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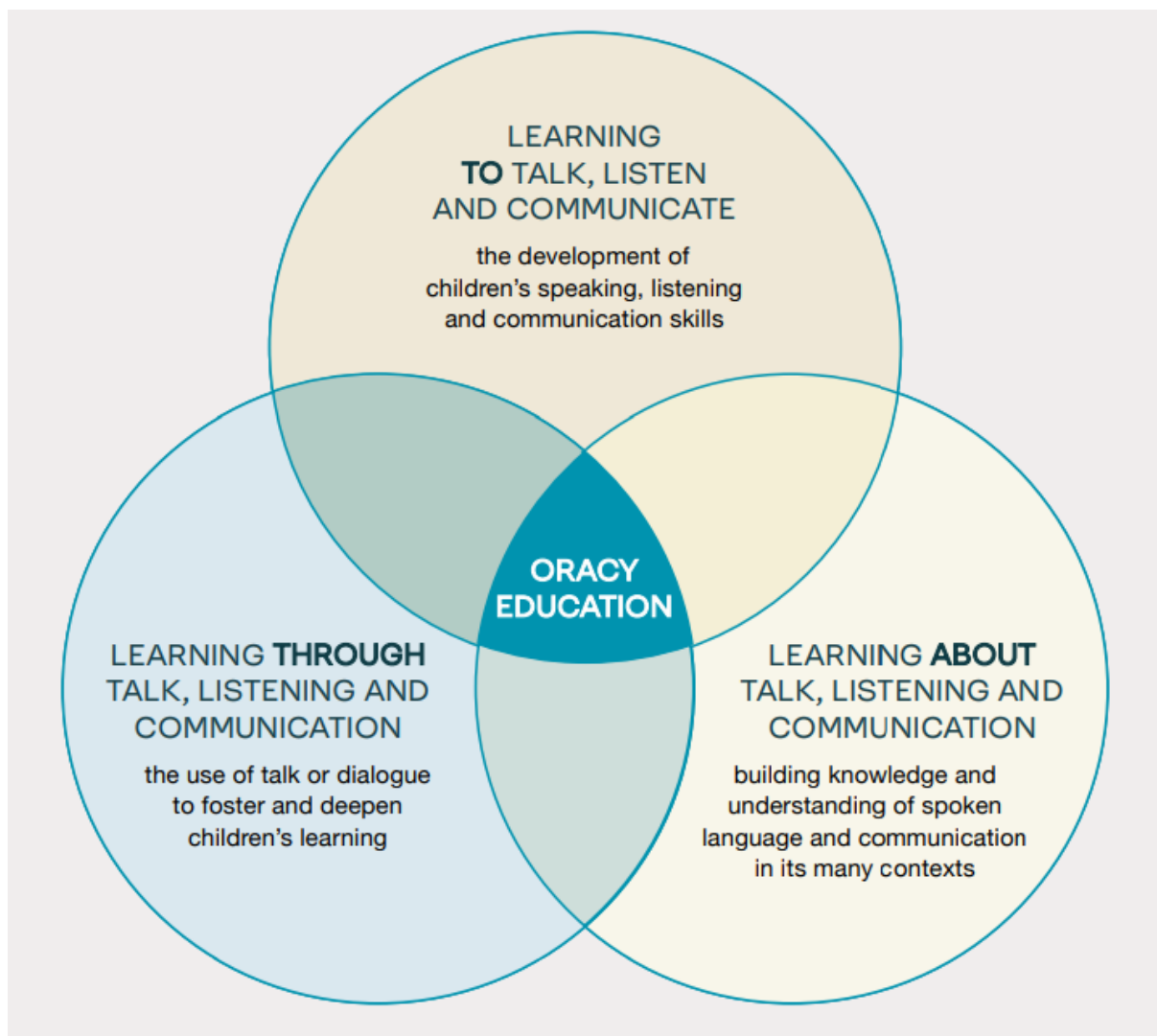
Oracy Policy

This document contains information about St Philip's Oracy policy

Intent

Our intent is to create active learners who can **reflect, question, wonder, think, connect, be self-aware** and **be resilient**. We intend to provide opportunities for our children to **build knowledge, make meaning** and **apply understanding** across a range of learning experiences. As a school that serves a diverse community, the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.

We are committed to building and embedding a culture of oracy that is weaved through subjects and supports in developing curious thinking, confident speaking and accurate articulation in pupils. Purposeful talk tasks are embedded into the curriculum through careful planning, scaffolding and design to ensure pupils are learning **how to talk**, learning **through talk** and learning **about talk**. Effective communication and the development of oracy skills will support pupils' successes now and later in life.



The report of the Commission on the Future of Oracy Education in England October 2024



Teaching and Learning – The National Framework

We ensure all pupils are taught spoken language as outlined by the National Curriculum 2014. Spoken Language – Years 1-6

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 vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling
- 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

Oracy teaching expectations

Expectations for oracy are modelled by all adults
Oracy skills are taught daily across the curriculum subjects
Sentence stems are used to support oracy
Children speak in full sentences using specific vocabulary
Talk partner discussions are incorporated into lessons daily
Use talking roles when pupils are having group discussions
Oracy tasks are recorded on Seesaw in the oracy folder (videos/voice recording) or evidenced in floor books where applicable (RE & Reflection, JIGSAW, Book talk, Digital literacy) and on Tapestry (EYFS)
Classroom displays support vocabulary – using WIDGIT symbols to support inclusion



Implementation

Pupils are taught oracy skills explicitly and discreetly across our broad and balanced curriculum using Oracy 21 and One Education strategies as guidance. Pupils are taught that body language and listening are just as important as speaking. The Oracy 21 framework allows both staff and pupils to have a clear understanding of the skills needed to be a good spoken communicator. The framework was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional

Aspect	Key Skills
Physical This is about how we use our voice and body to communicate effectively.	<ul style="list-style-type: none">• Clear pronunciation and articulation• Using appropriate volume, pitch, and pace• Making eye contact with the audience• Using gestures and facial expressions to support meaning
Cognitive Involving the thinking behind speaking – organizing ideas, understanding content, and adapting to situations.	<ul style="list-style-type: none">• Structuring what you say logically• Staying on topic• Asking and answering questions thoughtfully• Thinking on your feet in discussions or presentations
Linguistic This element is about using the right words and language structures for clear and appropriate communication.	<ul style="list-style-type: none">• Choosing the right vocabulary for the audience and purpose• Using grammar and sentence structure correctly• Speaking in complete sentences• Using rhetorical devices (e.g., repetition, metaphor, persuasion)
Social & Emotional A focus on how we interact with others and manage our emotions while speaking and listening.	<ul style="list-style-type: none">• Listening actively and respectfully• Taking turns in conversation• Responding appropriately to others' ideas• Building confidence to speak in different situations• Showing empathy and awareness of the audience

EYFS

Oracy Framework



Physical

Are you speaking loud enough to be heard?



Linguistic

Are you starting to join ideas together with words like and, because and but?



Cognitive

Are you asking questions?



Social & Emotional

Are you taking turns to talk and listen?



KS1

The Oracy Framework



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

Physical	Linguistic	Cognitive	Social & Emotional
<p>Are you thinking about the speed and volume of your voice?</p>	<p>Are you using sentence stems to link others' ideas?</p>	<p>Is what you want to say clear and organised?</p>	<p>Are you taking turns to talk and listen and encouraging others to take part?</p>
<p>Are you using gestures and expression to help make your point?</p>	<p>Are you using new and appropriate vocabulary?</p>	<p>Are you asking relevant questions and responding to others?</p>	<p>Are you talking confidently and thinking about your audience?</p>
<p>Are you facing who you are speaking or listening to?</p>		<p>Are you giving reasons for what you are saying?</p>	

Voice 21 | KS1 Oracy Framework

KS2

The Oracy Framework



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

Physical	Linguistic	Cognitive	Social & Emotional
<p>Voice:</p> <ul style="list-style-type: none"> Are you speaking clearly, with expression? Are you adapting the tone, pace and volume of your voice for different situations? 	<p>Vocabulary:</p> <p>How are you choosing what vocabulary to use and tailoring it to your audience?</p>	<p>Content:</p> <p>Are you being clear about your main points as well as building on the thoughts of others?</p>	<p>Working with others:</p> <p>Are you aware of the group dynamics and actively inviting others to share their opinions?</p>
<p>Body:</p> <p>Do your body language and facial expressions match the message you are trying to convey?</p>	<p>Language:</p> <p>Are you matching your language to the situation?</p>	<p>Structure:</p> <p>How have you organised your talk so that it presents a clear argument or narrative?</p>	<p>Listening:</p> <p>Are you actively listening and responding appropriately?</p>
	<p>Rhetorical techniques:</p> <p>Are you using a range of persuasive techniques?</p>	<p>Making things clear:</p> <ul style="list-style-type: none"> Are you asking questions to clarify, probe and challenge? Are you summarising the main points in a succinct way? 	<p>Confidence:</p> <p>How are you showing that you're confident as well as being respectful to others?</p>
		<p>Reasons:</p> <p>Are you responding to what is being said and providing evidence for the points you are making?</p>	<p>Audience:</p> <p>Are you thinking about your audience and adapting your speech accordingly?</p>

Voice 21 | KS2 Oracy Framework



We incorporate oracy learning into lessons in the following ways:

- Sharing answers in class discussion
- Discussing with a talk partner
- Discussing with a group
- Opportunities to agree / disagree
- Sentence stems to develop answers further
- Debates
- Presentations
- Summarising ideas
- Developing ideas with evidence
- Drama / role play
- Vocabulary activities using ELKLAN and Word Aware strategies
- Reading aloud including; narrative, non-fiction and poetry
- Practise oracy volume, fluency and pace

We also support pupils' development of oracy skills in the wider school and out in the local community. These experiences include:

- Class led worships in church
- Local church leader visits
- After school clubs - Drama, History, Lego, Eco and Choir
- Pupil led visitor tours around school
- Local area visits where pupils have opportunities to speak with unfamiliar adults out in the community
- Work with local community groups - Islington Mill, local artists, canal society
- Salford cluster debate competition
- School committees - School council and Sparkle Committee
- Residential trips – Lledr Hall



Implementation – Oracy Speech Modes

Each year group will have a focus on developing a specific speech mode.

EYFS	Presenting	<ul style="list-style-type: none">• Ask and answer relevant questions• Show and tell
Year 1	Discussion	<ul style="list-style-type: none">• Build skills for oracy with a partner• Build skills for oracy with a larger group
Year 2	Performance	<ul style="list-style-type: none">• Practise drama activities• Practise reading aloud• Perform in the Nativity at Christmas time
Year 3	Presenting	<ul style="list-style-type: none">• Practise presenting to a group• Be the expert and present confidently
Year 4	Persuasive	<ul style="list-style-type: none">• Build orally persuasive techniques• Independent or group task to persuade on a choice topic
Year 5	Debate	<ul style="list-style-type: none">• Practise debate strategies and sentence stems• Salford cluster debate competition
Year 6	Performance	<ul style="list-style-type: none">• Practise drama and reading aloud• Perform at the leavers end of year show

Implementation – Oracy Toolkit

At St Philip's we are developing an oracy toolkit for pupils to use to support their development of oracy skills.

- At the start of the year, each class discusses and creates a talk partner agreement, these are displayed in classrooms and are referred to in talk partner tasks
- Sentence stems
- Talking roles to help manage group discussions
- Vocabulary rich working walls
- Range of vocabulary activities using ELKLAN and Word Aware strategies
- Voice and video recording on Seesaw where pupils can revisit and analyse their oracy skills



Impact

At St Philip's school our broad and balanced skill-based curriculum is 'word rich', builds upon cultural capital and develops transferable skills. Through high-quality teaching and learning, pupils' outcomes are impacted in a positive way including an enjoyment of the curriculum which promotes progress, inquisitive learners and a thirst for learning. The skills of oracy support all areas of learning therefore these skills are applicable across subjects.

The impact of our oracy curriculum can be seen in the following ways:

- Pupils are able to articulate their emotions and ideas
- Pupils can build upon each other's ideas
- Pupils can discuss their current and previous learning
- Pupils can confidently present work
- Pupils can have calm and well thought out debates
- Pupils can work collaboratively with peers
- Pupils can confidently perform e.g. performance poetry and drama
- Pupils can make progress in their oracy skills regardless of starting point
- Pupils can use a wider range of vocabulary

Inclusion

We ensure an adaptive curriculum by understanding the needs of all children including those with SEND, knowing children's starting points, anticipating barriers to learning and using formative assessment techniques throughout lessons. The Oracy lead works closely with One Education, the SENCo and speech therapists to ensure strategies/resources are in place to support all pupils access oracy in classes. All pupils are encouraged to take an active part in spoken language activities at an appropriate level.