



Sentence Stems for across the Curriculum



The sentence stems are organised into progressive coloured sections: **EYFS**, **KS1**, **LKS2**, **UKS2**.

EYFS		
Plan	Do	Review
I will... I will go to ... To be a / an ... Because ...	I will make ... I will create ... I will use ... I will work with ...	I went to ... I played with ... I was a/an... We were ... I made ... with ...
Questions/ Opinions		
What did you ...? Why did you ...? How did you ...?	Where did you ...? I like the way ... I like this because ...	You could change ... I like ... I don't like... Because ...

KS2

Prediction	Opinion	Conclusion
<p>I predict that ... because ... however...</p> <p>The word/phrase suggests that ...</p> <p>This is probable because ...</p> <p>I think the outcome will be ... because ...</p> <p>Due to the fact that ... I predict that ...</p> <p>Because ... and ... are similar/different, I predict that ...</p> <p>After hearing all this evidence, I think that ...</p> <p>I think that there is a high/ low probability that ... because ...</p>	<p>My partner thinks... whereas I think ...</p> <p>I think the word... best/least describes ... because...</p> <p>I agree with ... because ...</p> <p>I disagree with ... because ...</p> <p>I appreciate/ understand ...'s opinion but I believe ...</p> <p>My opinion/view is that ... because ...</p> <p>The facts lead me to the conclusion that ...</p> <p>It is my opinion that ... however others might believe that ...</p> <p>After consideration ...</p>	<p>In summary I think..</p> <p>To conclude...</p> <p>Having listened to everyone's opinions ...</p> <p>After looking at the information, I conclude that ...</p> <p>...happened because ...</p> <p>Based on the evidence I was presented with ...</p> <p>First I thought ...but now I think ...</p>
Evaluation	Comparison	Argument
<p>It was interesting because ...</p> <p>I like the part where ... because ...</p> <p>I found this work ... because ...</p> <p>Next time / you would/could...</p> <p>Maybe you could try...</p> <p>I enjoyed it because ...</p> <p>Possible improvements may include ...</p> <p>Or alternatively ...</p>	<p>It is the same because...</p> <p>It is different because ...</p> <p>... are alike because they are both ...</p> <p>One similarity between ... and ... is ...</p> <p>In some ways ... and ... are alike. For instance they are both ...</p> <p>Another feature they have in common is ...</p> <p>They differ in some ways, for example ...</p> <p>Another difference is ... whereas ...</p>	<p>An argument for ... is ...</p> <p>An argument against ... is ...</p> <p>I accept your opinion, however I believe ... because ...</p> <p>I understand your point of view, however ...</p> <p>Perhaps some people would argue that ...</p> <p>However, I would point out that ...</p> <p>It is clear that ...</p> <p>On the one hand ... but ...</p>

Maths Sentence Stems Progression

EYFS

- I can see ...
- 5 is made up of ... and ...
- I think ...
- ... is | more than ...
- ... is | less than ...

Year 1

- The parts are ____ and ____ . The whole is ____
- I know ____ plus ____ is equal to ____ so I know that ____ plus ____ is equal to ____
- To find the unknown part/whole I need to ____
- I shared ____ into ____ equal groups. There are ____ in each group.
- When I halve a number, I make two equal parts
- A ____ has ____ sides and ____ vertices.
- ____ is heavier/lighter because ____

Year 2

- There are ____ tens and ____ ones. There are ____ altogether.
- I can double ____ then add on ____.
- I will regroup one ten for ten ones.
- There are ____ parts with a value of ____ . The whole is ____.
- When I find a ____, I make ____ equal parts
- An irregular shape is one without equal sides or equal angles.
- The time is ____ past/to ____.

Year 3

- I can partition ____ into ____ hundreds ____ tens and ____ ones.
- If the ____ digits are the same, we need to compare the ____ digit.
- If the column total is equal to ten or more we must regroup.
- Products in the ____ time table are also in the ____ time table.
- The denominator is ____ because the whole is divided into ____ equal parts.
- There are three hundred and sixty degrees in a full circle – a complete turn.
- A ____ is a shape with ____ equal sides and ____ equal angles.

Year 4

- The previous multiple of one thousand is ____ . The next multiple of one thousand is ____.
- One tenth can be written as 0.1, so ____ tenths can be written as ____.
- I will regroup one hundred for ten tens.
- For every group of one twelve, there are two groups of six.

- When comparing fractions with the same denominator, the greater the numerator, the greater the fraction.
- The distance around the edge of the ____ is its perimeter.
- Ten centimetres is one tenth of a metre so we can write ten centimetres as zero-point one.

Year 5

- I can estimate the answer to be ____ because ____
- ____ is getting 10 / 100 / 1000 times smaller / larger
- The most efficient way to add these numbers is by ____ because ____
- ____ is not prime because it has the factors ____
- ____ and ____ are related fractions because the denominator ____ is a multiple of the other denominator ____.
- It is / is not a polygon because ____
- There are ____ millilitres in ____ litres.

Year 6

- We can partition this number into ____, ____ and ____
- I can convert tenths to hundredths by multiplying the denominator by ____.
- When there are no brackets, division is completed before addition and subtraction
- If ____% of my number is ____, then I need to multiply it by ____ to find the full amount
- In order to convert a percentage to a fraction I must first convert it to a fraction with a denominator of ____
- If the scale factor is greater than one, the shape is made larger. We can say the shape is enlarged.
- The length of one of the sides of square is ____ . ____ times the length of one of the sides gives us the perimeter.



Talking like a Historian Sentence Stems



- I can see...
- I remember when ...
- I went to ...
- I like
- I don't like ...
- My Mum / Dad / etc said that ...

- It is different because...and...
- I think it is similar because ...
- It is important because...
- I agree / disagree with this because...
- I can see ...
- I think that ...

- The most likely reason was...
- I believe the most important factor is...
- This reminds me of...
- Based on this source I think that ...
- During this time... remained the same / different, therefore....
- In my opinion ...has stayed the same due to the evidence of...

- Based on ... I conclude that...
- The text stated... which is why I think ...
- After analysing the source I think that ...
- I can infer that ... because ...
- There is evidence to suggest that ...
- The most significant effect was ...
- A further key event was ...
- This demonstrates ... because ...
- To some extent the event of ... caused ...
- This period of history is similar to ... because ...
- Based on this period of history is in contrast to ...



Talking like a Scientist Sentence Stems



- I can see...
- I think...
- This is the same...
- This is different...

- I think ...because...
- I know ..., so I think...
- This will happen because...
- I can see that ... because...

- I know that... therefore, I know that...
- Due to the fact that..., I know that...will happen.
- The pattern I noticed is...
- Maybe it's because...
- It is true that...
- Having analysed..., I believe that...
- I can prove how I know this because...
- We began the investigation by ...
- The similarities between ... and ... are
- The differences between ... and ... are
- I was surprised that...
- I predict that... 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...
- My prediction is ... I think this because ...



Talking like an Artist Sentence Stems



- I like...
- I dislike... because
- It feels like...

- I like that because...
- I am going to use ...
- I will change...
- This makes me feel...

- I can see...
- In my opinion...
- I am going to use this because...
- I know that... because I have observed...
- I believe there is a pattern...
- I like this technique because...
- I dislike...
- I would improve... because
- I like the technique of... because...
- I changed... because...
- The artist has used...
- This work makes me feel...
- I like this work because...
- I think the artist is trying to get people to think about...

- I believe that the artist is trying to...
- I am going to use this media because ...
- I like this media... because...
- Using the technique of... meant that...
- I think the combination of media means that...
- Through working this way I have found...
- This artist has influenced my designs by...



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...