



St Mary's Catholic Primary

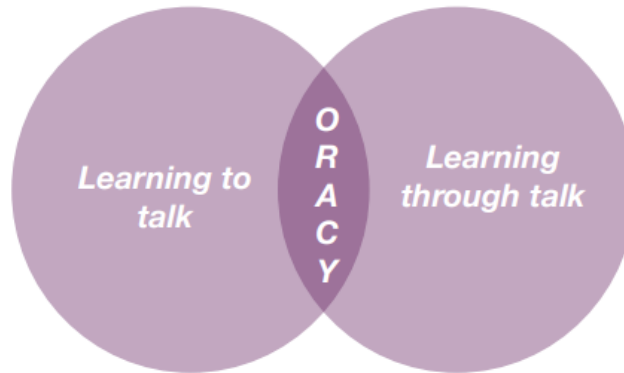
Oracy Policy

2025 - 2026

Vision and Intent

At St Mary's we believe oracy is a powerful tool for learning and a fundamental life skill. Oracy means learning to talk, and learning through talk, to improve a student's ability to communicate effectively. Based on the Voice 21 Oracy Framework, our intent is to ensure all pupils:

- Become confident, articulate speakers.
- Use talk to deepen their understanding across the curriculum.
- Develop the ability to listen, respond, and challenge constructively.
- Value their own voice and the opinions of others.

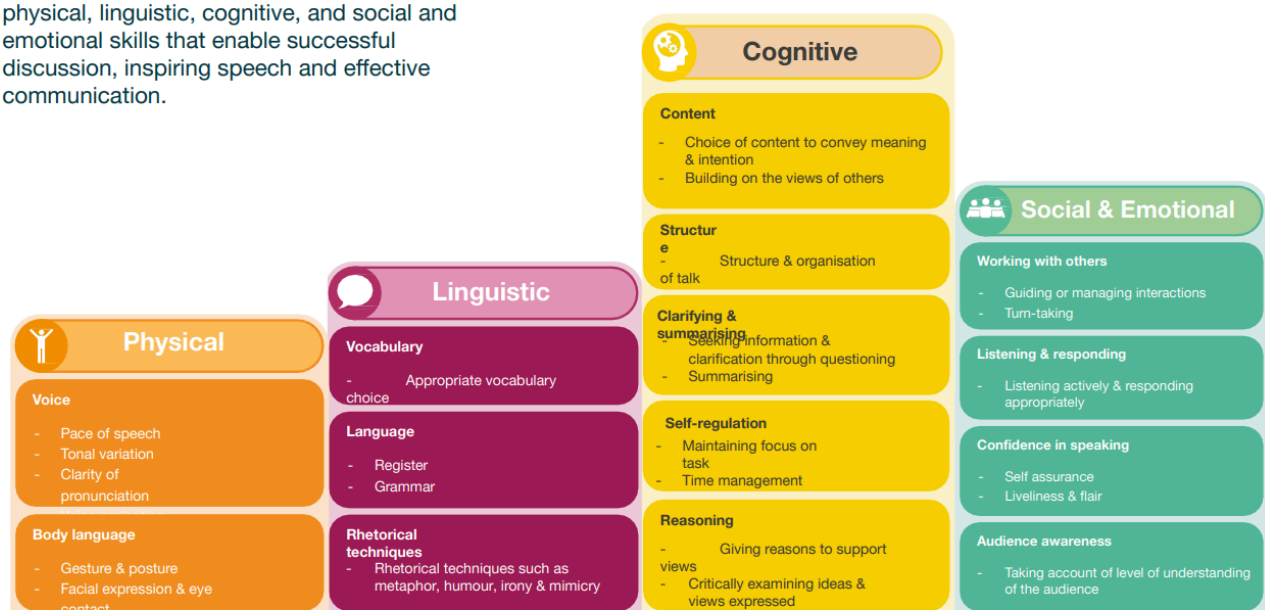


Implementation: The Four Strands of Oracy

We explicitly teach the four strands of the Voice 21 Oracy framework to ensure comprehensive development:

- Physical (Voice and Body Language): Projecting voice, using appropriate tone, posture, eye contact, and gesture.
- Linguistic (Vocabulary and Language): Choosing the right vocabulary, using full sentences, and structuring talk (e.g., in reports, debates).
- Cognitive (Thinking and Reasoning): Summarizing ideas, using reasoning, and asking probing questions.
- Social and Emotional (Working Together): Active listening, turn-taking, and managing group dynamics.

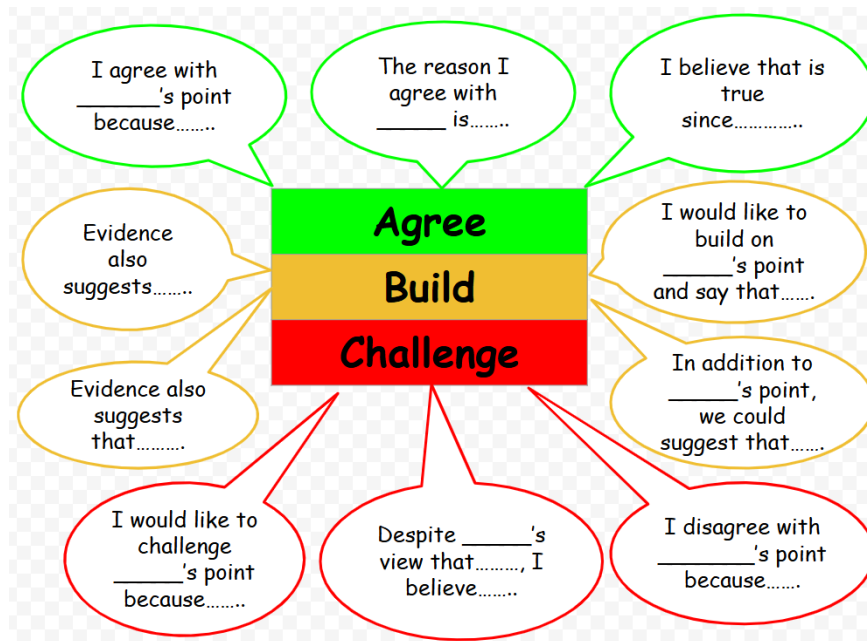
Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Oracy in the Classroom (Pedagogy)

Oracy is not just taught in English; it is embedded across the curriculum to enhance learning.

- Talk Tasks: Planned, purposeful, structured talk (e.g., "Think-Pair-Share," "Talk Tokens,").
- Modeling: Teachers model high-quality talk, sentence stems, and vocabulary.
- Ground Rules for Talk: Classrooms establish agreed-upon rules for listening and speaking to create a safe, respectful environment.
- Scaffolding: Sentence stems (e.g., "I agree with... because...", "I understand your point, but...") are used to support pupils in articulating complex thoughts.



To ensure that classroom discussions are **inclusive** and highly engaging, our school adopts a silent **hand signal system** that allows all pupils to participate without interrupting the speaker's flow. These signals—such as the 'agree' gesture (moving the thumb and little finger), 'build' (rolling hands to add more detail), or 'challenge' (forming a 'C' shape)—serve as a visual language that empowers every child to signal their intent and connection to the dialogue. By embedding these conventions into daily practice, we create a **collaborative environment** where pupils take collective responsibility for the direction of the talk and set a high expectation for **active listening** and shared contribution.

Our Oracy Hand Signals in EYFS & KS1



I agree with _____
because _____.



I disagree with _____
because _____.



I would like to build on
that.

Our Oracy Hand Signals in KS2



I agree!



I would like to challenge.




I would like to build on that.


Oracy Across the School

- Environment: Classrooms are arranged to promote interaction and showcase key vocabulary and sentence stems.
- Assemblies/Performance: Opportunities for pupils to lead assemblies, present, and engage in drama.
- Playground: Promoting positive communication through peer mentoring or structured lunchtime games.
- Inclusion: Specific support is provided to pupils with Speech, Language, and Communication Needs (SLCN) or EAL learners.

Assessment

Assessment of oracy is an ongoing, formative process that uses the **Voice 21 Oracy Framework** as its foundation to ensure clear progression from EYFS to Year 6. Teachers use the framework's four strands—**Physical, Linguistic, Cognitive, and Social & Emotional**—to diagnose specific areas for development and set tailored speaking and listening goals. Rather than high-stakes testing, assessment is integrated into daily learning through **live feedback** during "Talk Tasks". To track long-term progress, we utilise **Voice 21's progression tools** to monitor how students transition from a 'developing' to a 'confident' communicator by the end of each key stage.

 Physical			
EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<p>To turn your body towards the speaker for an appropriate amount of time.</p> <p>To speak to be heard clearly by others.</p>	<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p>	<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</p>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>

 Linguistic			
EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...')</p> <p>'Linking to ...')</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To use newly learnt vocabulary in an appropriate way.</p>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>



Cognitive

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<p>To begin to understand how and why questions.</p> <p>To use 'and' to link their ideas.</p> <p>To describe events currently happening and what might happen next.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>



Social & Emotional

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<p>To listen to others.</p> <p>To take turns to speak with the support of an adult.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>