

A stylized, semi-transparent figure in shades of orange and pink, resembling a person with arms outstretched. A solid orange circle is positioned above the figure's head, suggesting a sun or a light source. The figure is centered in the background of the slide.

40 BECAUSE - SO - BUT DISCUSSIONS

FOR LOWER KS2 SCIENCE



This resource helps students to develop:
Explorer Mode, which supports deep thinking
and collaborative discussion.



BECAUSE - SO - BUT

The Because, So, But classroom talk strategy

supports students in expressing more complex, connected thinking through structured talk. By using three key conjunctions—because to justify, so to explain consequences, and but to introduce contrasts—students are encouraged to go beyond surface responses and engage in deeper reasoning.

This talk structure helps pupils develop precision in how they explain their ideas, make sense of content, and consider different perspectives. It can be used across the curriculum to explore cause and effect, compare viewpoints, and make disciplinary reasoning more explicit. Whether in science, history, or PE, the strategy fosters clarity of thought and collaborative understanding.

Because, So, But supports the Tongue Fu Talking® disciplines of The Mind (Reasoning with Justification, Content & Purpose) and The Flow (Sentence Structure, Vocabulary), and encourages purposeful contributions in both Explorer Mode. It reminds students that talk is not just about sharing opinions, but about shaping understanding together.



Step 1: Prompt with a Sentence Stem

Display a sentence stem as a discussion prompt. Invite pupils to complete it by adding three connected clauses using the conjunctions because, so, and but. This scaffold supports them in explaining, reasoning, and considering alternatives.

Example:

Evergreen trees keep their leaves all year...

Pupils then continue:

...because ...their leaves are tough and can survive in winter,

...so they stay green even in cold weather,

...but they still drop some old leaves slowly.

Step 2: Invite Pupils to Share Responses




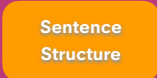


Select a range of pupils to share their completed sentences aloud. Encourage them to speak clearly and in full sentences. Use this as an opportunity to notice and highlight strong reasoning, accurate vocabulary, or interesting contrasts.

Step 3: Model High-Quality Exemplars

Show exemplar responses that best match the intended learning. These are provided in the resource and mapped to the English National Curriculum for Science. Use them to highlight disciplinary thinking and to reinforce the structure and vocabulary pupils are learning to use.



Links to the Tongue Fu Talking® Practices

Discipline(s)	Practice(s)
 	   



THE
STANCE



THE
FLOW



THE
MIND



THE
BOND



2:Plants

Sentence Stem	because	so	but
Leaves help the plant make food			



1: Plants

Sentence Stem	because	so	but
Roots take in water and nutrients	...they absorb these from the soil to help the plant grow.	...the plant can stay healthy and upright.	...plants in poor soil may not grow well.



2:Plants

Sentence Stem	because	so	but
Leaves help the plant make food			



2:Plants

Sentence Stem	because	so	but
Leaves help the plant make food	...they use sunlight in a process called photosynthesis.	...the plant gets energy to grow and make flowers.	...photosynthesis doesn't happen without light.





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6: Animals, including humans



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6: Animals, including humans



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7: Animals, including humans



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7: Animals, including humans



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8: Animals, including humans



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9: Animals, including humans



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10: Animals, including humans



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10: Animals, including humans



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12: Living things



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12: Living things



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13: Living things



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22: States of matter



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22: States of matter



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23: States of matter



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24: States of matter



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24: States of matter



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25: States of matter



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25: States of matter



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31: Forces and magnets



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31: Forces and magnets



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32: Forces and magnets



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32: Forces and magnets



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33: Forces and magnets



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33: Forces and magnets



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34: Forces and magnets



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34: Forces and magnets



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35: Forces and magnets



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35: Forces and magnets



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