the success of this product was... However, ...
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts lead to...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties, which I am proud of, are...



Talking like a Designer Sentence Stems



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

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this product is (good / bad) because
- I found the process / skill of ... the most challenging, because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...

- Based on the design brief I have been presented with....
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts leads to...
- I deduce / deduct...
- When I disassembled...., I learnt that...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties which I am proud of, are...



Talking like a Geographer Sentence Stems



- It is similar because...
- It is different because...
- *How has...changed?*

- I know that... because I have observed...
- I believe there is a pattern of...
- A sustainable solution would be...
- An economic problem would be...
- Environmentally, the project is a bad idea because...
- *How has this influenced this culture?*

- The primary impacts of the disaster were...
- The social impact of... was....
- To ensure that we help countries develop...
- The development of a country can be measured by...
- The poverty cycle means that...
- The main advantages / disadvantages are...
- To move away from an unsustainable future...
- *How has this event impacted globally?*

- I have considered the viewpoints, yet I am confident that...
- If you read the statistics, you can infer that...
- It is thought that the main cause of... was... and ...
- By looking at the national / local impacts, I can conclude...
- It is clear that the following factors have contributed to...
- The effect on the infrastructure is...
- *Why is it important to understand traditional/ modern concepts through time?*



Talking like a Historian Sentence Stems



- It is similar because...
- It is different because...
- *Why has...changed?*

- It is different because...and...
- I believe it is the same, due to....
- It is important because...
- I agree / disagree with this source, because...
- *How do the sources suggest...?*

- The most likely reason was...
- I believe the most important factor is...
- This reminds me of...
- During this time, remained the same / different, therefore....
- In my opinion, ...has stayed the same due to the evidence of...
- *How has this event impacts on us now?*

- Based on..., I conclude that...
- The text stated..., which is why I think that...
- I can infer that.... because I know that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- *Why is it important to understand traditional / modern concepts through time?*



Talking like a Mathematician Sentence Stems



- It is the same / different...
 - This reminds me of...
 - I can prove I'm right because
 - We must remember...because
 - There is one more/one less...
- My working out is the same / different than yours because...
 - I can prove I am right because...
 - Another strategy you can use is...
 - I learnt the word...and it means...
- We know that... so... it can't be...
 - A major difference between... and... is that...
 - I agree because...
 - My strategy works because...
 - I can check my answers by...
 - Next time, I will...
- I think the question means... so the answer means...
 - I know that... Therefore, I would try out...
 - I approached it methodically by...
 - I was systematic... when...
 - I looked at the whole problem and broke into these steps...
 - So far, I have discovered that...
 - The strategy I used was...
 - I agree/disagree with...because...
 - The solution makes sense because...
 - I can visualise this problem by...
 - I know my answer is reasonable because...
 - The information needed to solve the problem is...
 - When I used the inverse, I noticed...



Talking like a Musician Sentence Stems



- I like / dislike..., because...
 - I think this music is like...
 - The music made me feel...
- In my opinion, this piece is... because...
 - I know that... because I have listened carefully to the...
 - I believe there is a strong emphasis on...
 - I think this music has been developed with... in mind.
 - *How does this technique make you feel?*
- I believe this musical technique is important, because...
 - The musicality of this ensures that the listener...
 - The most surprising thing about the music was...
 - The planning of this musical piece has meant that...
 - The musicians... and... are similar, because...
 - The questions I have after listening to this piece are...
 - *How has this music influenced the modern world?*
- I think the combination of media means that...
 - This piece made me ask the following questions...
 - The combination of music has concluded that...
 - The music within this piece has enhanced the emotion, because...
 - Using the technique of... ensured that the piece was...
 - Through working in this way, I have found that...
 - This articulation makes music more interesting by...
 - This music has influenced me, by...
 - This style is classically..., as you can see from the...
 - *Why is it important to understand traditional/modern concepts through time?*



Talking like a Scientist Sentence Stems



- It is...because...
 - It will...because...
 - *How do you know (e.g. 'The porridge is hot')?*
- I think this...because...
 - I know this, so I think...
 - This will happen because...
 - *What do you think?*
 - *What will happen if...?*
- I know that.... Therefore, I know that...
 - Due to the fact that..., I know that...will happen.
 - Maybe it's because...
 - It is true that...
 - Having analysed..., I believe that...
 - I can prove how I know this because...
- Can we prove that...?
 - In conclusion, I have found that...
 - I would like to prove / disprove...
 - Perhaps the reason is ...
 - Based on the evidence I have been presented with, I conclude...
 - Taking everything into account...
 - Having pondered...
 - Given this, it is likely that...
 - *If we accept this hypothesis, what else will be true?*



Talking like a Sportsperson Sentence Stems



- I liked / I disliked...
 - I think that...
 - *Can I make a suggestion?*
- I agree / disagree with your suggestion of...
 - I felt the most energetic movement was the...
 - We worked together best as a team when we...
 - We encountered difficulties when...
 - During this activity, we noticed the following changes on our bodies...
- We composed our movements, by...
 - The strengths / weaknesses of our work were...
 - An advantage / disadvantage of this technique was...
 - We believe the highest impact on our bodies came from...
 - To improve your technique, I would suggest...
 - I think your technique would be more efficient if you...
- Personally, I found this activity..., therefore...
 - This movement contrasts with..., because...
 - In comparison, I preferred this sports technique to..., due to...
 - Physically, I found this movement the most demanding, as...
 - After careful consideration, I have evaluated the effects on my body and these were...
 - I found...the most successful / unsuccessful, because...

