

Oracy Policy



Lead	Lucy Wright
Head	Sandie Edward
Chair of Governors	Jeremy Hooper
Policy amended	Jan 2026
To be reviewed	Jan 2029

Introduction

At St Philip's C.E. Primary School, we recognise oracy – the ability to articulate ideas, develop understanding and communicate effectively through spoken language – as fundamental to pupils' learning, wellbeing and success across the curriculum. High-quality talk supports pupils to think, reason, collaborate and express themselves with confidence, while underpinning strong outcomes in reading and writing.

This policy should be read alongside the English Policy. It reflects our whole-school vision:

Happiness, love and security abound
Everyone is special
Every achievement is celebrated
Relationships and teamwork matter
A beacon of light in the community
Christ is in everything we do

Aims and Objectives

Through the explicit teaching and promotion of oracy, we aim for all pupils to:

- Speak clearly, confidently and audibly in a range of contexts
- Use spoken language to develop understanding, reasoning and learning
- Listen attentively and respond appropriately to others
- Use an increasingly rich and ambitious vocabulary
- Articulate ideas, opinions and explanations in full sentences
- Participate respectfully in discussion, debate and collaborative talk
- Develop confidence to speak in front of an audience

Oracy Framework

Oracy at St Philip's C.E. Primary School is taught through a whole-school approach that values talk as both a tool for learning and a learning outcome.

Our approach draws on four key strands:

- Physical: voice, articulation, pace, volume and body language
- Linguistic: vocabulary choice, grammar, sentence structure and register
- Cognitive: reasoning, explanation, questioning and organising ideas
- Social and Emotional: listening, turn-taking, confidence and respect
- These strands are developed progressively from EYFS to Year 6.

Teaching and Learning

EYFS

In Early Years, oracy is a central part of daily provision and adult interaction.

Provision includes:

- High-quality adult modelling of language
- Structured talk during play and routines
- Storytelling, rhyme, song and role play
- Explicit teaching of listening and attention skills
- Opportunities for children to explain ideas and experiences

Spoken language development supports early reading, phonics and writing outcomes.

Key Stage 1

In KS1, pupils develop confidence and clarity in spoken language.

Teaching includes:

- Oral rehearsal before writing
- Partner talk and small-group discussion
- Explicit modelling of full sentences and vocabulary
- Story retelling and role play
- Opportunities to speak to an audience

Listening skills and respectful turn-taking are explicitly taught and reinforced.

Key Stage 2

In KS2, pupils refine their oracy skills to support reasoning, comprehension and extended responses.

Teaching includes:

- Structured discussion and debate
- Use of subject-specific vocabulary across the curriculum
- Presentations and performance opportunities
- Justifying opinions and responding to others' viewpoints
- Oral rehearsal to support written composition

High expectations for spoken language are embedded across all subjects.

Oracy Across the Curriculum

Oracy is not limited to English lessons. Pupils are provided with regular opportunities to speak and listen across the curriculum, including:

- Explaining mathematical reasoning
- Discussing texts in reading lessons
- Collaborative problem-solving in foundation subjects
- Presenting learning outcomes to peers

Talk is planned deliberately to deepen learning and understanding.

Inclusion

All pupils are entitled to high-quality oracy provision.

For pupils with SEND and EAL:

- Adaptive teaching strategies are used to support access
- Visual supports, sentence stems and modelling are provided
- Opportunities for rehearsal and supported talk are planned
- Home languages are valued as part of language development

Support is designed to build confidence and independence.

Assessment and Monitoring

Progress in oracy is assessed using the Lancashire Key Learning and Progression grids through:

- Teacher observation
- Pupil voice
- Monitoring of classroom practice
- Listening to pupils' spoken responses across the curriculum

Assessment informs planning and targeted support where needed.

Role of Staff

All staff model clear, respectful and ambitious spoken language. Consistent expectations for talk are applied across the school. Staff engage in CPD to strengthen oracy practice

Role of Pupils

Pupils are encouraged to:

- Listen respectfully to others
- Participate actively in discussion
- Use talk to explore and explain ideas
- Show confidence and pride in spoken contributions

Role of Parents and Carers

Parents are supported to promote spoken language through:

- Encouraging discussion and storytelling at home
- Reading and talking about texts together
- Valuing conversation as part of learning

Monitoring and Review

This policy will be monitored through:

- Learning walks
- Lesson observations
- Pupil voice
- Staff feedback

The policy will be reviewed every three years or sooner if required.

Approved by Governing Body: _____

Date: _____