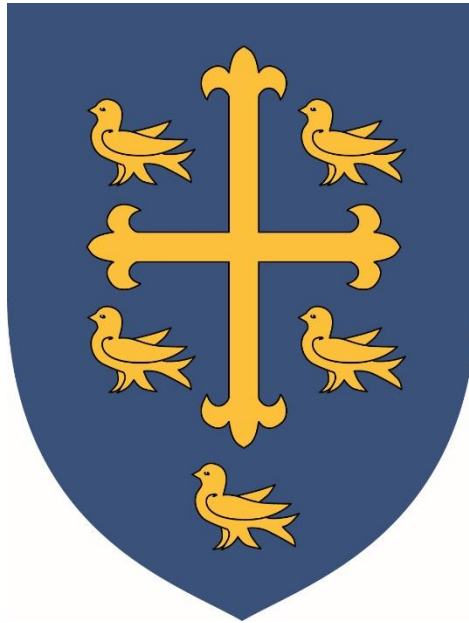


St. Edward's Catholic Primary School



Oracy Policy 2025/2026

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on:

September 2025

Review date:

September 2026

Mission Statement

At St Edwards, Oracy plays a key role in teaching and learning. The children develop the confidence and skills to listen and talk effectively by valuing different views and engaging in meaningful conversations. They communicate with others positively in all forms and articulate reasoned ideas. In our school's community, our aim is to promote all forms of communication and use all the available opportunities to encourage children to interact and learn through talk. Oracy is embedded across the curriculum and used to unlock new learning and challenge thinking. Oracy is described as learning through talk whilst learning to talk and we understand how this can support the learning of all pupils and provide them with the opportunity to articulate their ideas and learn from each other as they explore new topics. We aim to provide pupils with the skills required to become confident speakers, using strongly embedded strategies aimed to support them beyond their school life. The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and new strategies are explicitly taught to support learning. Questions are carefully planned to ensure that all children can fully participate and there is a shared understanding that everyone's opinion should be valued. Some of the activities we use to help develop spoken language are:

- o Partner Talk
- o Group Discussion
- o Debate
- o Role Play
- o Drama
- o Presentation
- o Collaborative work and problem solving**

National Curriculum

Years 1-6 Pupils should be taught to:

- o Listen and respond appropriately to adults and their peers o Ask relevant questions to extend their understanding and knowledge
- o Use relevant strategies to build vocabulary
- o Articulate and justify answers, arguments and opinions
- o Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling
- o Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- o Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- o Speak audibly and fluently with an increasing command of Standard English
- o Participate in discussions, presentations, performances, role play/improvisations and debates
- o Gain, maintain and monitor the interest of the listener(s)
- o Consider and evaluate different viewpoints, attending to and building on the contributions of others
- o Select and use appropriate registers for effective communication

Notes and guidance (non-statutory)

These statements apply to all years.

The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. To support this, we will use the

following tools:

- o Whole-school Oracy Progression Grid
- o Discussion Guidelines
- o Protocols (linked to turn-taking)
- o Sentence stems and scaffolds

Catholic Social Teaching

Our Oracy curriculum aims to provide a holistic Oracy education that not only meets the National Curriculum standards but also reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the power of our words in shaping a harmonious and compassionate society.

EYFS

Our EYFS curriculum is communication rich and carefully designed to deliver a broad and balanced array of topics, which ensure coverage and progression for all. It provides pupils with creative, memorable experiences in addition to diverse and rich opportunities, which build children's aspirations demonstrating possibilities for their future lives. We believe that in order to achieve in all areas of the curriculum, the pupils must meet their communication and language goals first. The framework is divided into the following key areas:

- o Communication and Language
- o Personal, Social and Emotional Development
- o Physical Development
- o Literacy
- o Mathematics
- o Understanding the World
- o Expressive Arts and Design

Pupils should be able to:

- o Gaze at faces, copying facial expressions and movement. Make eye contact for longer periods.
- o Watch someone's face as they talk.
- o Recognise and be calmed by a familiar and friendly voice.
- o Listen and respond to a simple instruction.
- o Use gestures like waving and pointing to communicate.
- o Copy your gestures and words. o Use intonation, pitch and changing volume when 'talking'.
- o Understand simple words in context.
- o Listen to other people's talk with interest, but can easily be distracted by other things.
- o Start to develop conversation, often jumping from topic to topic.
- o Start to say how they are feeling, using words as well as actions.
- o Understand how to listen carefully and why listening is important.
- o Learn new vocabulary.
- o Use new vocabulary through the day.
- o Articulate their thoughts and ideas in well-formed sentences.
- o Describe events in some detail.
- o Develop social phrases.
- o Use new vocabulary in different contexts.

Assessment

We believe that monitoring the pupil's progress in Oracy will be a pivotal part of their development and success. Due to the nature of spoken language, we will use a range of tools to assess their knowledge and present their work, such as:

- o Spoken Language National Curriculum statements
- o The Oracy Progression Grid
- o Pupil Voice
- o Parent Voice
- o Whole-school presentations
- o Debates
- o Technology
- o Learning walks

Oracy Toolkit

To support our teaching of Oracy, we have developed our own resources as well as adapted existing materials.

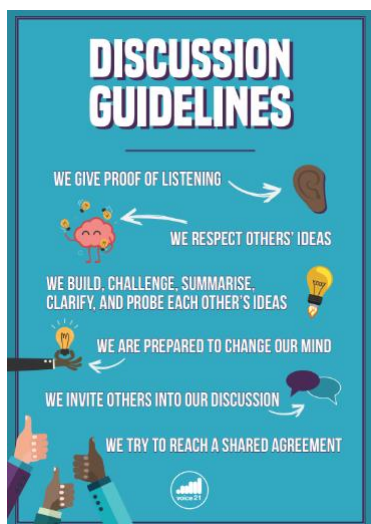
1. Progression maps.

Each year group has been given a progression map to consider while planning. Example: Year 2.

Key skills to teach:				Experiences
Physical - Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. - Use the appropriate pace, volume, tone of voice in the right context	Linguistic - Adapt how they speak in different situations according to audience - Use specialist talk	Cognitive - Ask questions to find out more about a subject (e.g. asking a planned question, then thinking of another question to build on it) - Build and challenge on others' ideas in discussions - Make connections between what has been said and their own and others' experiences - Paraphrase what has been said - Choose relevant content for talk	Social and emotional - Start to develop an awareness of audience e.g. what might interest a certain group - Be aware of others who have not spoken and to invite them into discussion - Confidently deliver short pre-prepared material - Begin to engage with an audience	- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. - Participate in a short 'show and tell' session.
Teaching ideas: - Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. - Create different role play scenarios which enable learners to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. - Play games which encourage learners to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. - Use hot-seating and question tennis to develop learners' questioning skills. - Praise learners who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. - Before students deliver presentational talk create structured opportunities for learners to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.				

2. Discussion Guidelines

A set of guidelines for partner and group discussions that help maintain an effective and respectful environment for talk.



3. Talking Roles

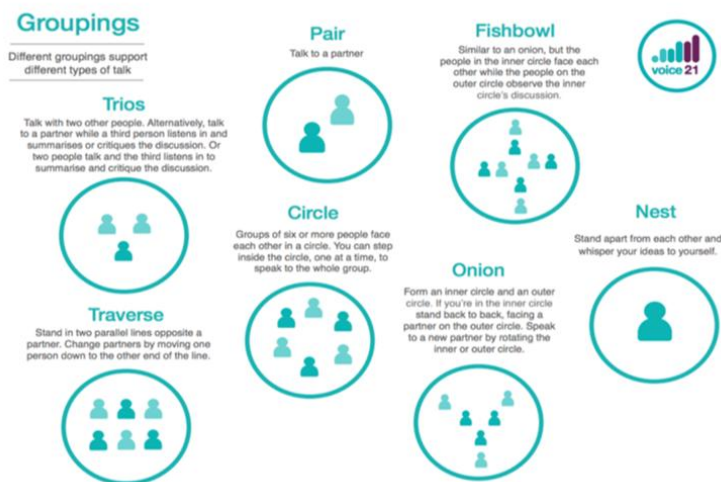
We believe that it is very important for children to understand their role in a discussion and how to use

vocabulary to communicate this effectively.



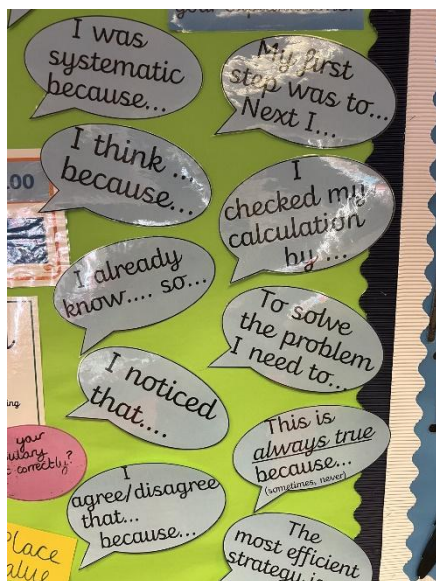
4. Groupings

This enables children to explore different types of talk and communicate for different purposes.



5. Sentence stems

These sentences support the children to articulate their answers aurally, as well as in writing.



Presentational Oracy

Presentational skills are taught within lessons where children have the opportunity to share their work and ideas through performance poetry, assemblies, school productions and speech. We understand the different starting points of all pupils and adapt accordingly to suit their needs and ensure that their voices are valued, heard and nurtured. During presentation, the children are encouraged to consider their pitch, tone, pace, gestures, pace, body language and projection.

Oracy across the curriculum

Whilst new skills are taught explicitly when first introduced, they become embedded in our curriculum as the children develop their fluency and confidence. We carefully plan for opportunities to talk and teachers are able to use their experience and knowledge to cultivate a talk-rich environment in their classroom. Questions are differentiated and planned to ensure full participation.

Oracy in English

As a school, we are committed to raising and maintaining high standards for literacy. We support our pupils by providing them with a range of skills to help them to:

- o Develop a rich vocabulary
- o Participate in reasoned discussions
- o Articulate and justify their answers
- o Participate in role plays, presentations, discussions and debates
- o Speak with appropriate volume and pitch with an increasing command of Standard English
- o Give well-structured descriptions, explanations and narratives for different purposes
- o Learn to use their language to persuade.

We achieve this in the following way:

- o Drama is used to immerse the pupils into different topics
- o Vocabulary activities
- o Presentation tasks
- o Group discussions o Partner talk

Oracy in Maths

Oracy is strongly embedded during Maths lessons to support the teaching of mathematical vocabulary, new concepts, support children in proving or justifying their answers to address misconceptions. Oracy has a particularly important role in reasoning lessons, which focus on the children using their vocabulary to communicate their understanding of mathematics accurately. Children work collaboratively to solve problems and use sentence stems to support discussion.

Oracy in Science

In Science, children use their Oracy skills to:

- o Ask relevant questions about scientific enquiries
- o Communicate their findings in different ways
- o Develop hypotheses collaboratively
- o Use scientific vocabulary
- o Talk about their findings to explain the steps taken

Learning environment

Our extensive grounds enable us to teach Oracy creatively and use drama and performance to develop communication skills. The children have the opportunity to learn in an outdoor classrooms and perform outside in the amphitheatre. Our classroom displays are vibrant and monitored regularly by subject leaders to

ensure their effectiveness in supporting all groups of learners. Oracy resources are clearly displayed and easy to access by the children and support packs have been created to facilitate learning and discussions.

Inclusion

We have a strong understanding of the different starting points of our pupils and we value all forms of communication to ensure that everyone feels heard, included, valued and supported. Speech and language targets are carefully set for pupils who need support and these are developed with expert advice for maximum impact on the children's learning and development. Our speech and language therapist is able to make recommendations to support pupils with special educational needs and resources are carefully tailored to provide scaffolds for talk and communication. Speech and language targets are carefully set for pupils who need support and these are developed with expert advice for maximum impact on the children's learning and development.