

Oracy Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was adopted on – **October 2025**

The policy is to be reviewed by – **September 2027**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

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Vision statement

At The Three Schools we are working hard to provide a high-quality Oracy education. With Oracy at the heart of our curriculum, we are committed to building and embedding a culture of Oracy. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy (Physical, Linguistic, Cognitive, Social and Emotional- Taken from The Oracy Framework, Voice 21).

We want every child at The Three Schools to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high- quality Oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life and this is why the teaching of oracy is increasingly prevalent in our school.

Aims

Oracy is the ability to communicate effectively. At The Three Schools, we want every child to find their voice.

Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. Our aim as a school is to elevate speaking to the same status as reading and writing.

At the heart of good oracy is the dialogic classroom. A classroom rich in talk, in where questions are planned, conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. There are a variety of opportunities for young people to develop confidence in talk and learn how to analyse talk.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At The Three Schools, our aim for Oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.

- Be confident in the value of their own opinions and have the ability to express them.
- Have a bank of vocabulary they are able to use for different purposes.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open-minded, to respect the contribution of others and to take account of their views.
- Share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate.

Teaching and Learning

What Is Oracy?

‘Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students’ confidence, articulacy and capacity to learn.’ Voice 21.

Oracy is...

- Engaging with others’ ideas
- Reasoning together
- Listening to understand
- Changing people’s minds
- Telling compelling stories
- Developing arguments
- Expressing yourself
- Speaking up for what you believe in

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

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

At The Three Schools staff and pupils follow a progression ladder for Oracy across school from EYFS to Year 6.

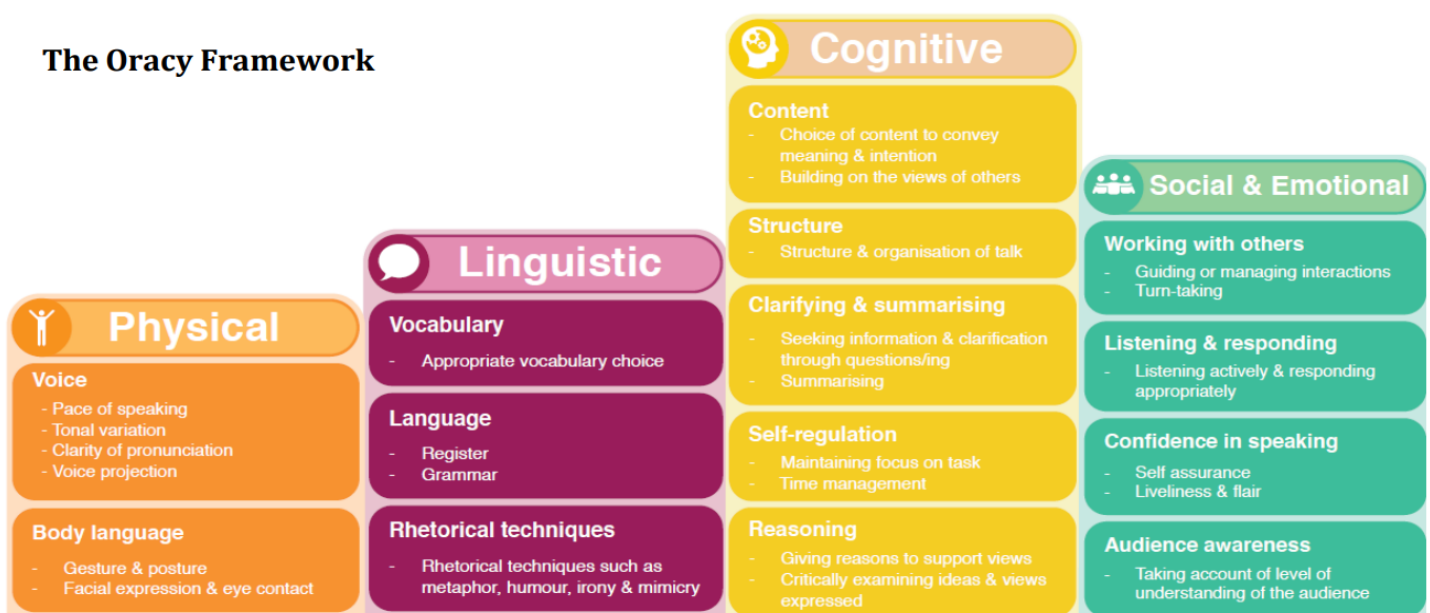
The ladder incorporates the four strands of The Oracy Framework for each phase

Oracy Framework and Toolkit

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables pupils and teachers to understand what effective communication looks like and to put strategies in place to improve specific

speaking and listening skills. The Oracy Framework, developed by Cambridge University and School 21, breaks down oracy into 4 distinct strands:

- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices
- Social & Emotional – working with others, listening and responding and developing confidence



Discussion Guidelines

During our embedded Oracy lessons children develop discussion guidelines, classes have a mixture of protocols, used and developed by the Voice 21 programme, and some of their own guidelines, which are individual to the class. Having a mutual understanding with the use of protocols enables children to self-govern talk. This enables a safe, effective and respectful talk environment.

- Respect each other's ideas and views
- Build on each other's ideas
- Show proof of listening
- Give reasons to support our views

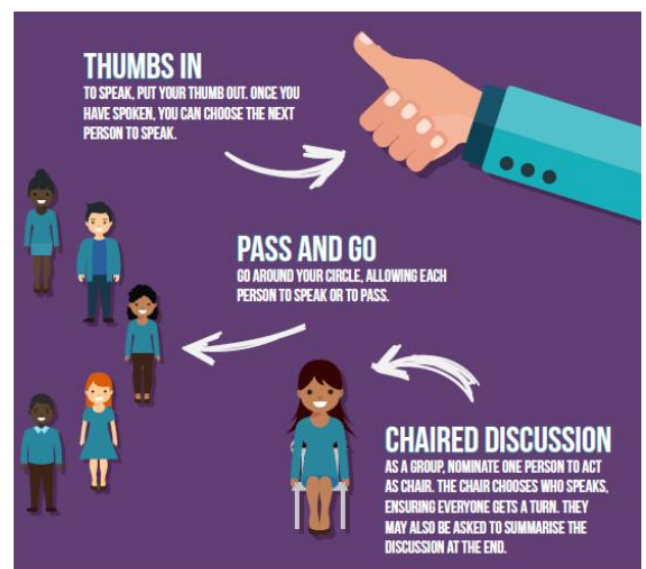
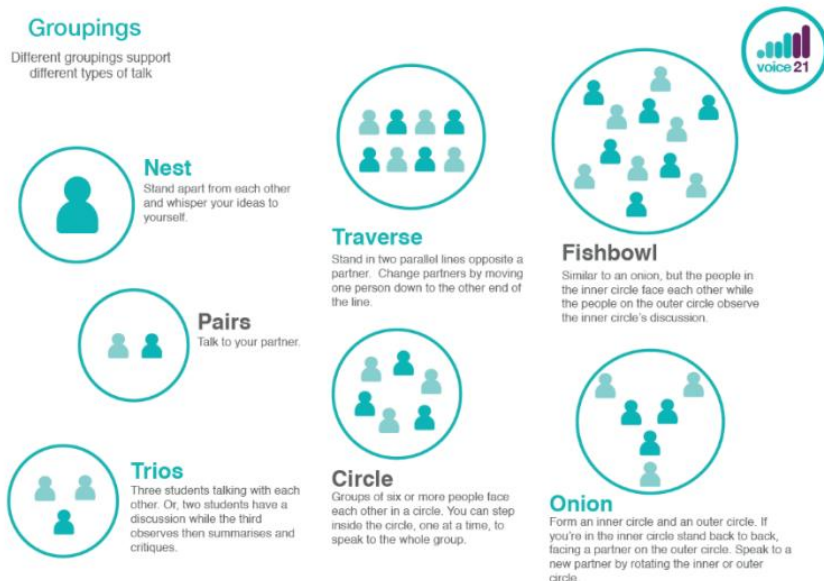
Sentence Stems

Children are familiar with and encouraged to use sentence stems to develop a structure to their speaking and listening skills. The stems support pupils to access discussion.

- I agree because...
- I disagree because...
- Can I challenge that...
- Can I clarify what you mean by...
- Building on what you have said...

Groupings

Having different groupings provides management and support to group discussions and aid the development of both speaking and listening skills encouraging children to become active listeners.



Oracy Displays and Find Your Voice Posters

Children can use the Oracy displays in classrooms to guide them Oracy from being a confident affective speaker to being an active listener to being reflective within Oracy.

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 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...



Listening Ladder
Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking

Discussion Guidelines

We show proof of listening by:

Looking at the speaker.

Paying attention to the speaker.

Waiting our turn to speak and responding appropriately with a clear voice.

Discussion Guidelines

We show proof of listening by looking, paying attention and waiting our turn.

We respect each other's ideas.

We respond appropriately to the speakers' ideas.

We build on and challenge the speakers' ideas.

Discussion Guidelines

We give proof of listening.

We instigate our own ideas, build upon and challenge the ideas of others with respect.

We are prepared to change our minds.

We invite others into our discussion.

The Oracy Framework
 Here are some things to think about when you are using your oracy skills:

Physical
Voice:
 Are you thinking about the speed and volume of your voice?
Body:
 Are you facing who you are speaking and listening to?
 Are you using gestures to help make your point?

Linguistic
Vocabulary:
 Are you using new and appropriate vocabulary?
Language:
 Are you using sentence stems to link to other's ideas.
 Are you joining ideas together with words such as and, because and but?

Cognitive
Content and Structure:
 Is what you want to say clear and organised so the listener understands?
Clarifying and Summarising:
 Are you asking relevant questions and responding to others?
Reasoning:
 Are you giving reasons for what you are saying?

Social & Emotional
Working with others and listening and responding:
 Are you taking turns to talk and listen and encouraging others to take part?
Confidence and Audience Awareness:
 Are you talking confidently and thinking about your audience?

Talk Tactics – KS2
 Here are some sentence stems for you to use when instigating a discussion, building on someone's point or challenging their thoughts and ideas:

Instigate
 Present an idea or open up a new line of enquiry
 "To instigate the discussion ____"
 "My viewpoint is ____"
 "We have omitted to discuss ____"

Build
 Develop, add to or elaborate on an idea
 "To expand upon X's idea ____"
 "I'd like to elaborate upon ____"
 "Another thought comes to mind ____"

Challenge
 Disagree or present an alternative argument
 "To present an alternative viewpoint, ____"
 "In order to challenge your thinking, have you thought about ____?"
 "I respect and understand your opinion, but have you thought about ____?"

ORACY - FIND YOUR VOICE

A GUIDE TO TALKING AND DEVELOPING COMMUNICATION SKILLS IN THE CLASSROOM

Use Your Body



Be Reflective

What worked well? What did not work well?
What important skills were needed for everyone to carry out the task successfully?
What are the important learning points to take forward?

Oracy Checklist

- Use sentence stems
- Use the discussion guidelines
- Talk clearly and with clarity
- Use a range of vocabulary
- Think about body language
- Challenge the speaker
- Show you're listening

Actively Listen

- Look them in the eye
- Don't interrupt unless the time is right
- Focus carefully on what they're saying
- Come up with questions
- Be open-minded
- Use your body to show you are listening
- Give positive and honest feedback

Express Your Opinion



Elaborate Your Ideas

Physical

Voice

- Pace of speaking
- Tone variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & attention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining those & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self-assurance
- Liveness & flair

Audience awareness

- Taking account of level of understanding of the audience

Oracy across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Children are given many opportunities to use their speaking and listening skills and develop their Oracy skill set. Our school curriculum is rich in oracy opportunities:

- **Maths-** During maths lessons children have opportunities to discuss their learning, knowledge and reasoning. Children are able to enquire about their learning through maths talk and daily number sense starter activities.
- **Writing-** In English lessons, our children engage in discussions in a range of contexts including; vocabulary, immersion, debates, questioning and feedback.
- **Reading-** In reading children experience Book Talk where they have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- **Vocabulary-** higher order (tier 3) vocabulary is shared and taught. Use of subject-specific language across all areas of the curriculum is used to support children's Oracy development and this is monitored through planning and book looks and pupil explanations of vocabulary.
- **At The Three Schools,** Oracy is at the heart of feedback and assessment for learning enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.

- We use knowledge organisers across school that include many talking points for children to reflect on during their curriculum driver lessons. Each half term children have an enquiry question for each curriculum driver which all of their learning stems from, this enables many Oracy opportunities.
- ICT- Across the school, children are given opportunities in ICT to present what they have learnt in computing. For example, presenting Google slides to coding robots. Also sharing their knowledge with peers on how to complete a task.
- PE- Children actively engage with peer feedback and are encouraged to evaluate each lesson. Sports Ambassadors lead and guide children in sports events and a focus active group weekly.
- Science- Scientific literacy is being developed through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.
- Pupil voice- At The Three Schools, we have young ambassadors and a school council where members along with teaching staff regularly attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to discuss their learning with curriculum leaders through pupil voice sessions.
- EYFS is the start of our pupils' Oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to Oracy are spotted and acted upon here and interventions to assist with speech are put in place. Communication in Early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage.

Learning Environments

Each classroom has a working Oracy display contribute to promoting subject specific vocabulary. Classrooms have a variety of Oracy visual cues, including posters and sentence stems and can be used as scaffolds during Oracy sessions. Classes also have discussion guidelines to meet the needs of their class. Sentence stems can also be provided specific to a particular subject area.

Inclusion

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to thrive in this subject and children with speech and language barriers will develop oracy skills through practise and an embedded oracy curriculum.

Children with additional needs are encouraged to actively take part in Oracy within the curriculum. Our aim is to develop confidence, which for some children will vary by using the oracy toolkit and the progression of skills from EYFS to Year 6. We hope for all learners to be more confident and effective communicators as they progress through school.

Policy was devised – September 2025

Policy to be reviewed – September 2027

**Chair of governors (Swanbourne),
Chair of governors (Mursley & Drayton Parslow)
Executive Headteacher
Oracy Lead**