



ORACY POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE:

This document outlines the purpose, values pertaining to and approach to the teaching of Oracy in our school. It should be considered in conjunction with the other component parts of the language and literacy curriculum, including the Primary National Curriculum.

AUDIENCE:

This document is intended to give a clear outline of the school's approach towards the teaching of Oracy to all staff, governors and parents. Copies of this document are provided for all teaching staff and support staff and members of the School's Governing Committee. The Multi Academy Trust in cooperation with the Local Governing Committee and Head Teacher determines and monitors the Academy's policy, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES:

At St Luke and St Philip's, we believe oracy is the foundation of all learning. Spoken language is the primary medium through which pupils access the curriculum, develop social identity, and build the cognitive skills necessary for academic success.

Our intent is to empower pupils to become confident, articulate communicators who can adapt their language for various audiences and purposes. We aim to bridge the "word gap" by explicitly teaching vocabulary and providing a talk-rich environment that elevates spoken language to the same status as reading and writing.

STATUTORY REQUIREMENT:

Our policy adheres to the **National Curriculum (2014)** Spoken Language requirements for Years 1–6 and the **EYFS Statutory Framework**. We ensure all pupils:

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend understanding.
- Articulate and justify answers, arguments, and opinions.
- Use spoken language to speculate, hypothesise, and explore ideas.
- Speak audibly and fluently using Standard English where appropriate.

THE FOUR STRANDS OF ORACY

To ensure progression, we utilise the Voice 21 Oracy Framework, which categorises skills into four vital strands:

1. **Physical:** Voice projection, gesture, and posture.
2. **Linguistic:** Vocabulary choice, grammar, and register.
3. **Cognitive:** Content, reasoning, and structure of talk.
4. **Social and Emotional:** Confidence, active listening, and turn-taking.

IMPLEMENTATION

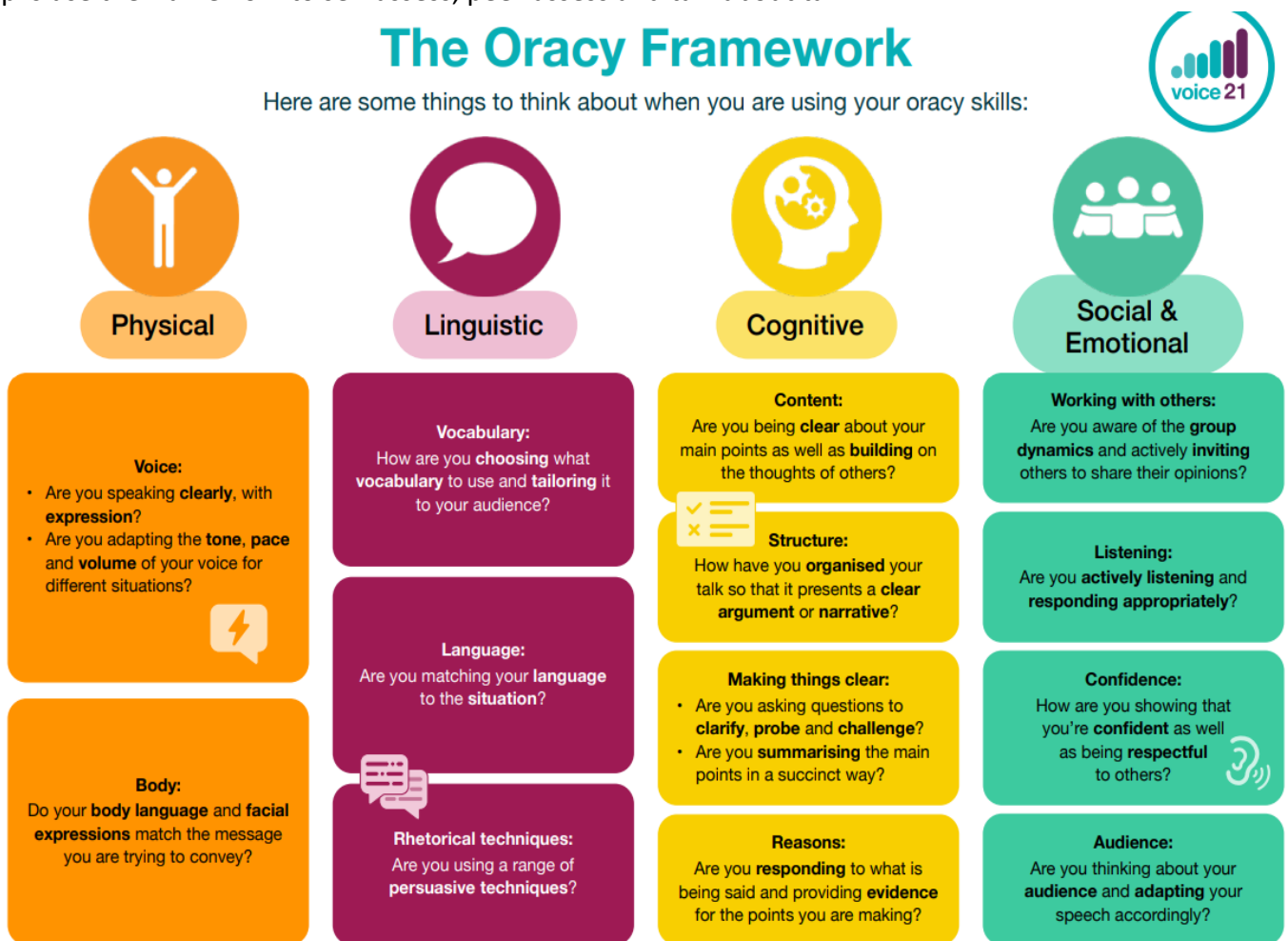
We build a culture of oracy through a consistent, whole-school approach:

At St Luke and St Philip's Primary School, we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress.

Pupils use the framework to self-assess, peer-assess and talk about talk.



Quality First Teaching

- Ground Rules for Talk: Every class establishes shared "Talk Guidelines" to ensure a safe, respectful environment for discussion.

All classrooms follow the discussion guidelines to ensure that speaking and listening skills are at the heart of our practice:



- Structured Dialogue: Teachers use Talk Partners, Kagan structures and Voice 21 toolkits to move from "informal chatter" to "purposeful talk."
- Scaffolding: Sentence stems and talk prompts are provided in all subjects to support structured responses and deeper reasoning.
- Grouping: Pupils experience a range of groupings (pairs, trios, and whole-group) to develop different communication dynamics.

Discussion Guidelines:

These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk.

- Discussion Sentence stems: These sentence stems support pupils of all ages and abilities to access partner or group discussion.
- Talking Roles: These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills.
- Talk Protocols: Talk Protocols allow pupils to self-govern talk.
- Talk Detectives: Talk Detectives allow students to step out of a discussion and recognise which oracy skills are being used and if discussion guidelines are being followed.
- Groupings: Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.
- Word wheels: support language and understanding of tier 3 vocabulary.

Children are encouraged to use 'Talk Tactics' to support them in developing their oracy skills across the curriculum.

EYFS Talk Tactics:



Teacher Talk Tactics for early language development

Instigate Present an idea or open up a new line of inquiry  “ I think ____ “ Let's begin with ____ “ I have a great idea, I'll go first ____ Invite: X would you like to go first?	Build Develop, add to or elaborate on an idea  “ X's idea made me think ____ “ I'd like to know more about ____ “ Yes, and ____ Invite: Can anyone add to that?	Clarify Ask questions to make things clearer and check your understanding  “ Do you mean that ____? “ I think you are saying ____ “ So, what you're saying is ____ Invite: Do you have any questions about X?	Challenge Disagree or present an alternative argument  “ I don't think ____ “ You said ____ but what about ____? “ I disagree with ____ Invite: Does anyone disagree with X?
Stretch Add more detail; use more complex language or introduce new ideas  “ Yes, it's ____, you could even say it's ____ “ That's right, it's ____ because ____ “ Yes, it's a ____ Invite: Can you tell me more about...?	Speculate Encourage creative or abstract thinking and consideration of alternative viewpoints  “ I wonder what would happen if ____? “ Perhaps ____ “ Do you think ____? Invite: What do you wonder about X?	Suggest Support thinking and problem solving by guiding next steps  “ What if we tried ____ next? “ Have you thought about ____ “ Let's give ____ a try Invite: What do you think we should try?	Encourage Offer praise to encourage and motivate  “ You did such a good job of ____, now let's think about ____ “ You really made me ____ “ Your use of ____ was ____ Invite: What do you like about what X did/ said?

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KS1 and KS2 Talk Tactics:

Instigate Present an idea or open up a new line of inquiry  “ I would like to start by saying ____ “ I think ____ “ We haven't yet talked about ____ Instigate	Probe Dig deeper, ask for evidence or justification of ideas  “ Why do you think ____? “ What evidence do you have to support X idea? “ Could you provide an example? Probe
Challenge Disagree or present an alternative argument  “ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____? Challenge	Clarify Asking questions to make things clearer and check your understanding  “ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____? Clarify
Summarise Identify and recap the main ideas  “ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____ Summarise	Build Develop, add to or elaborate on an idea.  “ Building on X's idea ____ “ I agree and would like to add ____ “ X's idea made me think ____ Build

A Talk Tactic Progression Map has been created to ensure there is a progression of skills that

are being consolidated and built upon throughout the school.

Year group	Talk Tactics	Sentence stems
EYFS	   Instigate Build Challenge	"I think..." "Yes, and..." "I disagree because..."
Year 1	    Instigate Build Challenge Summarise	"I think..." "Yes, and..." "I disagree because..." "I agree because..." "The main things we spoke about today were..."
Year 2	      Instigate Build Challenge Summarise Probe Clarify	"I think..." "Yes, and..." "Building on X's idea..." "I disagree because..." "I agree because..." "The main things we spoke about today were..." "Why do you think..." "So are you saying..."
Year 3	      Instigate Build Challenge Summarise Probe Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you X, I think..." "The main things we spoke about today were..." "Why do you think..." "So are you saying..." "Does that mean..."
Year 4	      Instigate Build Challenge Summarise Probe Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think..." "Can you provide an example..." "So are you saying..." "Does that mean..."
Year 5	      Instigate Build Challenge Summarise Probe Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "X's idea made me think..." "I disagree because..." "To challenge you X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think..." "Can you provide an example..." "So are you saying..." "Does that mean..."
Year 6	      Instigate Build Challenge Summarise Probe Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "X's idea made me think..." "I disagree because..." "To challenge you X, I think..." "I understand your point of view but have you thought about..." "Our discussion focused on..." "So far we have talked about..." "The main points raised today..." "Why do you think..." "Can you provide an example..." "What evidence do you have to support X idea?" "So are you saying..." "Does that mean..." "Can you clarify what you mean?"

An Example of Oracy Specific Praise in the Classroom when offering our pupils verbal feedback and praise in the classroom, we consider each strand of the Oracy Framework and its objectives to ensure that oracy skills are fully embedded into our classrooms. An example of how we may praise children for their use of one of the four strands can be seen below.


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!

VOCABULARY

We recognise that vocabulary is the "engine" of oracy.

- Tiered Vocabulary: Explicit instruction focuses on Tier 2 (high-frequency academic) and Tier 3 (subject-specific) words.
- Visual Supports: Word Wheels and Working Walls display key terminology. In EYFS and Year 1, Curiosity Cubes introduce topic-related objects and language.
- Pre-teaching: Vulnerable learners are supported through "pre-teach" sessions to familiarise them with key vocabulary before whole-class lessons.

ORACY ACROSS THE CURRICULUM

- English: Drama, role-play (Hot-seating, Helicopter Stories) and performance poetry are embedded in every unit.
- The Importance of Oracy in the Writing Framework

The 2025 Writing Framework emphasizes that writing is "cognitively demanding." Oracy is used as a primary tool to reduce this "cognitive load" by allowing students to process ideas verbally before they attempt to put pen to paper.

Oral Composition: Before writing, students are encouraged to "say it before they write it." This helps them test sentence structures and refine vocabulary without the added pressure of handwriting and spelling.

Dictation & Rehearsal: The framework suggests frequent use of oral rehearsal and dictated sentences, especially in Key Stage 1, to build the mental "muscle memory" for sentence construction.

The "Sea of Talk": Referencing the idea that "writing floats on a sea of talk," the framework encourages teachers to use high-quality classroom discussion to build the background knowledge and vocabulary that eventually fuels written work.

- Maths: Oracy is used to "unpick" reasoning. Pupils must justify their methods and use correct mathematical terminology.
- Science: Collaborative enquiry requires pupils to hypothesise, debate findings, and present results orally.
- PSHE & Circle Time: A space for exploring feelings and discussing complex social issues.

EARLY YEARS FOUNDATION STAGE (EYFS)

In the EYFS, communication and language are "prime" areas of development. We focus on the Early Learning Goals (ELGs):

- Listening, Attention and Understanding: Engaging in back-and-forth exchanges and responding to stories with relevant comments.
- Speaking: Expressing ideas in full sentences, using recently introduced vocabulary, and offering explanations for "why" things happen.

The 2025 Writing Framework explicitly states that children must be able to "say it before they write it."

In EYFS, this looks like:

- **Oral Rehearsal:** Children are encouraged to say their sentences out loud multiple times before attempting to write them. This reduces the cognitive load, allowing them to focus on letter formation and phonics during the physical act of writing.

- **Story Mapping:** Using visual prompts to tell a story orally. The framework suggests that 3- and 4-year-olds might talk about where a character went, while Reception children use that talk to create story maps and write captions.
- **Back-and-Forth Interaction:** High-quality "sustained shared thinking" where adults model complex sentences and introduce new vocabulary that children then "echo" and use.

Linking Oracy to Transcription

A key shift in the 2025 framework is the separation of **composition** (the ideas) and **transcription** (the mechanics).

- **Dictation:** Teachers are encouraged to use dictation tasks. A child composes a sentence orally, and the teacher might write it down, or the child writes a simple dictated sentence. This helps bridge the gap between spoken thought and the written word.
- **Vocabulary Instruction:** The framework identifies that children with a "talk gap" at age 5 are significantly less likely to achieve success in later English assessments. Therefore, explicit teaching of "Tier 2" vocabulary (words like *soar*, *enormous*, *furious*) is prioritised through talk.

BEYOND THE CLASSROOM

We provide high-profile opportunities for pupils to use their oracy skills in "real-world" contexts:

- Pupil Voice: School Council, Eco-Committee, and interview panels.
- Performance: Class assemblies, topic showcases, and year-group productions.
- External Engagement: Visiting speakers and inter-school debates.

IMPACT and ASSESSMENT

The impact of our oracy curriculum is evidenced through:

- Improved confidence and social-emotional well-being.
- Increased precision in written outcomes (writing "like a speaker").
- Pupils' ability to disagree agreeably and build on others' ideas.

MONITORING:

Leaders monitor oracy through learning walks, "talk audits," and by observing the use of the Voice 21 toolkit across the school.

RESPONSIBILITIES

- All relevant staff will ensure that the oracy curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to; Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.
- The Oracy Subject Leader is also responsible for raising standards of teaching and learning in Oracy.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to oracy are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in oracy regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and oracy materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

RELATED POLICIES

- English Policy
- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation
- Gifted and Talented Policy
- Curriculum and Planning Policy

Policy reviewed by : S Patel

Policy reviewed on:

January 2026

Next review date: January 2028