

A stylized tree graphic with a brown trunk and green foliage. The foliage is composed of overlapping leaf shapes with white outlines. The text is overlaid on the tree.

FROM TINY SEEDS GROW MIGHTY  
TREES

WOODLANDS  
Oracy  
Framework

2022-2023

## Woodlands Oracy Framework

By the time pupils leave Woodlands Primary School, they can:

Physical:

- Use intonation, clarity of pronunciation, projection, tone and pitch of **voice** and adapt them to context.

Linguistic:

- Choose **language** according to context (considering formality and Standard English).
- Use and appreciate a range of **rhetorical techniques** used in talk.
- Use academic Tier 2 **vocabulary** with increasing accuracy.

Cognitive:

- Present a persuasive point of view or narrative with **structured content** and supporting **evidence**.
- **Clarify** when they haven't understood, and ask for specific information.
- Use **reasoning** skills to critically examine what has been said.

Social and Emotional:

- **Take turns** in complex conversations and maintain and sustain flow.
- **Listen** to key points from different speakers, understand them and compare points of view.

Working at Greater Depth

- Talk with **confidence** and self-assurance adding liveliness and flair for effect.
- Use subtle gestures and **body languages** to show a range of feelings and emotions.
- Re-phrase (when needed) to match the needs of the **audience**.

### Key Concepts

Exploratory Talk V Presentational Talk (*see appendix*)

**Exploratory:**

- Discussion - using 'groupings' and 'talk stems' guidance materials.
- P4C talk
- Problem solving
- Accessing prior learning.
- Think Pair Share (recalling knowledge)
- Answering a question (recalling knowledge)
- Debate

**Presentational:**

- A prepared presentation of information to a given audience (of any size)
- Delivering a speech
- Performance (theatrical)
- Talking to visitors to school
- Persuasive 'podium points of view'

**5 Essential ORACY Concepts to Master:**

1. Listening,
2. Responding through taking turns,
3. Expressing thoughts through structure and content.
4. Considering audience,
5. Choosing appropriate vocabulary/register/pitch/tone for your audience

Physical: Use intonation, clarity of pronunciation, projection, tone and pitch of **voice** and adapt them to context.

*Pupils know how to:*

**Y6:**

- Produce speech sounds that are clear and easy to understand.
- Use several different tones and pitch of voice and can adapt voice appropriately to context
- Project voice consistently for a large audience.
- Engage their audience for sustained periods through skilful use of intonation to emphasise meaning.

**Y5:**

- Produce speech sounds that are clear and easy to understand.
- Project voice to a larger audience.
- Adapt voice by using some different tones and pitch at appropriate times.
- Signal punctuation and emphasise meaning through the careful use of intonation.

**Y4:**

- Produce speech sounds that are clear and easy to understand.
- Say words of any length with increasing accuracy.
- Signal punctuation and emphasise meaning through the use of intonation.

**Y3:**

- Produce speech sounds that are clear and easy to understand.
- Say words of any length with increasing accuracy.
- Signal punctuation and emphasise certain words through the use of intonation.
- Project voice for limited amount of time to larger groups.

**Y2:**

- Produce speech sounds that is clear and easy to understand with only a few immaturities.
- Say words with 4 syllables fairly consistently.

**Y1:**

- Produce speech sounds that is clear and easy to understand with some immaturities.
- Say words accurately with 3 syllables or less.

**Reception:**

- Uses intonation, rhythm and phrasing to make meaning clear to others

**Nursery:**

- Use gestures, sometimes with limited use of voice e.g. reaches towards toy, saying "I have it."

*Pupils know how to:*

**Y6:**

- Recognise and prepare for a situation and its formality in advance.
- Re-phrase language correctly according to the formality, context and needs of the audience.
- Use Standard English, and a correct and concise use of Tier 2 vocabulary in formal situations.

**Y5:**

- Differentiate appropriately between formal and informal situations.
- Use appropriately different words and phrases in each situation, sometimes needs prompting.
- Use standard English and an increasingly correct use of Tier 2 words

**Y4:**

- Understand and use popular colloquial expressions, yet understand the situations in which these are these more appropriate to use.
- Recognise formal and informal situations.
- Begin to choose appropriate Tier 2 words in these contexts.

**Y3:**

- Be aware that there is a need to use more formal language with adults, and what this looks like.
- Use formality when speaking to adults.
- Recognise the shift between Tier 1 and Tier 2 words, and begin to use Tier 2 words more often.

**Y2:**

- Know there are some expressions that are only used amongst Friends.
- Use more polite language with adults.

**Y1:**

- Imitate popular language
- Use expressions used by other people.

**Rec:**

- Draw upon their built up vocabulary and expressions that reflect the breadth of their experiences.

**Nursery:**

- Uses intonation, rhythm and phrasing to make meaning clear to others.

Linguistic: Use and appreciate \* **rhetorical techniques** used in talk (\*mostly used in presentational talk)

**Rhetorical Techniques** are sometimes referred to as 'the art of language'. They include the use of figures of speech and persuasive strategies to elevate language and make it more engaging, memorable, and entertaining for the audience. Therefore, they are often (but not exclusively) used when crafting more 'presentational' types of talk because they can be thought about, planned and prepared in advance. **Examples from Steve Jobs:**

*Pupils know how to use:*

**Y6:**

**Sarcasm:** the use of a remark that clearly means the opposite of what they say.

**Humour:** injecting a joke or anecdote.

*"We don't want to carry a mouse round in our pockets, right? Do we?"*

**Anadiplosis:** The repetition of the last word of a sentence that is also the first word of the following sentence.

*"And they garnered **two percent market share. Two percent market share.** iPod had 62 percent market share, and the rest had 36."*

**Hyperbole:** an exaggeration of the characteristics of an object or circumstance.

*"Best version of Google Maps on the planet, widgets, and all with Edge and Wi-Fi networking."*

**Built-up Crescendo:** the increase from a weaker to a stronger expression, arranged in ascending order.

*"First was the mouse. **Second was the click wheel. And now, we're going to bring multi-touch to the market."***

**Y5:**

**Simple:** using both Epiphora and Anaphora in combination.

*"In 1984, **we introduced the Macintosh. It didn't just change Apple, it changed the whole computer industry.** In 2001, **we introduced the first iPods, and...it didn't just change the way we all listen to music, it changed the entire music industry."***

**Germinatio:** the repetition of a word (or word group) within a sentence.

*"That's 58 songs **every second of every minute of every hour of every day.**"*

**Aporia:** A feigned statement of doubt by the speaker and a question to the audience about how she should act.

*"Now, how are we going to communicate this? **We don't want to carry around a mouse, right? What are we going to do?"***

**Antitheton:** the opposition of two facts of contrasting content.

*"The kind of things you would find on a **typical phone, but in a very untypical way now.**"*

**Y4:**

**Epiphora:** the repetition of a word or phrase at the end of every clause.

*"Well, these are their home screens. **And again, as you recall, this is the iPhone's home screen. This is what their contacts look like. This is what iPhone's contacts look like.**"*

**Exclamatio:** an exclamation that expresses the emotional affection of the speaker.

*"I just take my unit here, and I turn it landscape mode, oh, look what happens! I'm in cover flow!" "Wha...whoah, what is this?"*

**Metaphor:** a comparison made by referring to one thing as another.

*"A huge heart transplant to Intel microprocessors."*

**Personification:** The attribution of human properties toward things or animals.

*"It already knows how to power manage itself...and if there's a new message it will tell me."*

**Y3:**

**Anaphora:** the repetition of a Word or phrase at the beginning of every clause.

*"As you know, **we've got the iPod, best music player in the words. We've got the iPod Nanos, brand new models, colours are back. We've got the amazing new iPod Shuffle.**"*

**Asyndeton:** Sequence of words or similar expression without the use of conjunctions.

*"We've got **movies, TV shows, music, podcasts, photos.**"*

**Y2:**

**Polysyndeton:** repetition of conjunctions in a series of co-ordinated words, phrases or clauses.

*"It's got everything from cocoa **and the graphics and it's got core animation built in and it's got the audio and video that OSX is famous for.**"*

**Simile:** An explicit comparison between two things using 'as' or 'like'

*"It works like magic."*

**Y1:**

**Interrogatio:** a rhetorical question in which the answer is self-evident.

*"Isn't that incredible?" "Want to see that again?" "Pretty cool isn't it?"*

**Slogan:** specific phrases to repeat over and over again.

*"Today, Apple is going to **reinvent the phone. And here it is.**" "So we're gonna **reinvent the phone.**" "We want to **reinvent the phone.**" "You'll agree, we have **reinvented the phone.**"*

*Pupils know how to:*

**Y6:**

- Use appropriate Tier 3 words correctly to suit the context.
- How to use appropriate Tier 2 words with increasing precision and accuracy to enhance meaning.

**Y5:**

- Use appropriate Tier 3 words correctly to suit the context.
- How to use appropriate Tier 2 words confidently and mostly correctly.

**Y4:**

- Use appropriate Tier 3 words correctly to suit the context.
- Use appropriate Tier 2 words with increasing confidence.

**Y3:**

- Experiment with new vocabulary in different contexts to test out and learn from mistakes.
- Use appropriate Tier 3 words correctly to suit the context.
- Imitate popular Tier 2 vocabulary.

**Y2:**

- Compare vocabulary by the way the word looks and comment on this (e.g. bear/bare, to/too/two)
- Use appropriate Tier 3 words correctly to suit the context.
- Imitate popular Tier 2 vocabulary.

**Y1:**

- Group and name members of vocabulary categories and suggest category names.
- Use appropriate Tier 3 words correctly to suit the context.
- Imitate popular Tier 2 vocabulary.

**Reception:**

- Use appropriate Tier 3 words correctly to suit the context.
- Extend vocabulary by grouping and naming.
- Imitate popular Tier 2 vocabulary.

**Nursery:**

- Use vocabulary that reflects the breadth of their experience, on objects and people who are important to them.

Tier 3

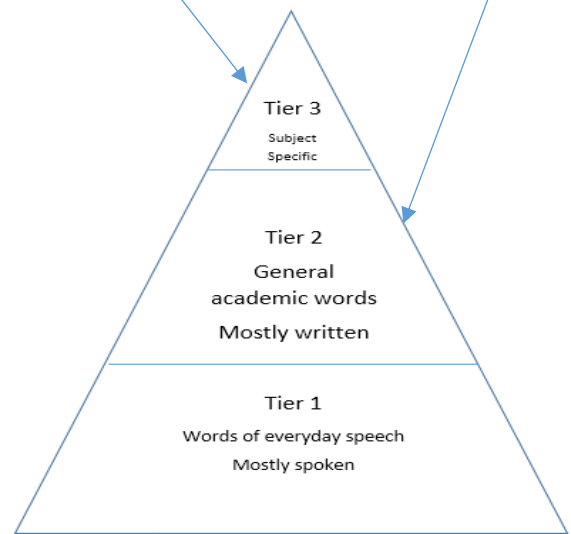
**Examples:**

*Enzyme  
Perimeter  
Equator  
Semi-briave  
Wattle and Daub*

Tier 2

**Examples:**

*Commented instead of said  
Maintain instead of keep going  
Fortune instead of luck  
Emerging instead of coming out*



Tier 1

**Fact:**

*We use the \*100 most frequent words 50% of the time when we are speaking.*

*\*See appendix*



Cognitive: Present a point of view or narrative with **structured content** and supporting **evidence** or **examples**.

*Pupils know how to:*

**Y6:**

**Narrative:** Tell elaborate, entertaining stories which are full of detailed descriptions.

**Point of view:** Present a clearly structured point of view using a range of examples from different people or sources, and supported by evidence from personal experience.

*"I think it would be effective if we use a different coloured pen so it stands out. In our last piece of work, Helen used the same technique and hers was the strongest overall. I like your idea of outlining with black to accentuate the silhouette."*

**Y5:**

**Narrative:** Include a sub-plot before resolving the main storyline.

**Point of view:** Present a structured point of view using examples from a different person or source, and supported by examples of past experience.

**Y4:**

**Narrative:** Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point.

**Point of view:** Provide events including clear detail and structure and linking in supporting evidence or examples:

*"I think he shouted because he was actually hungry. He said he hadn't eaten that day and he always gets cross when he's hungry, but not usually at other times."*

**Y3:**

**Narrative:** Tell a story with a clear structure including the setting and ideas linked in different ways.

*"In the holidays me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away..."*

**Point of view:** able to discuss around a main idea using several points.

*"I think he may be feeling confused because he doesn't understand why his cat has died and he hasn't seen anyone near his house recently."*

**Y2:**

**Narrative:** Tell a story including setting the scene, a basic story plot and a sequence of events generally in the right order.

*"Jack and his brother decided to go fishing. They put their things in the car. They drove to the lake and started fishing. Jack caught a big fish and fell in the water..."*

**Point of view:** use 2 or 3 sentences with examples:

*"First, you should add up all the numbers. After that, you need to work out how many to make 50 then add 50 to 100 because that's the same as £1."*

**Y1:**

**Narrative:** Use early 'story language' increasingly correctly...

*"Once upon a time....One day...Long, long ago in a distant land....One dark night etc."*

**Point of view:** talks through a series of steps.

*"it's good try your best because you get to be Star of the Day. Then you get your name on the wall and your photo sent home"*

**Reception:**

**Narrative:** Use early story language:

*"Once upon a time....One day..."*

**Point of view:** Uses predominantly simple sentences, but beginning to use more complex sentence to link thoughts (using because or and). Mostly sticks to a main theme or intention. Can use past, present and future forms accurately.

**Nursery:**

**Narrative:** Repeats parts of stories of personal experience. Can be disjointed or not sustained from beginning to end.

*Pupils know how to:*

**Y6:**

- Identify clearly when they haven't understood.
- Say why they haven't understood.
- Be specific about the additional information, or re-phrasing they need and pursue with clarifying questioning until they have the information they require.

**Y5:**

- Use follow up questions that link to what has just been said.
- Use a range of clarifying questions that require the speaker to elaborate on what they have said.

**Y4:**

- Use a range of different questioning types to find out information they require
- Identify when they haven't got the information they need and follow this with a number of clarifying questions.

**Y3:**

- Ask a range of different questions to find out what they want to know.
- Identify when they haven't understood something, and why this is, then ask a general clarifying question.

**Y2:**

- Asks a large amount of questions to find out information they need.
- Recognise when a message is not clear and is able to provide information about why it is not clear.

**Y1:**

- Ask questions using lots of different sentence starters to clarify information.
- Identify when they haven't understood something and are able to say for example, "I don't understand" (with no further elaboration).

**Reception:**

- Question using the 5 Ws around why things happen and gives explanation to clarify details for others.

**Nursery:**

- Ask a variety of questions with some or all of the 5 'Ws' to seek information.

**Knowledge around Clarifying:**

Clarifying plays a crucial role in the flow of talk.

When a person clarifies they make things clearer by asking questions that encourage others to elucidate their thinking.

Clarifying could entail:

- Asking someone to explain the meaning of a word or concept.
- Checking whether their interpretation of what has been said is correct.
- Checking whether the evidence they have provided to support their point of view is accurate or believable.

When a person clarifies within a group conversation they are ensuring that what has been said is clear to everyone else in the group.

Skilful clarifying questions can also prompt a speaker to re-evaluate their own thinking.

**Sentence stems to support clarifying...**

*What do you mean when you say \_\_\_\_\_*

*Could you tell me more about....?*

*When you said \_\_\_\_\_, did you mean \_\_\_\_\_?*

*Does that mean....?*

*Go back to what you said about \_\_\_\_\_,*

*I'm not clear on...*



*Pupils know how to:*

**Y6:**

- Reflect on several people's opinions or suggestions and use complex inference, reasoning and prediction skills to summarise or suggest a compromise.

*"I think we should all go swimming first, judging by Sam's face, but we've got to make sure we all save enough money for the bus fare home."*

- Negotiate an agreement explaining other options and possible outcomes

*"OK, let's try the carpet first, as most of us think that will cause friction. But the rubber mat is sticky and if we are wrong the other team will win."*

**Y5:**

- Use inference, reasoning and prediction skills, which looks at the underlying meaning of what has been said

*"I know you don't mean that because I have seen the other class lining up."*

- Use and understand complex sentences which present ideas logically.

*"The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it's the third door on the right."*

- Use and understand the language of persuasion.

*"Do you want to be part of something that helps people who have lost everything? Then join my fund-raising group and you can make a difference to someone's life."*

**Y4:**

- Discuss cause and effect – to show what might happen and why.

*"If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any."*

**Y3:**

- Use language to investigate and reflect on feelings and feelings of others.

*"I feel sad that Amir is leaving, how do you feel?"*

**Y2:**

- Accurately predict what will happen in the story or the retelling of an event.

*"I think he is going to fall into the water because he is not looking where he is going."*

**Y1:**

- Use language to talk self through steps required in simple problem solving.

- Talk about all the things needed to do in order to complete a task.

*"I have to get all the lego bricks and sort them out. I need to find all the black ones then I can start building a monster."*

**Reception:**

- Use language to talk self through steps required in simple problem solving.

- Talk about all the things needed to do in order to complete a task.

*(as above – developing)*

## Social and Emotional: **Take turns** in complex conversations and maintain and sustain flow.

*Pupils know how to:*

### **Y6:**

- Take turns appropriately in complex conversations with several people, showing awareness (if possible) that all people should have a fair chance to speak.
- Sustain a complex conversation for a long time by taking turns and asking sophisticated questions to successfully maintain the flow.
- Share ideas and information, give and receive advice and take notice of the opinion of others.
- Respond appropriately to a range of information strategies from different people in the conversation: e.g. questions, humour, sarcasm, statements, exclamations etc.

### **Y5:**

- Take turns appropriately in conversations with more than one person, listens carefully to others and politely agreeing or disagreeing with them.
- Ask questions at the right time to help maintain the flow.
- Respond to a range of information strategies: e.g. questions, comments, humour, and statements.

### **Y4:**

- Initiate conversations skilfully - then take turns in two-way conversations, small groups and larger groups.
- Respond effectively to different strategies within the conversations exchange: e.g. questions, comments.

### **Y3:**

- Initiate conversations then take turns in two-way conversations, small groups (and larger groups for a growing amount of time).
- Respond appropriately to information given within the conversation.

### **Y2:**

- Take turns in talk in one to one or small groups,
- Maintain attention in larger groups – responding at least once in a conversation.

### **Y1:**

- Maintain attention and participate in conversation one to one or in small groups providing there are minimal external distractions.
- Maintain attention in larger groups for a limited time.

### **Reception:**

- Hold a conversation jumping from topic to topic.
- Listens to others in one to one or small groups when conversation interests them.
- Show two channelled attention: they can listen to others and respond appropriately whilst engaged in another activity, for a short span.
- Questions why things happen and gives explanations.

### **Nursery:**

- Show single channelled attention. Can shift attention to different task if attention fully obtained.
- Responds to another person in talk but may not be appropriate or sustained.

Social and Emotional: **Listen** to key points from a number of speakers, understand them and compare points of view.

*Pupils know how to:*

**Y6:**

- Listen to the key points from a number of speakers during a conversation, understand them and compare different points of view.
- Use a range of strategies skilfully to obtain the understanding they seek: summarising, questioning, probing, building, challenging etc.

**Y5:**

- Listen carefully to complex information, stopping to ask questions where appropriate for further information.
- Respond with relevant comments using a range of strategies: summarising, questioning, probing, building etc.

**Y4:**

- Listen to complex information, work out which elements are key and make relevant, related comments in return using some strategies: questioning, building etc.

**Y3:**

- Listen to more complex information, work out most of the key information and make a response in return.

**Y2:**

- Sustain attention in small and large groups for longer spans.
- Listen and respond in a two way conversation and in group talk.

**Y1:**

- Concentrate on the person talking in small groups and ignore background noise and movement.
- Sustain attention in larger groups
- Respond to points of interest when listening to others.

**Reception:**

- Maintain attention, concentrate and sits quietly during an appropriate activity.
- Listen attentively in a range of situations.
- Give two channelled attention: can listen and do for short span.

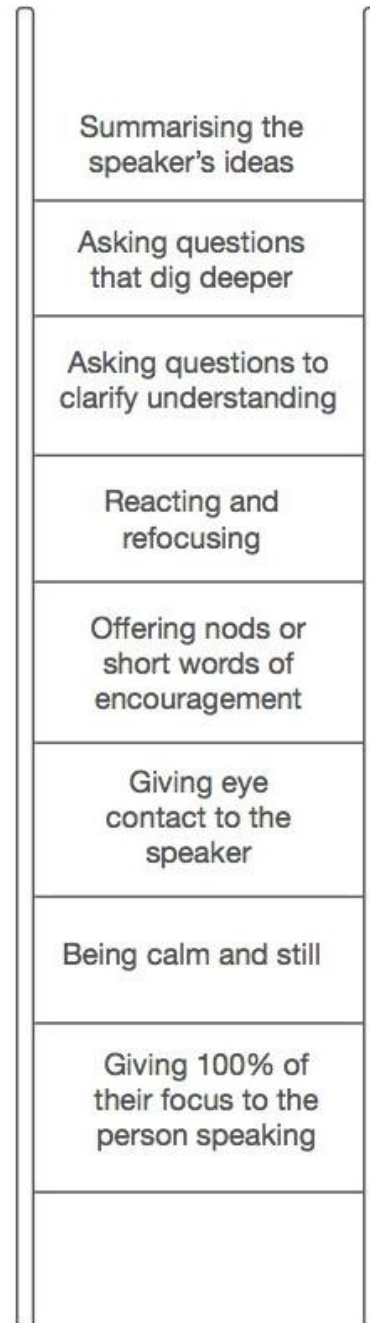
**Nursery:**

- Listens to others one to one or in small groups when conversation interests them.
- Single channelled attention: 'listen or do.
- Can shift own attention if fully obtained.
- Listens to stories with increasing attention and recall.

### The Listening Ladder:

These are the skills required for quality listening – in order of complexity.

(Listening also links to body language)



## Appendix

Exploratory ('messy talk') V Presentational ('practiced and polished') Talk:

### **Exploratory talk**

'exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.'

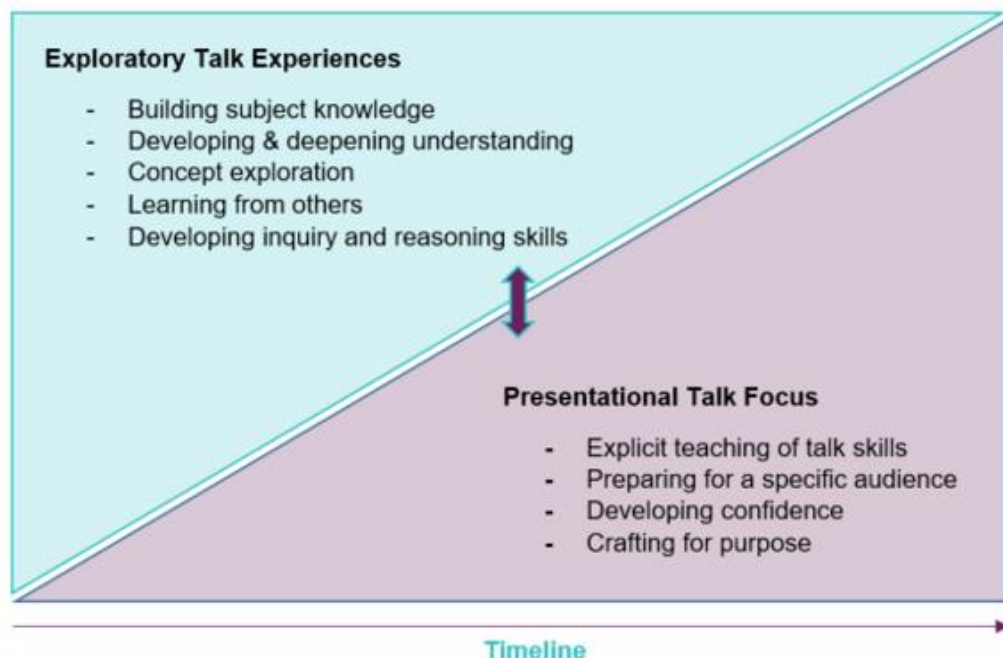
### **Presentational talk**

'The difference between the two functions of talk is that in presentational talk the speaker's attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.'

Barnes, 1992

Building up to a finished 'talk' outcome

Pupils should be given plenty of opportunities for **'messy' exploratory talk** during the sequence of learning to enable them to engage fully with the taught knowledge. This should build towards a more **'polished' presentational** outcome to 'showcase' their knowledge. The components of this outcome (for example, talk stems, use of voice, considering the audience etc) should be deliberately and specifically taught.



Tiered Vocabulary:

Tier 1 Words: The 100 most commonly used words in English:

the	from	which	more
of	or	do	day
to	had	their	could
and	by	time	go
a	not	if	come
in	word	will	did
is	but	way	number
it	what	about	sound
you	some	many	no
that	we	then	most
he	can	them	people
was	out	write	my
for	other	would	over
on	were	like	know
are	all	so	water
with	there	these	than
as	when	her	call
I	up	long	first
his	use	make	who
they	your	thing	may
be	how	see	down
at	said	him	side
one	an	two	been
have	each	has	now
this	she	look	find

Tier 2 Words – Academic Language

(Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

abandon	8	bias	8	constitute	1	distinct	2	fee	6
abstract	6	bond	6	constrain	3	distort	9	file	7
academy	5	brief	6	construct	2	distribute	1	final	2
access	4	bulk	9	consult	5	diverse	6	finance	1
accommodate	9	capable	6	consume	2	document	3	finite	7
accompany	8	capacity	5	contact	5	domain	6	flexible	6
accumulate	8	category	2	contemporary	8	domestic	4	fluctuate	8
accurate	6	cease	9	context	1	dominate	3	focus	2
achieve	2	challenge	5	contract	1	draft	5	format	9
acknowledge	6	channel	7	contradict	8	drama	8	formula	1
acquire	2	chapter	2	contrary	7	duration	9	forthcoming	10
adapt	7	chart	8	contrast	4	dynamic	7	foundation	7
adequate	4	chemical	7	contribute	3	economy	1	found	9
adjacent	10	circumstance	3	controversy	9	edit	6	framework	3
adjust	5	cite	6	convene	3	element	2	function	1
administrate	2	civil	4	converse	9	eliminate	7	fund	3
adult	7	clarify	8	convert	7	emerge	4	fundamental	5
advocate	7	classic	7	convince	10	emphasis	3	furthermore	6
affect	2	clause	5	cooperate	6	empirical	7	gender	6
aggregate	6	code	4	coordinate	3	enable	5	generate	5
aid	7	coherent	9	core	3	encounter	10	generation	5
albeit	10	coincide	9	corporate	3	energy	5	globe	7
allocate	6	collapse	10	correspond	3	enforce	5	goal	4
alter	5	colleague	10	couple	7	enhance	6	grade	7
alternative	3	commence	9	create	1	enormous	10	grant	4
ambiguous	8	comment	3	credit	2	ensure	3	guarantee	7
amend	5	commission	2	criteria	3	entity	5	guideline	8
analogy	9	commit	4	crucial	8	environment	1	hence	4
analyse	1	commodity	8	culture	2	equate	2	hierarchy	7
annual	4	communicate	4	currency	8	equip	7	highlight	8
anticipate	9	community	2	cycle	4	equivalent	5	hypothesis	4
apparent	4	compatible	9	data	1	erode	9	identical	7
append	8	compensate	3	debate	4	error	4	identify	1
appreciate	8	compile	10	decade	7	establish	1	ideology	7
approach	1	complement	8	decline	5	estate	6	ignorance	6
appropriate	2	complex	2	deduce	3	estimate	1	illustrate	3
approximate	4	component	3	define	1	ethic	9	image	5
arbitrary	8	compound	5	definite	7	ethnic	4	immigrate	3
area	1	comprehensive	7	demonstrate	3	evaluate	2	impact	2
aspect	2	comprise	7	denote	8	eventual	8	implement	4
assemble	10	compute	2	deny	7	evident	1	implicate	4
assess	1	conceive	10	depress	10	evolve	5	implicit	8
assign	6	concentrate	4	derive	1	exceed	6	imply	3
assist	2	concept	1	design	2	exclude	3	impose	4
assume	1	conclude	2	despite	4	exhibit	8	incentive	6
assure	9	concurrent	9	detect	8	expand	5	incidence	6
attach	6	conduct	2	deviate	8	expert	6	incline	10
attain	9	confer	4	device	9	explicit	6	income	1
attitude	4	confine	9	devote	9	exploit	8	incorporate	6
attribute	4	confirm	7	differentiate	7	export	1	index	6
author	6	conflict	5	dimension	4	expose	5	indicate	1
authority	1	conform	8	diminish	9	external	5	individual	1
automate	8	consent	3	discrete	5	extract	7	induce	8
available	1	consequent	2	discriminate	6	facilitate	5	inevitable	8
aware	5	considerable	3	displace	8	factor	1	infer	7
behalf	9	consist	1	display	6	feature	2	infrastructure	8
benefit	1	constant	3	dispose	7	federal	6	inherent	9



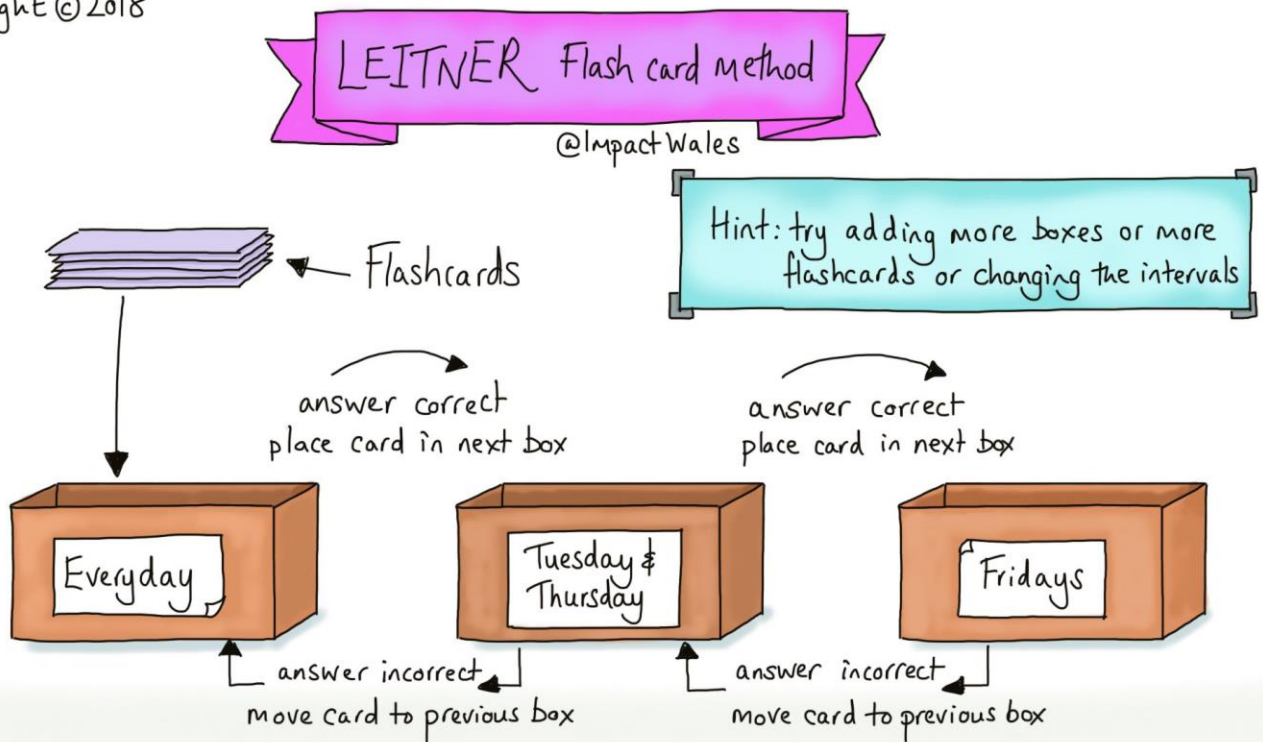
inhibit	6	migrate	6	precede	6	reverse	7	tense	8
initial	3	military	9	precise	5	revise	8	terminate	8
initiate	6	minimal	9	predict	4	revolution	9	text	2
injure	2	minimise	8	predominant	8	rigid	9	theme	8
innovate	7	minimum	6	preliminary	9	role	1	theory	1
input	6	ministry	6	presume	6	route	9	thereby	8
insert	7	minor	3	previous	2	scenario	9	thesis	7
insight	9	mode	7	primary	2	schedule	8	topic	7
inspect	8	modify	5	prime	5	scheme	3	trace	6
instance	3	monitor	5	principal	4	scope	6	tradition	2
institute	2	motive	6	principle	1	section	1	transfer	2
instruct	6	mutual	9	prior	4	sector	1	transform	6
integral	9	negate	3	priority	7	secure	2	transit	5
integrate	4	network	5	proceed	1	seek	2	transmit	7
integrity	10	neutral	6	process	1	select	2	transport	6
intelligence	6	nevertheless	6	professional	4	sequence	3	trend	5
intense	8	nonetheless	10	prohibit	7	series	4	trigger	9
interact	3	norm	9	project	4	sex	3	ultimate	7
intermediate	9	normal	2	promote	4	shift	3	undergo	10
internal	4	notion	5	proportion	3	significant	1	underlie	6
interpret	1	notwithstanding	10	prospect	8	similar	1	undertake	4
interval	6	nuclear	8	protocol	9	simulate	7	uniform	8
intervene	7	objective	5	psychology	5	site	2	unify	9
intrinsic	10	obtain	2	publication	7	so-called	10	unique	7
invest	2	obvious	4	publish	3	sole	7	utilise	6
investigate	4	occupy	4	purchase	2	somewhat	7	valid	3
invoke	10	occur	1	pursue	5	source	1	vary	1
involve	1	odd	10	qualitative	9	specific	1	vehicle	8
isolate	7	offset	8	quote	7	specify	3	version	5
issue	1	ongoing	10	radical	8	sphere	9	via	8
item	2	option	4	random	8	stable	5	violate	9
job	4	orient	5	range	2	statistic	4	virtual	8
journal	2	outcome	3	ratio	5	status	4	visible	7
justify	3	output	4	rational	6	straightforward	10	vision	9
label	4	overall	4	react	3	strategy	2	visual	8
labour	1	overlap	9	recover	6	stress	4	volume	3
layer	3	overseas	6	refine	9	structure	1	voluntary	7
lecture	6	panel	10	regime	4	style	5	welfare	5
legal	1	paradigm	7	region	2	submit	7	whereas	5
legislate	1	paragraph	8	register	3	subordinate	9	whereby	10
levy	10	parallel	4	regulate	2	subsequent	4	widespread	8
liberal	5	parameter	4	reinforce	8	subsidy	6		
licence	5	participate	2	reject	5	substitute	5		
likewise	10	partner	3	relax	9	successor	7		
link	3	passive	9	release	7	sufficient	3		
locate	3	perceive	2	relevant	2	sum	4		
logic	5	percent	1	reluctance	10	summary	4		
maintain	2	period	1	rely	3	supplement	9		
major	1	persist	10	remove	3	survey	2		
manipulate	8	perspective	5	require	1	survive	7		
manual	9	phase	4	research	1	suspend	9		
margin	5	phenomenon	7	reside	2	sustain	5		
mature	9	philosophy	3	resolve	4	symbol	5		
maximise	3	physical	3	resource	2	tape	6		
mechanism	4	plus	8	respond	1	target	5		
media	7	policy	1	restore	8	task	3		
mediate	9	portion	9	restrain	9	team	9		
medical	5	pose	10	restrict	2	technical	3		
medium	9	positive	2	retain	4	technique	3		
mental	5	potential	2	reveal	6	technology	3		
method	1	practitioner	8	revenue	5	temporary	9		

## Tier 3 Words

Tier 3 words are subject specific. For example, in Geography 'rivers' we might use: erosion, meander and delta

These words are planned progressively through each curriculum subject and should be taught systematically

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An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.