Gatley Primary School Oracy Framework

Research considered:

- ·Voice 21 – The four strands
- EEF Guidance (KS1 and KS2)
- Chartered College of Teaching Oracy CPD
- Robin Alexander – Dialogic Teaching
- Tower Hamlets - progression in language structures





Vision

At Gatley Primary School, we believe that spoken language is fundamental to learning, wellbeing, and future success. Every child deserves the opportunity to develop the confidence and ability to express themselves clearly, listen actively, reason critically, and participate positively in a wide range of social and academic contexts.

Rationale

Oracy is not viewed as a separate subject but as an essential thread running through our curriculum, teaching, culture, and wider school life. Our aim is to ensure that every child:

- Speaks with confidence and clarity.
- Listens attentively and respectfully.
- Builds and communicates ideas effectively.
- Uses talk to deepen thinking and learning.
- Participates successfully in collaborative discussions.

Develops the communication skills needed for life beyond primary school.





Why Talk Matters

Our ability to use speech and express our thoughts and communicate with others is one of the qualities that makes us uniquely human.

Talk is such an essential part of our everyday existence that it is easy to engage in it unthinkingly. However, to neglect spoken language in the classroom does a disservice to the young people we teach.

The cognitive benefits of oracy are reflected in the robust evidence that quality classroom talk has a measurable impact on academic attainment. These benefits include greater retention of subject-specific knowledge, vocabulary acquisition, and reasoning skills and are not merely confined to subjects traditionally associated with discussion and dialogue, such as the arts and humanities. The benefits of talk-rich teaching and learning can be found across the curriculum, in mathematics and science.

Talk is a central teaching tool, not an add-on

> “Reading and writing float on a sea of talk” *(James Britton)*

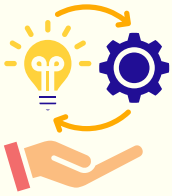


and yet talk is often undervalued in schools. Oracy equips pupils with communication skills essential for learning and life.

Our intent

- Oracy is explicitly planned throughout the curriculum.
- Vocabulary development is systematically embedded.
- Progressive speaking and listening skills are identified across year groups.

When oracy is implemented consistently across the curriculum, its impact on learning is greater, more sustainable and more equitable.



Implementation → **Impact**

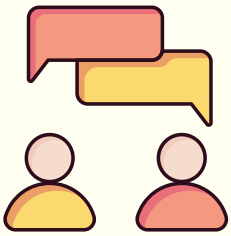


Teachers:

- Model high-quality spoken language.
- Teach discussion structures explicitly.
- Use questioning to extend thinking.
- Create opportunities for exploratory talk.
- Ensure all pupils participate, including disadvantaged and SEND learners.

Pupils:

- Explain their thinking clearly.
- Justify opinions using evidence.
- Listen and respond appropriately.
- Build upon others' ideas.
- Use subject-specific vocabulary accurately
- Engage in exploratory talk.



> “Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking, and advance their learning and understanding.”

(Robin Alexander, Towards Dialogic Teaching)

Research demonstrates that high-quality classroom talk:

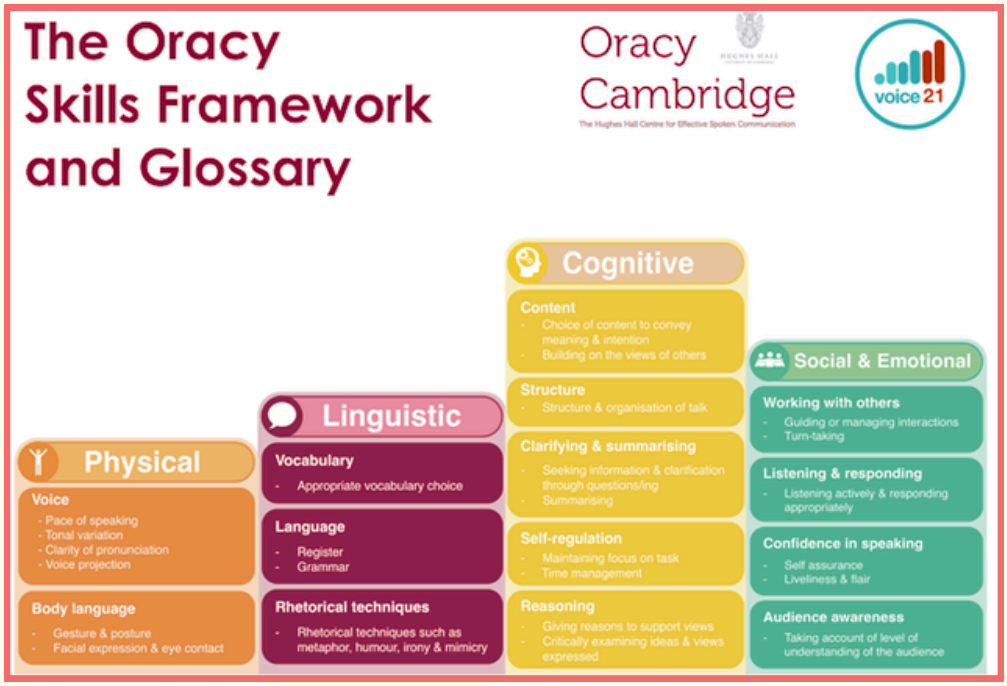
- Improves academic attainment.
- Develops vocabulary and language acquisition.
- Supports reading comprehension and writing.
- Strengthens critical thinking and reasoning.
- Enhances social and emotional development.
- Drawing on Robin Alexander’s concept of dialogic teaching, our approach recognises that purposeful classroom talk stimulates thinking, deepens understanding, and enables pupils to construct knowledge collaboratively.



Teacher models → Structured talk → Thinking deepens → Vocabulary grows → Understanding improves and confidence flourishes

Voice 21 Oracy Framework

Our strategy is structured around the four strands of the Voice 21 framework. These strands underpin planning, teaching, assessment and feedback.



Learning to Talk and Learning Through Talk

Learning to talk and learning through talk are two closely connected aspects of language development: the first focuses on acquiring communication skills, while the second emphasises using language as a tool for thinking, understanding, and learning

Learning Through Talk

'Although talk is a universal feature of classroom life, talk of the quality required [for dialogic teaching] is not universal. Making it happen requires skill and training.'

PROFESSOR ROBIN ALEXANDER, WRITTEN EVIDENCE TO THE COMMISSION

'My experience is that a well-structured learning environment where teacher-talk is highly valued alongside children's responsive discussion provides high quality opportunities for every child to engage with learning.'

DAME ALISON PEACOCK, *THE CHARTERED COLLEGE OF TEACHING*, WRITTEN EVIDENCE TO THE COMMISSION

Learning to Talk

'It is imperative, in a globalised and knowledge-driven world, that young people are effectively trained in [...] oracy skills that equip them to listen actively and communicate effectively.'

THE ENGLISH SPEAKING UNION, WRITTEN EVIDENCE TO THE COMMISSION

'The development of effective communication and language begins as soon as the children start with us and plays a central role in our Early Years Foundation Stage (EYFS) curriculum. All Reception children take part in daily 'Time for Talk' sessions. These sessions give teachers the opportunity to actively teach children the language skills they need [to access the curriculum] and give children daily opportunities to put these skills into practice [...] through discussion, story-telling, role play and immersive learning. From Reception to Year 6, we explicitly teach aspects of the Oracy Framework to ensure our pupils develop the oracy skills needed to become effective speakers and listeners in different contexts.'

LIZA TIMPSON-HUGHES, *SAMUEL RYDER ACADEMY*, WRITTEN EVIDENCE TO THE COMMISSION

The Oracy Cycle

The oracy cycle is embedded across the lesson sequence, with Session 1 focusing on developing and introducing key vocabulary through comprehension activities, Session 2 deepening understanding through exploration, discussion and oracy-based tasks, and Session 3 providing opportunities for pupils to apply and extend their understanding through purposeful discussion and the use of key vocabulary in context.

Gatley's Oracy Cycle

series of lessons

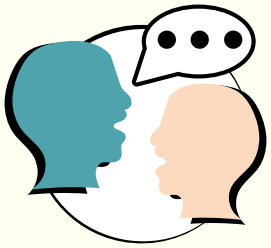
Builds pupils' understanding of key vocabulary, enabling them to access learning and participate confidently in discussion.

Session 1- Vocab (comprehension)

Session 2- Understanding and exploring (within compassion task)

Develops reasoning, active listening and the ability to articulate and refine ideas through purposeful talk.

Session 3- Discussion (application of vocabulary)



Enables pupils to apply subject specific vocabulary accurately, justify their thinking and deepen understanding through discussion.

Acquire → **Develop** → **Apply**

Whole School Approach

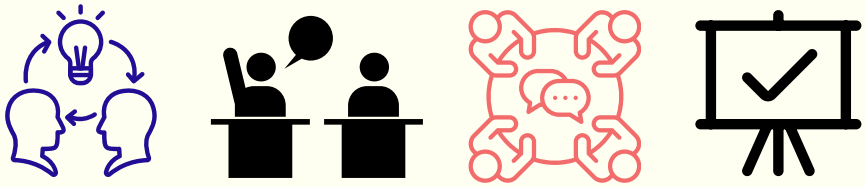
At Gatley Primary School, every classroom will...

Establish Talk Routines

We believe that it is important to establish consistent talk routines in order to create a safe and structured environment where every child can develop confidence, strengthen their communication skills, and use purposeful discussion to deepen their learning. We achieve this through a range of carefully planned strategies and opportunities that promote high-quality speaking, listening, collaboration, and reflection across the curriculum.

Examples:

- Think-Pair-Share
- Turn and Talk
- Talking Partners
- Snowball Discussions
- Circle Time
- Debate
- Presentation Opportunities



Discussion Guidelines

Children are taught how to have a respectful discussion. We use the following discussion guidelines posters to support pupils to remember how to behave appropriately within a discussion. Foundation Stage and Key Stage 1 focus mainly on exploring and understanding what 'giving proof of listening is', whilst KS2 begin to focus on wider behaviours of positive engagement within a discussion.

Children will learn to:

- Listen without interrupting.
- Build on others' ideas.
- Challenge respectfully.
- Justify opinions.
- Ask clarifying questions.
- Include everyone.

Example Discussion Stems:

<u>Clarifying</u>

"Can you explain what you mean by...?"
"Could you give an example?"

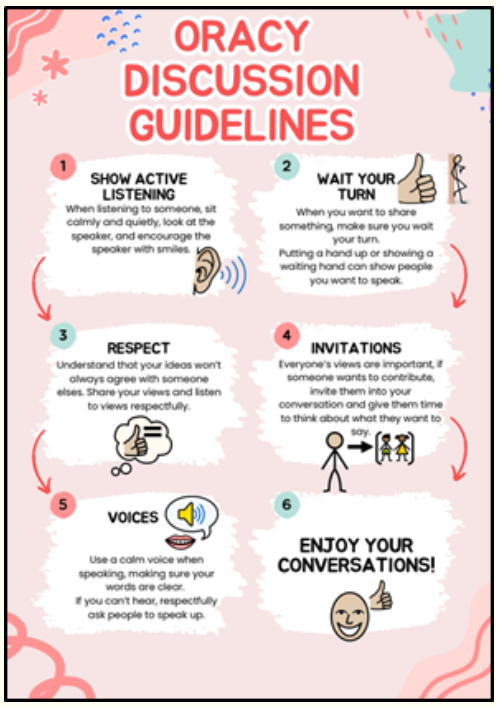
<u>Building</u>

"I agree with... because..."
"Adding to that idea..."

<u>Challenging</u>

"Could there be another viewpoint?"
"I respectfully disagree because..."

We have created a poster to support our thinking when planning for discussion within our lessons.







Listening to Learn

> “Talk for learning is as much about listening as speaking.”
>
> *(Robin Alexander, Towards Dialogic Teaching)*

We recognise that active listening is the foundation of effective oracy. By explicitly teaching children to listen attentively, reflect thoughtfully and respond respectfully, we enable them to develop the confidence, reasoning and collaborative skills needed to become successful learners and communicators.

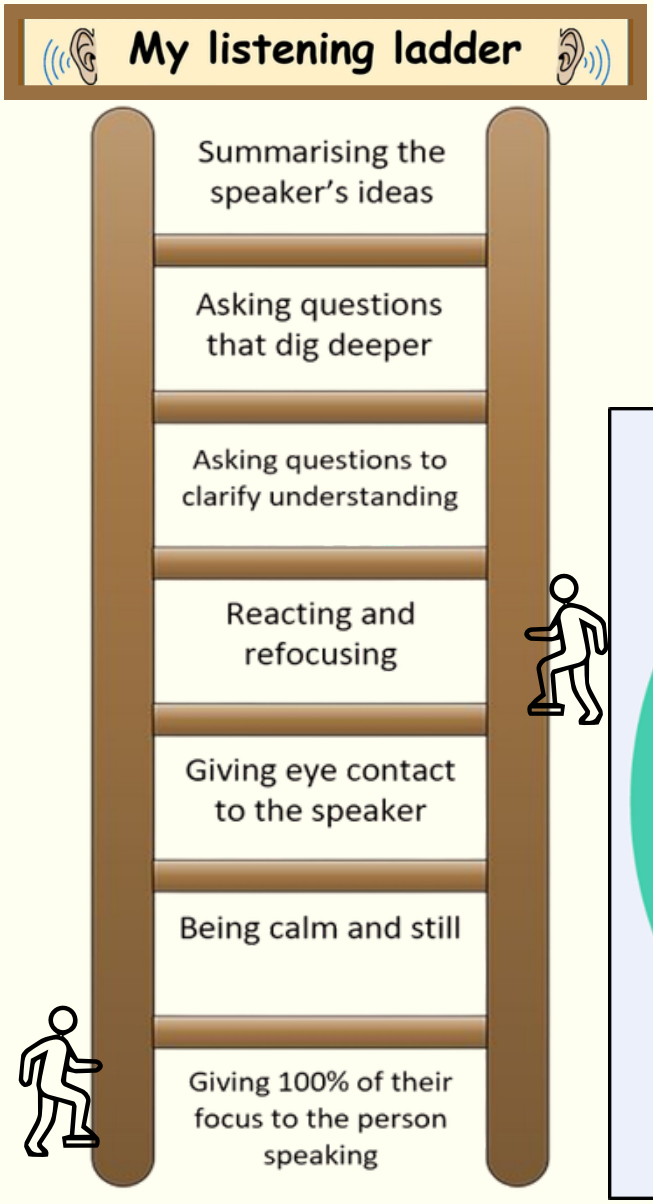
Listening is an active skill:

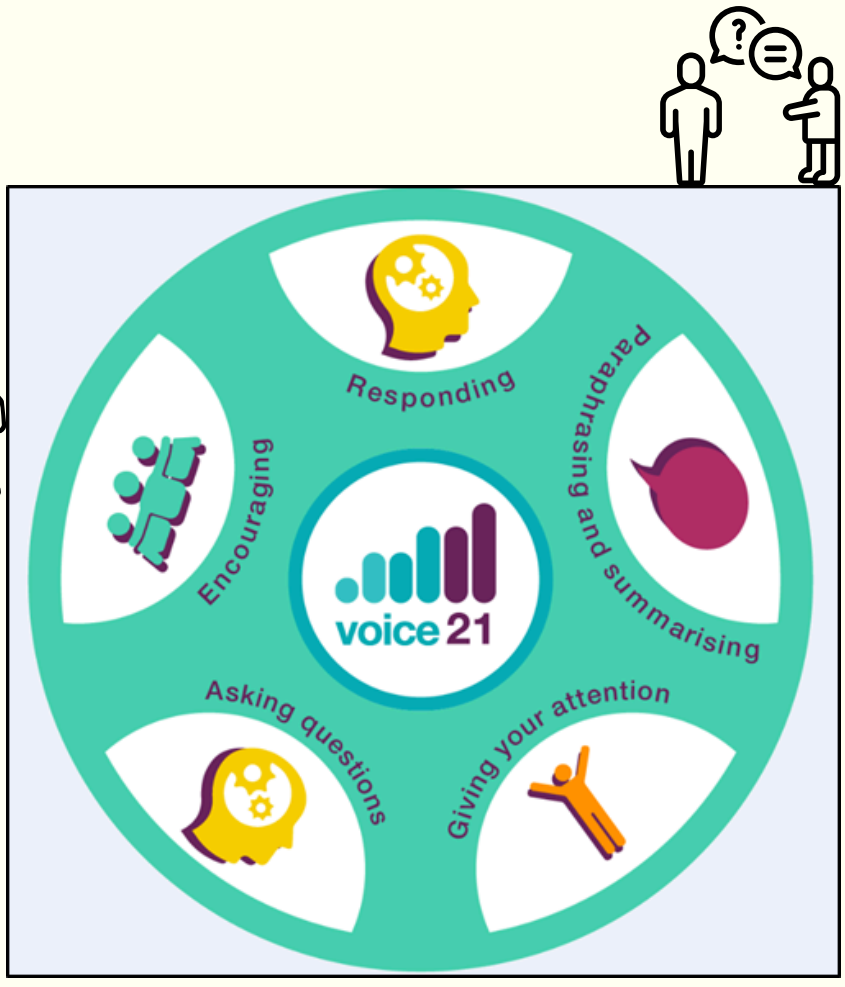
- summarising what others said
- asking clarification questions
- responding respectfully



The Listening Ladder

To help students to become better listeners, we must explicitly teach these skills; however, we must also provide students with opportunities to reflect on how well they listen. One way to encourage students to be reflective about listening is by using the Listening Ladder. After a discussion, students can decide which rung of the ladder they reached and set targets for where they will get to next time. Students cannot climb to the next rung until they have achieved the skill outlined on the previous rung.





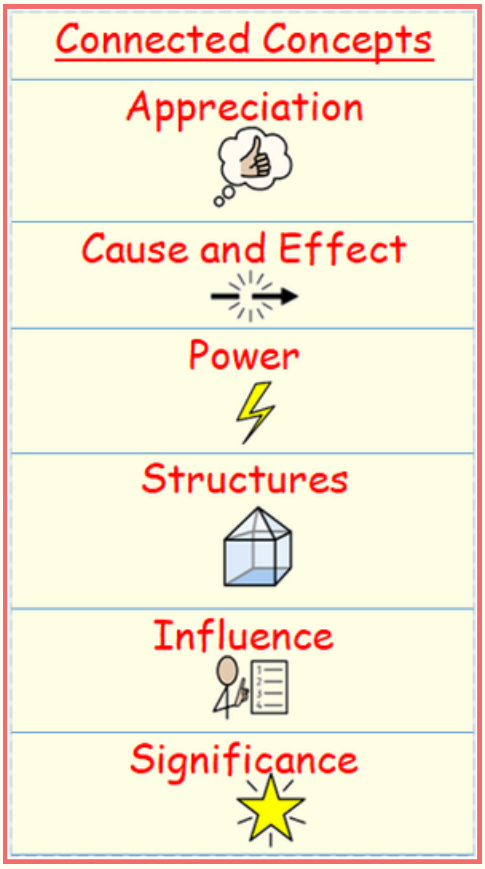
Vocabulary Development

Across the school, key vocabulary is systematically taught through vocabulary grids and connected concepts, enabling pupils to build and deepen their understanding over time; new vocabulary is introduced in each lesson and explored through comprehension tasks, which strengthens understanding and supports oracy by helping children accurately use subject-specific language in discussions, oracy activities and written work throughout their learning journey.

Teachers will:

- Pre-teach key vocabulary.
- Model accurate usage.
- Display vocabulary visually.
- Revisit and rehearse language regularly.





Deliberate Teacher Talk

Adults model:

- Precise language.
- Complete sentences.
- High expectations.
- Thinking aloud.
- Subject specific vocabulary.

Teacher talk plays a vital role in developing pupils' language, communication and thinking skills by consistently modelling high-quality spoken language.

- **Precise language**: Teachers use clear and accurate vocabulary to explain concepts, ensuring pupils hear and understand the correct terminology and language structures associated with each subject.
- **Complete sentences:** By modelling responses in full sentences and encouraging pupils to do the same, teachers support the development of grammatical accuracy, clarity of expression and confidence in communication.
- **High expectations:** Teacher talk communicates ambitious expectations for all learners by using rich vocabulary, challenging questions and sophisticated language, demonstrating that all pupils are capable of engaging with complex ideas and expressing their thinking effectively.
- **Thinking aloud**: Teachers verbalise their thought processes when reading, solving problems or analysing information. This makes invisible cognitive processes visible, helping pupils understand how to approach tasks, make connections and develop their own reasoning skills.
- **Subject specific vocabulary:** Teachers explicitly introduce, explain and repeatedly use subject-specific and academic vocabulary within meaningful contexts. Through regular exposure and opportunities for application, pupils develop a deeper understanding of key concepts and become more confident in using precise academic language in their discussions and written work.

Oracy Assemblies

Oracy assemblies provide valuable opportunities for children to engage with key topics and themes through purposeful discussion and dialogue. By bringing together pupils from different classes and year groups, these assemblies encourage children to share their thoughts, opinions and experiences with a wider audience, exposing them to a range of perspectives and viewpoints.

Through structured discussion activities, pupils learn to listen respectfully, consider the ideas of others and reflect on different ways of thinking. This not only develops their confidence in expressing their own opinions but also helps them to broaden and refine their understanding of important topics. As a result, oracy assemblies play a key role in developing communication skills, critical thinking and empathy, enabling children to become thoughtful, reflective and articulate learners.



Inclusion

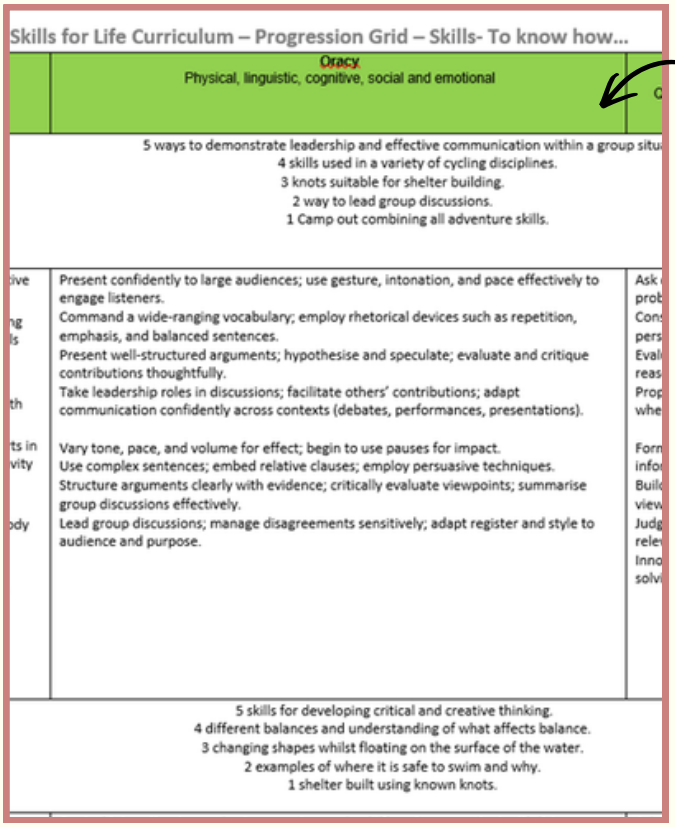
We recognise that some pupils require additional support to develop their spoken language skills and ensure they can participate confidently in a range of communication opportunities.

To support these pupils, teachers provide a range of adaptations including:
· visual supports,
· sentence stems,
· pre-teaching of vocabulary,
· small-group rehearsal opportunities,
· alternative communication systems,
· adult modelling
· structured partner work.

These approaches help pupils to build confidence, develop their language skills and successfully engage in classroom discussion and oracy activities. Particular consideration is given to pupils with SEND, those learning English as an Additional Language (EAL), pupils with speech and language needs, and disadvantaged pupils, ensuring that all children are able to access high-quality oracy provision and achieve success as confident communicators.

Assessment

Assessment of oracy is formative and developmental, focusing on pupils' progress over time rather than measuring the quantity of words they speak. Teachers gather evidence through a range of opportunities, including classroom observations, discussions, presentations, collaborative group work, pupil self-assessment and peer feedback. Through these interactions, teachers assess how effectively pupils can justify and explain their ideas, listen and respond appropriately to others, use academic and subject-specific vocabulary, and contribute positively to inclusive discussions.



Skills for Life Curriculum – Progression Grid – Skills- To know how...

	Oracy Physical, linguistic, cognitive, social and emotional	
	5 ways to demonstrate leadership and effective communication within a group situ 4 skills used in a variety of cycling disciplines. 3 knots suitable for shelter building. 2 way to lead group discussions. 1 Camp out combining all adventure skills.	
ive ng ls th ts in vity ody	Present confidently to large audiences; use gesture, intonation, and pace effectively to engage listeners. Command a wide-ranging vocabulary; employ rhetorical devices such as repetition, emphasis, and balanced sentences. Present well-structured arguments; hypothesise and speculate; evaluate and critique contributions thoughtfully. Take leadership roles in discussions; facilitate others' contributions; adapt communication confidently across contexts (debates, performances, presentations). Vary tone, pace, and volume for effect; begin to use pauses for impact. Use complex sentences; embed relative clauses; employ persuasive techniques. Structure arguments clearly with evidence; critically evaluate viewpoints; summarise group discussions effectively. Lead group discussions; manage disagreements sensitively; adapt register and style to audience and purpose.	Ask prob Cons pers Eval reas Prop whe Form infor Build view Judg relev Inno solvi
	5 skills for developing critical and creative thinking. 4 different balances and understanding of what affects balance. 3 changing shapes whilst floating on the surface of the water. 2 examples of where it is safe to swim and why. 1 shelter built using known knots.	

Additionally, teachers are supported by the use of the Oracy Progression Grid, which provides clear expectations for each year group and helps to identify pupils' strengths, areas for development and next steps in learning.

Pupils are encouraged to reflect on and evaluate their own development against the four strands of the Oracy framework, helping them to identify strengths, recognise next steps and become increasingly confident and effective communicators.



Monitoring and Evaluation

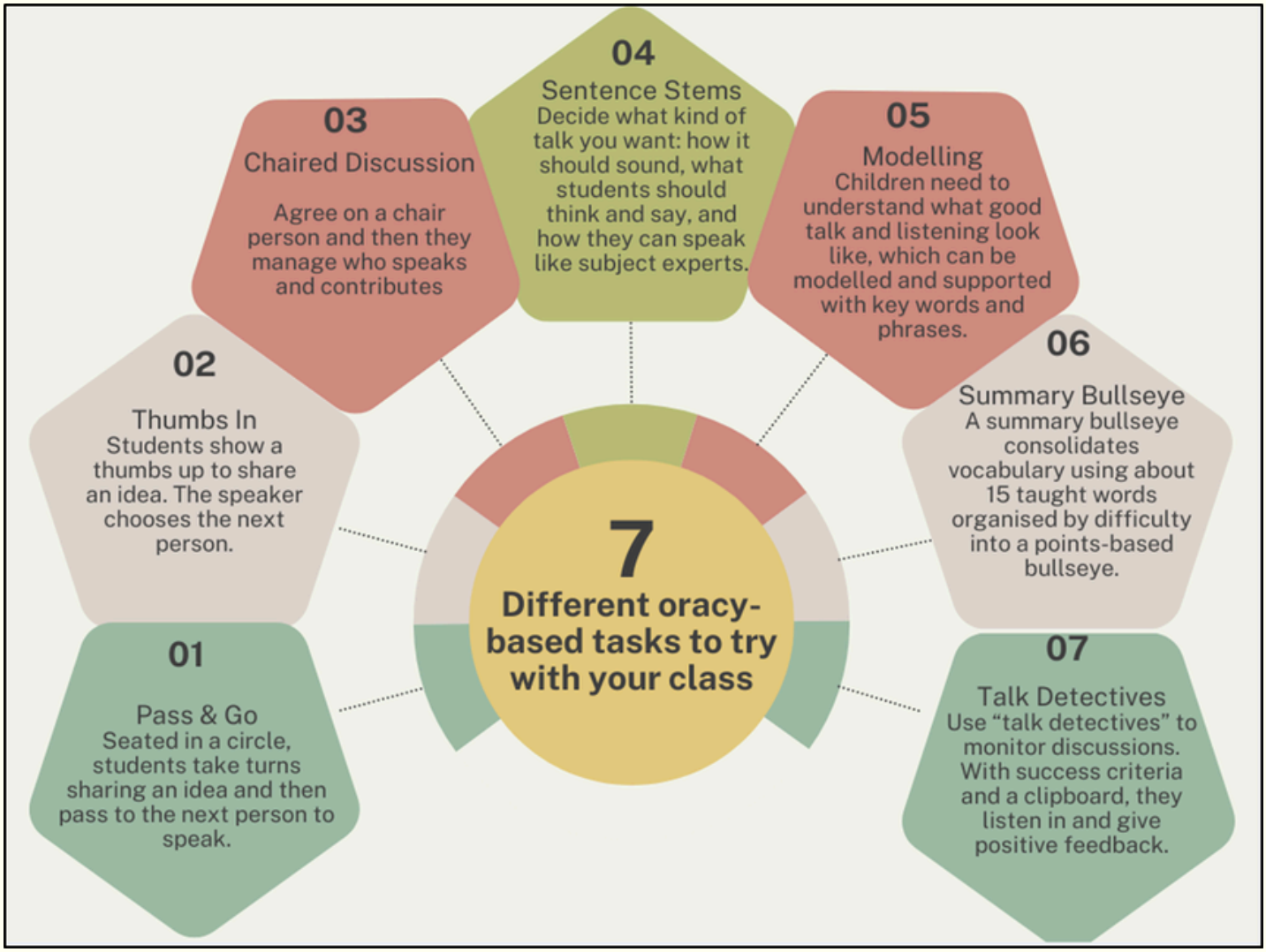
The implementation and impact of oracy across the school will be monitored and evaluated as part of the SSE cycle to ensure consistency and high-quality provision. Monitoring activities will include learning walks, pupil voice interviews, planning scrutiny, book looks where appropriate, and learning walks.
These approaches provide valuable insights into how oracy is embedded across the curriculum, the quality of opportunities provided for pupils to develop their speaking and listening skills, and the progress pupils are making as confident and effective communicators.

Findings from monitoring activities will be used to celebrate strengths, identify areas for development and inform future professional development and school improvement priorities through our curriculum newsletters.



Appendix

Oracy Tasks to use in class for the Compassion Task



Talk Tactics

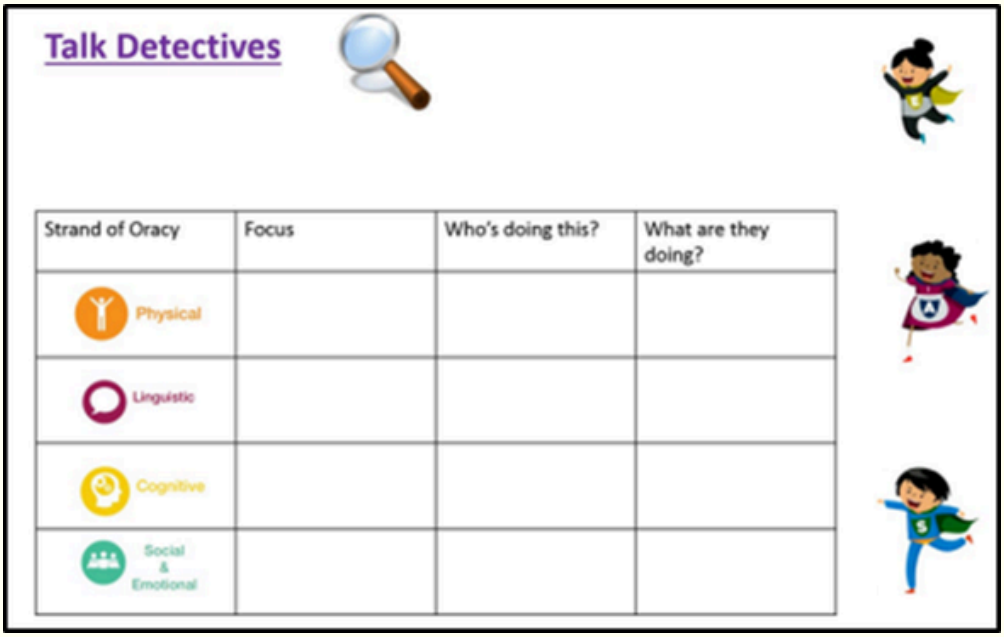
Talk Tactics are structured classroom strategies, often using sentence starters, designed by Voice 21 to help students (and teachers) become more strategic and effective communicators, promoting deeper learning, critical thinking, and confident participation through planned speaking and listening activities. They provide roles and phrases (like "Instigate," "Probe," "Challenge") for discussions, ensuring students develop essential oracy skills across the curriculum, not just in English.



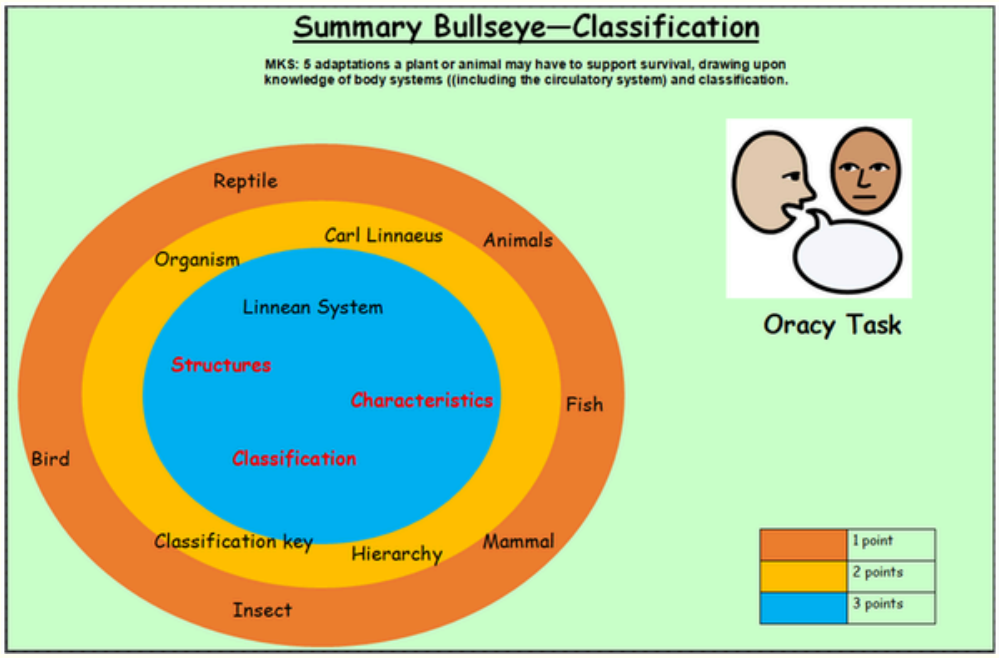


Talk detectives





Summary Bullseye



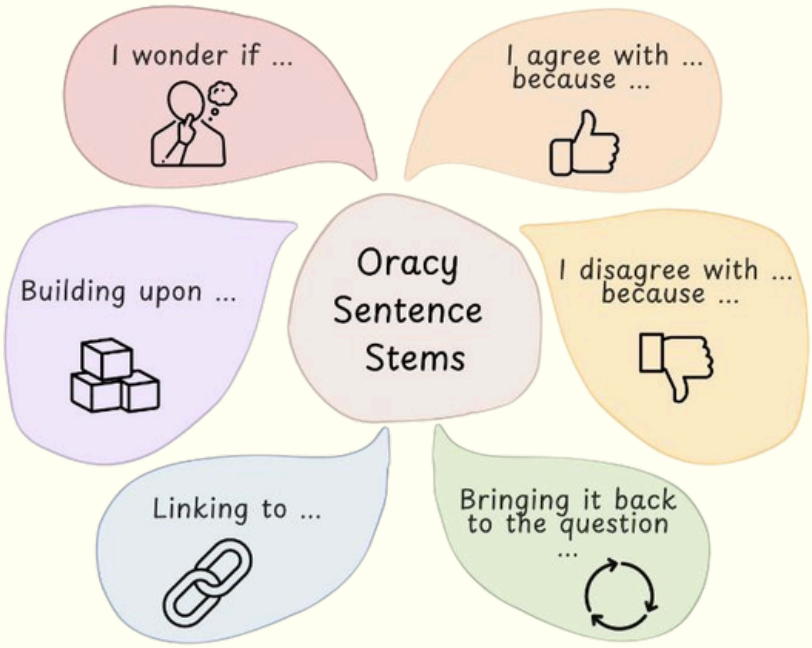
Scaffolding Talk - stem sentences

"I agree because…" and "I disagree because…"

OR I have a similar opinion to x because x said that…. which I agree/disagree with because…

I recognise that…. However,….

I would like to challenge the idea that…. because….



Talk checklist

Skill	Component	☹	😐	🙂	😊
	I talked at a speed that listeners could understand what I was saying				
	I spoke loudly enough and changed the tone of my voice where necessary				
	I used gesture, posture and eye contact to support what I was saying				
	I chose the right words for my subject				
	I organised the content well				
	I used metaphors, humour and other strategies to engage the audience				
	I managed the timing well				
	I thought about how the audience would understand my talk				
	I was confident and lively when I spoke				
	I could listen and respond to questions				

Odd one out





Life Skills progression grid, including progression of oracy

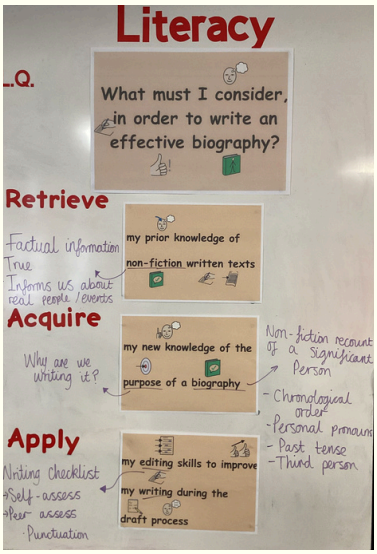
	AGILITY Balance, control, proficiency, spatial awareness	Oracy Physical, linguistic, cognitive, social and emotional	Critical Thinking Questioning and enquire, reasoning and problem solving, evaluating and reflecting, creativity and innovation
By the end of Key Stage 2 pupils will know	5 ways to demonstrate leadership and effective communication within a group situation 4 skills used in a variety of cycling disciplines. 3 knots suitable for shelter building. 2 way to lead group discussions. 1 Camp out combining all adventure skills.		
Y5/6	Participation in the bike ability course, helps embed active travel into school and surrounding areas. Take part in trips to local cycling venues: National Cycling Centre- Velodrome, BMX, Mountain Bike Trails and Skills zone. To perform jumps, shapes and balances fluently and with control. To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. To demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Working towards Gold level in the National Curriculum swimming awards	Present confidently to large audiences; use gesture, intonation, and pace effectively to engage listeners. Command a wide-ranging vocabulary; employ rhetorical devices such as repetition, emphasis, and balanced sentences. Present well-structured arguments; hypothesise and speculate; evaluate and critique contributions thoughtfully. Take leadership roles in discussions; facilitate others' contributions; adapt communication confidently across contexts (debates, performances, presentations). Vary tone, pace, and volume for effect; begin to use pauses for impact. Use complex sentences; embed relative clauses; employ persuasive techniques. Structure arguments clearly with evidence; critically evaluate viewpoints; summarise group discussions effectively. Lead group discussions; manage disagreements sensitively; adapt register and style to audience and purpose.	Ask critical, evaluative questions; independently investigate issues or problems. Construct well-reasoned arguments; critique assumptions; consider multiple perspectives. Evaluate reliability and bias in sources; reflect critically on own and others' reasoning. Propose original solutions; synthesise ideas into new concepts; think flexibly when challenged. Formulate deeper questions for research; recognise bias or gaps in information. Build structured arguments; use evidence to support reasoning; compare viewpoints. Judge effectiveness of strategies; evaluate sources for accuracy and relevance. Innovate by adapting known ideas; experiment with different problem-solving approaches.
By the end of Lower Key Stage 2 pupils will know	5 skills for developing critical and creative thinking. 4 different balances and understanding of what affects balance. 3 changing shapes whilst floating on the surface of the water. 2 examples of where it is safe to swim and why. 1 shelter built using known knots.		
Y3/4	To develop skills in cycling at speed through cycling races: Time Trial. Pursuit, Devil Race, Slow Race, Slalom. To Look where you are running/Scan for spaces if required. To use arms to help balance, and drive forwards keeping hands and shoulders relaxed whilst checking posture to keep back straight. Arms move up and down, not across your body To create fluent movement patterns using precision and control. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To move with coordination, control and care. To use turns whilst travelling in a variety of ways.	Control intonation to emphasise meaning; make deliberate eye contact with listeners. Use ambitious vocabulary; begin to use rhetorical questions and figurative language in talk. Plan talk in logical steps; summarise others' points; offer counter-arguments respectfully. Chair small-group discussions; ensure others have a chance to contribute; adapt talk for formal/informal settings. Maintain appropriate pace and volume; begin to use gesture and facial expression purposefully. Use precise vocabulary and expanded noun phrases; vary sentence openings. Organise talk to include beginning, middle, and end; justify answers with examples; ask clarifying questions. Contribute confidently in group tasks; collaborate and delegate roles; begin to adjust register for audience.	Ask probing questions that challenge assumptions; investigate different sources of information. Identify patterns and relationships; weigh up advantages/disadvantages of options. Consider reliability of information; begin to critique ideas respectfully. Combine ideas in new ways; explore "what if" scenarios. Pose thoughtful questions to extend learning; begin to research answers. Predict outcomes; explain reasoning with evidence/examples. Reflect on group work and individual tasks; consider fairness and consequences. Generate multiple solutions; modify ideas after testing.

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	To improve the placement and alignment of body parts in balances. To carry out balances, recognising the position of their centre of gravity and how this affects the balance. To know how a bike works, how to care and clear it and to know how to: check the brakes, pumping the tyres and mend a puncture. Swimming: working towards bronze, silver and gold awards National Curriculum.		
By the end of Key Stage 1 pupils will know	3 ways to build strength and stamina for cycling. 2 basic knots including tying shoe laces. Develop reflective thinking skills by asking focused questions, explaining choices, and evaluating ideas		
Y1/2	To know signalling as one of the rules of the road using a bike. Develop bike riding skills and begin to take part in bike racing. To change direction quickly whilst remaining in control and balanced e.g. Running whilst changing direction and at speed. Travel in at least two different ways e.g. running and side stepping and including rolling. To either stop and change direction or change direction whilst moving. To move two or more body parts under control, smoothly and efficiently To dodge on one leg. To remain in balance when throwing, catching, kicking, jumping/landing and when being pushed. To keep balance on one leg and to dodge, on one leg. To hold a still shape whilst balancing on different points of the body. To jump in a variety of ways and land with increasing control and balance.	Use clear diction and audibility when speaking to the class. Use longer sentences with varied conjunctions; introduce topic-specific vocabulary. Give reasons for opinions; link ideas in talk; begin to summarise discussions. Listen actively; build on others' ideas; begin to manage disagreement politely. Speak clearly to a group; begin to use appropriate volume and pace. Widen vocabulary for topics studied; use connectives ("but," "so," "then") in talk. Retell events and stories with detail; ask simple questions; begin to explain reasoning. Work in pairs/groups to share ideas; respect turn-taking; start adapting talk for different listeners.	Ask more focused questions; begin to distinguish between fact and opinion. Give reasons for choices; use "because" to explain; compare two ideas. Recognise strengths and weaknesses in their work; suggest improvements. Combine ideas from others; test out different approaches. Ask questions to clarify understanding; wonder about unfamiliar situations. Suggest possible solutions to simple problems; explain thinking in simple terms. Identify what went well and what could be improved. Suggest imaginative explanations; adapt play/learning when challenges arise.
By the end of EY pupils will know	Develop Pedal Bike skills and competently manoeuvre and ride a Balance Bike. 2 rules of the forest and how to get themselves ready before and after outside activities. Build confidence and independence by taking safe risks, managing challenges, and reflecting on progress.		
N/R	To develop a confident, secure and self-assured riding a Balance Bike in the final session. Demonstrate an understanding of controlled stopping and why it is important. To know how to focus on spatial awareness while riding close to others. To create a short sequence of movements. To: -roll in different ways with control, -travel in different ways, -stretch in different ways,	Speak audibly in whole-class situations; experiment with expression and intonation in role play. Use sentences of 4–6 words; begin to retell stories; use describing words. Answer "how" and "why" questions; share own ideas in complete sentences; sequence ideas logically. Listen attentively to peers; use talk to negotiate play; begin to address wider audiences (e.g., assemblies). Begin to use clear single words and short phrases; experiment with volume and tone. Use simple vocabulary for needs, interests, and experiences; start linking words (e.g., "and," "because"). Respond to simple questions; start sequencing ideas in talk (first/then).	Engage in simple outdoor challenges (balancing beams, obstacle courses). Start to take manageable risks in play. Follow basic safety routines outdoors. Persevere for short periods with adult support. Begin to manage feelings when frustrated. Show pride when achieving something difficult. How to get wellies on and off and wash hands after activities. Begin to show self-awareness and confidence around school grounds building self-esteem
	-jump in a range of ways from one space to another with control. Begin to balance with control. -Carry out anti clockwise movement Move around, under, over, and through different objects and equipment. - To control slowing and breaking on pedal bikes. To use Spatial awareness on pedal bikes while cycling close to others. To manoeuver pedal bikes using the body to lean to turn. Demonstrate controlled stopping near others.	Take turns in conversations; listen to others in small groups; gain confidence in speaking to familiar adults.	Explore immediate environment with curiosity (e.g., sand, water, outdoor play). Try simple climbing, balancing, and running challenges. Begin to follow simple safety rules, e.g. Learning basic knowledge about keeping safe near water Encouragement to seek help when hurt or injured Begin to try again after setbacks with adult encouragement. Show emerging independence in tasks (e.g., putting on coat). Express feelings with support. Try different ways of doing things and notice what happens. Begin to talk about what went well in their play or learning. Listen to others' ideas and sometimes try them out. Explain their thinking using "because" or examples. Suggest ways to solve simple problems and test out ideas. Reflect on their work or play, identifying what went well and what could be improved. Combine their own ideas with others' and adapt their approach when things don't work as expected.

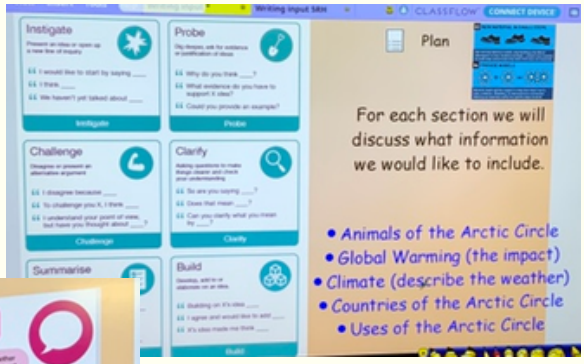
What Oracy looks like at Gatley Primary

Think - pair - share
Children rehearse and refine ideas before sharing

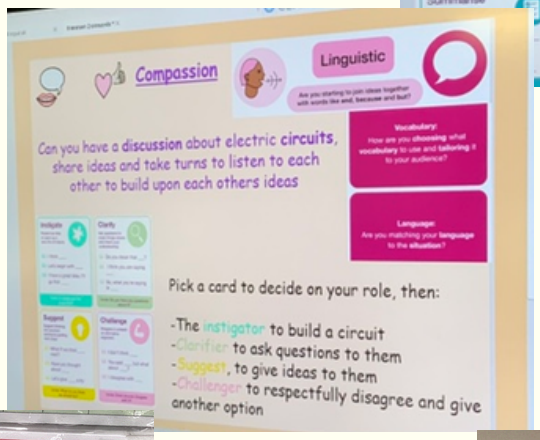


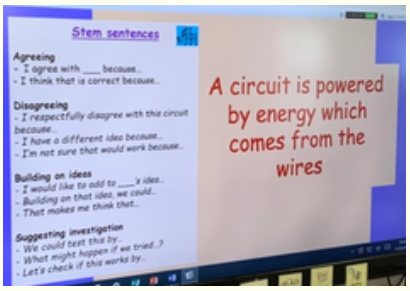
Talk tactics
children instigate, build, challenge and clarify discussions

Reasoning questions
teachers use questioning to deepen thinking



Vocabulary in context
Children practice using ambitious, subject specific language along with any connected concepts





Discussion guidelines
Children are foll to
support their dis

