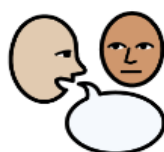




Glenfield Infant School

Whole school Oracy Offer



“Now more than ever, we need our young people to be equipped to ask questions, to articulate ideas, to formulate powerful arguments, to deepen their sense of belonging”

This offer has been developed to support the implementation of Oracy. It draws on research-informed practices and resources, including materials from *Voice 21*, whose work has significantly contributed to the development of Oracy education nationally.

Our vision

At Glenfield Infant School we are committed to empower all pupils with the necessary oracy skills to thrive at each stage of their lives. Our commitment to Oracy is rooted in the belief that effective communication is fundamental to success in all areas of life- personal, educational and professional. By embedding Oracy across our curriculum and across all age groups we will break down barriers to success and prepare pupils effectively for their next stage of education and adulthood.

We aim to foster a community of confident, articulate and empathetic communicators who embrace opportunity and are ambitious for their futures.

Glenfield's Oracy offer aims to support children to:

1. **Speak clearly and confidently** to communicate ideas, experiences, knowledge and feelings to different audiences.
2. **Listen attentively and respond appropriately**, asking questions and building on the ideas of others.
3. **Develop and use increasingly rich vocabulary and sentence structures** to explain, describe, reason and justify their thinking.
4. **Participate positively in discussions and collaborative learning**, taking turns, respecting others' views and contributing relevant ideas.
5. **Use spoken language as a tool for learning**, developing understanding, solving problems and reflecting on their experiences.

What is Oracy

Oracy is learning to talk by learning through talk.

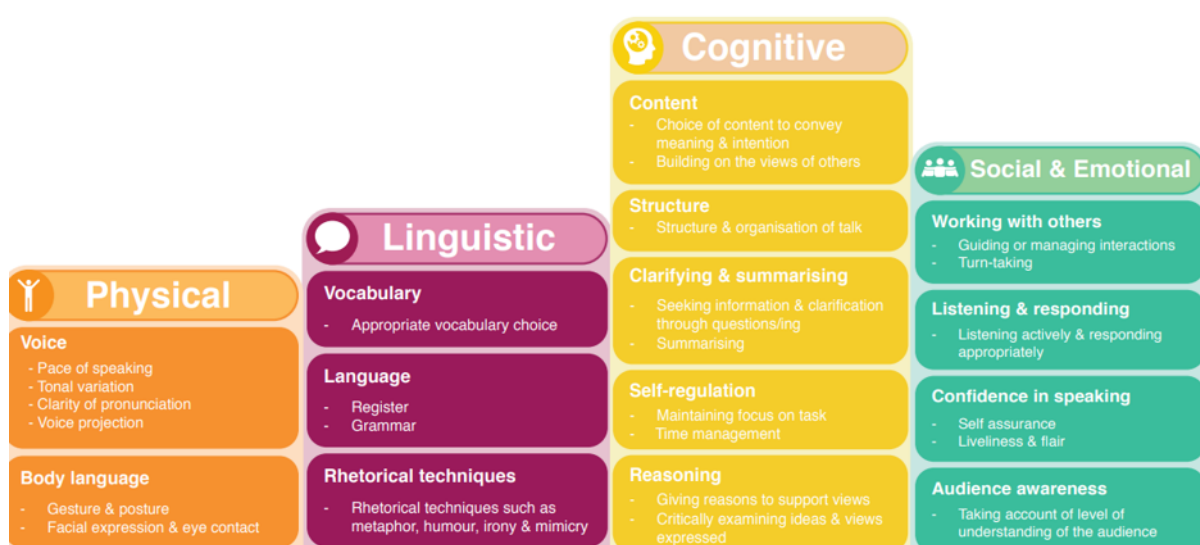
- ✓ How we articulate ideas
- ✓ How we develop understanding
- ✓ How we engage others through spoken language



We have used the framework set by Voice 21 to plan our Oracy progression. This Framework breaks Oracy into four strands. The Physical and Social & Emotional strands should be embedded into school culture first. Each of these strands have a progression sitting behind them which is available to view on the school website.

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Our Approach

We recognise the importance of strong oracy skills in positively impacting all aspects of a child's life and future success. We understand that strong oracy skills directly impact academic outcomes which in turn impact children's readiness for the next stage of their education and future employment. We recognise the link between strong oracy skills and improved self-regulation and emotional wellbeing and how this too carries into adolescence and adulthood. We strive for all children regardless of their socio-economic background to acquire the necessary communication skills to flourish.

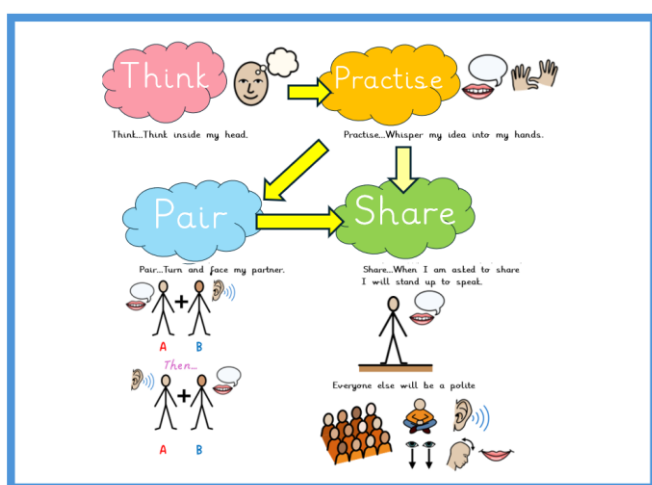
To support this goal, we have implemented 3 whole school oracy strategies which promote confidence and articulation. By implementing these strategies throughout the school day, with consistency across the school, we support children to deepen their understanding and progressively build their oracy skills.

In addition to these 3 strategies, oracy runs through our curriculum. That is why we have added 'Oracy' as a key concept in our Reading overview. Our Maths curriculum promotes exploratory talk in every lesson. Our foundation subject leaders have planned the subject explicit vocabulary they require children to master to progress effectively through the curriculum. In all subjects, vocabulary is actively taught and modelled within lessons and enables teachers to guide the new vocabulary children learn to maximise achievement and understanding of the curriculum.

Whole School strategies

As a full staff, we evaluated a variety of strategies to promote oracy. These three strategies were selected to support the fulfilment of the oracy aims.

Think Practise Pair Share



These strategies enables children to formulate and rehearse their sentence or response before sharing it. This supports them, through rehearsal, to refine their response. The 'share' element can be used in addition and where appropriate. This enables peer feedback and further opportunity to rehearse and refine. It also gives children opportunity to refine key physical and social & emotional skills. The Think Practise Pair Share poster is displayed in every class so it can be referred to as a teaching aid.

Stand to talk



Children are invited to 'stand to talk' when they contribute to group or class conversation. The culture of the school ensures that children feel safe in standing to talk and whilst this is encouraged, it is not enforced. This strategy puts value on what is being said and supports the learning of all in the class as it supports more audible responses that all can hear. For children who are lacking confidence with this strategy there will be a stepped approach e.g. initially standing with a friend. Children will be praised for all of their efforts.

Ask Anyone

Ask anyone

My teacher can ask anyone
so I must be ready.



The 'Ask Anyone' strategy aims to engage all children to actively participate in their learning and take an active role in lesson participation. It enables children to utilise the Glenfield Value of 'Active Listening'. Where needed, children will be supported by being told the teacher will come to them for a response and if they struggle to answer through either recall or confidence, they will be supported by the adult who will frame and model the sentence for the child to either finish or repeat.

Additional support within school

Adaption

Children will be supported to gain their confidence with oracy and adaptations will be made for children who require additional support. All of our strategies are adaptable to allow children to grow in confidence at a pace appropriate for them. All of our strategies put emphasis on every voice being valued and nurtured.

To make our visual oracy resources accessible we enhance them using Widgeo symbols. These are simple colourful, images which are used to represent words, concepts and ideas. They are used widely through the school to improve accessibility for pupils including those with SEND.

In addition, the school draw upon the following specific guidance from Voice 21 for children with EAL, Speech & Language delay and for those who are naturally quiet or introverted:

There is specific guidance and support for pupils who speak **English as an additional language** through Voice 21. This includes key considerations and practical advice. [EAL learners and oracy - Voice 21](#)

Some schools will have concerns about **pupils who are quiet/shy**. Voice 21 have also provided guidance on supporting these pupils. <https://voice21.org/supporting-quiet-students-in-an-oracy-rich-classroom/>

For specific guidance for pupils with **Speech and Language difficulties**, there are key strategies and considerations outlined here - [Oracy - The Speech and Language Building Blocks](#)

We also access support and guidance from our own SENCo and our own Speech & Language Teaching Assistant.

Sentence Stems

Sentence stems provide children a structure within which to frame their communication. They can be modelled by adults for children to mirror to support them acquiring the necessary language. Once they gain fluency, children will be taught to apply sentence stems across a range of learning.

EYFS	Year 1	Year 2
Hello my name is... 	I agree with... because... I disagree with... because... 	In my opinion... because... 
Can I have a turn? 	I like/dislike... because... 	My partner thinks... 
Is it my turn next... 	I prefer... 	In my opinion... because... 
I feel... because... I like/don't like... 	I think that... because... 	I prefer... because... 
I know it is... because... 	I know that... because... 	Overall I feel... because... 
I think... 	They are similar because... 	This shows me that... 
It is the same because... 	It is different because... 	This tells me that... 
It is different because... 	I think... because... 	I can infer that... 
I predict that... 	I predict that... 	The similarities are... 
It was hard/easy because... 	Next time I could... 	The differences are... 
I made a... 	I found... hard because... 	This reminds me of... 
	The main parts were... 	I predict that... this will happen because... 
		This could be better if... 
		Next time I would... I would change... because... 
		First, Next, Then, Finally... Overall... 

Sentence Stems have been organised into a useful progression to enable staff to skilfully support development.

Oracy Sentence Stem Progression

Strand	EYFS	Year 1	Year 2
Social Communication	Hello, my name is... Can I have a turn? Is it my turn next?	I agree with... because... I disagree with... because...	In my opinion... because... My partner thinks... Some people think...
Expressing Feelings & Opinions	I feel... because... I like/don't like...	I like/dislike... because... I prefer...	In my opinion...because... I prefer... because... Overall, I feel... because...
Reasoning	I know it is... because... I think...	I think that... because... I know that... because...	This shows me that... This tells me that... I can infer that...
Comparison	It is the same because... It is different because...	They are similar because... It is different because...	The similarities are... The differences are... This reminds me of...
Prediction	I predict that...	I think... because... I predict that...	I predict that...this will happen because...
Evaluation	It was hard/easy because...	Next time I could... I found... hard because...	This could be better if...Next time I would...I would change... because...
Sequencing	I made a...	The main parts were...	First, Next, Then, Finally... Overall...

Specific Praise

To fully embed oracy, staff use specific praise linked back to the stands and objectives within the Oracy progression. This embeds skills more quickly. Here are some examples:



Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



Social & Emotional

Well done for inviting someone into the discussion.

Thank you for asking me what I think too and taking turns.

Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!

Information for Parents



Talking at home

Talk Together. Think Together. Grow Together.

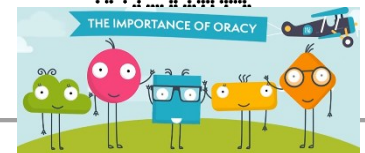
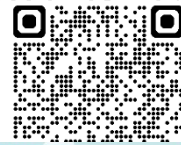
Just 10 minutes a day of meaningful conversation can make a huge difference to your child's confidence, learning and wellbeing.

★ Why Talking Matters (Oracy)

Talking regularly helps children to:

- ★ Speak clearly and with confidence
- ★ Do well at school
- ★ Develop positive wellbeing
- ★ Share thoughts and feelings
- ★ Build friendships and social skills

What is oracy?



✓ 5 Simple Ways to Support Great Conversations at Home

💡 Make It Easy

- Switch off devices
- Remove distractions
- Chat before bedtime about what your child is looking forward to tomorrow

🕒 Make Time

- Agree a regular time to talk
- Try family meals or journeys to and from school

💬 Make It Worthwhile

- Show interest and really listen
- Ask about learning from the day
- Talk about books your child is reading
- Encourage more than one-word answers

🧠 Make It Challenging

- Share different opinions respectfully
- Discuss age-appropriate local or national news

🗣️ Make It Regular

- Talk while walking, travelling or doing everyday activities
- Involve siblings and friends
- Make discussion part of your daily routine

❤️ Remember

Positive, regular conversations help children find their voice, build confidence, and learn how to think and communicate clearly.



STEPS TO ORACY

Helping your child become a confident speaker



Oracy is the ability to express ideas, listen to others and have meaningful conversations.

1 Early Communication (Pre-School)



Your child may:

- Name objects and needs
- Use simple requests ("Can I have...?")
- Take turns in conversation

How you can help at home:

- Talk about everyday activities together
- Encourage your child to ask for items using words
- Play turn-taking games and model good listening
- Read stories together and name pictures and objects

2 Developing Talk (Reception)



Your child may:

- Speak in full simple sentences
- Use "because" to explain
- Begin to describe feelings and ideas

How you can help at home:

- Ask open questions such as "Why do you think that?"
- Encourage your child to explain their choices
- Talk about emotions in stories or daily life
- Give your child time to answer and share ideas

3 Building Reasoning (Year 1)



Your child may:

- Explain their thinking with reasons
- Begin to agree/disagree
- Make simple comparisons

How you can help at home:

- Ask questions like "What makes you think that?"
- Encourage respectful discussions and different opinions
- Compare things together (e.g. books, games, foods)
- Praise clear explanations and thoughtful answers

4 Extending Thinking (Year 2)



Your child may:

- Justify opinions clearly
- Use evidence in explanations
- Make predictions and inferences
- Evaluate and reflect on ideas

How you can help at home:

- Discuss stories, TV programmes or real-life events
- Ask "What might happen next?" or "How do you know?"
- Encourage your child to explain their reasoning
- Help them think about what worked well and what could improve

5 Mastery



Your child may:

- Sustain discussion
- Build on others' ideas
- Use varied and precise language
- Structure responses clearly

How you can help at home:

- Encourage family discussions and debates
- Introduce new vocabulary through reading and conversation
- Model active listening and thoughtful responses
- Encourage your child to speak clearly and confidently about their ideas



REMEMBER

Every child develops communication skills at their own pace. Regular conversation, reading together, listening carefully, and encouraging your child to share their ideas all help build strong speaking and listening skills.

