

# Oracy Policy



Status	Date
Date issued	May 2025
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Review date	September 2028
Date adopted by Governing Body	15 <sup>th</sup> May 2025

# Together we Nurture, Inspire and Achieve

## Myton Park Primary School

### Oracy Policy

This policy should be read in conjunction with the Teaching and Learning Policy and the Curriculum Policy.

#### **Intent Statement**

At Myton Park Primary School we are working hard to provide a high quality oracy education. With oracy at the heart of our curriculum, we are committed to building and embedding a culture of oracy. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy. We want every child at Myton Park Primary School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life.

#### **Aims**

Our oracy framework aims:

- To give all children the best start by facilitating increased educational, vocational and social opportunities through the development of oracy skills.
- For all children to become confident, proficient orators who are able to present and perform in a range of contexts.
- For all children to deepen their knowledge and understanding across all aspects of the curriculum through carefully planned oracy tasks.
- To enable children with an EHCP or with SEND needs to make good progress in spoken communication from their starting points, through carefully planned support and scaffolding.
- For all children to become effective listeners who are able to respectfully navigate group situations and who are able to challenge and build on other pupils' view in a constructive and purposeful way.

### Implementation

#### **Curriculum Planning and Organisation**

At Myton Park Primary, oracy plays a prominent role in teaching and learning. We understand that oracy skills are vital to success in school and in life, as they are closely linked to cultural capital. For many children, especially those growing up in poverty, opportunities to develop these vital skills are missed. We ensure that oracy is prevalent across the school in terms of how the pupils learn through talk and to talk, and how teachers plan and deliver speaking activities.

At Myton Park Primary we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught throughout. Lessons are talk rich, and questions are carefully planned to ensure all children can fully participate and that specific oracy learning

dispositions are developed and consolidated.

At Myton Park Primary there is a shared understanding of how talk supports learning and children's social development. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of contexts. Additionally, there are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

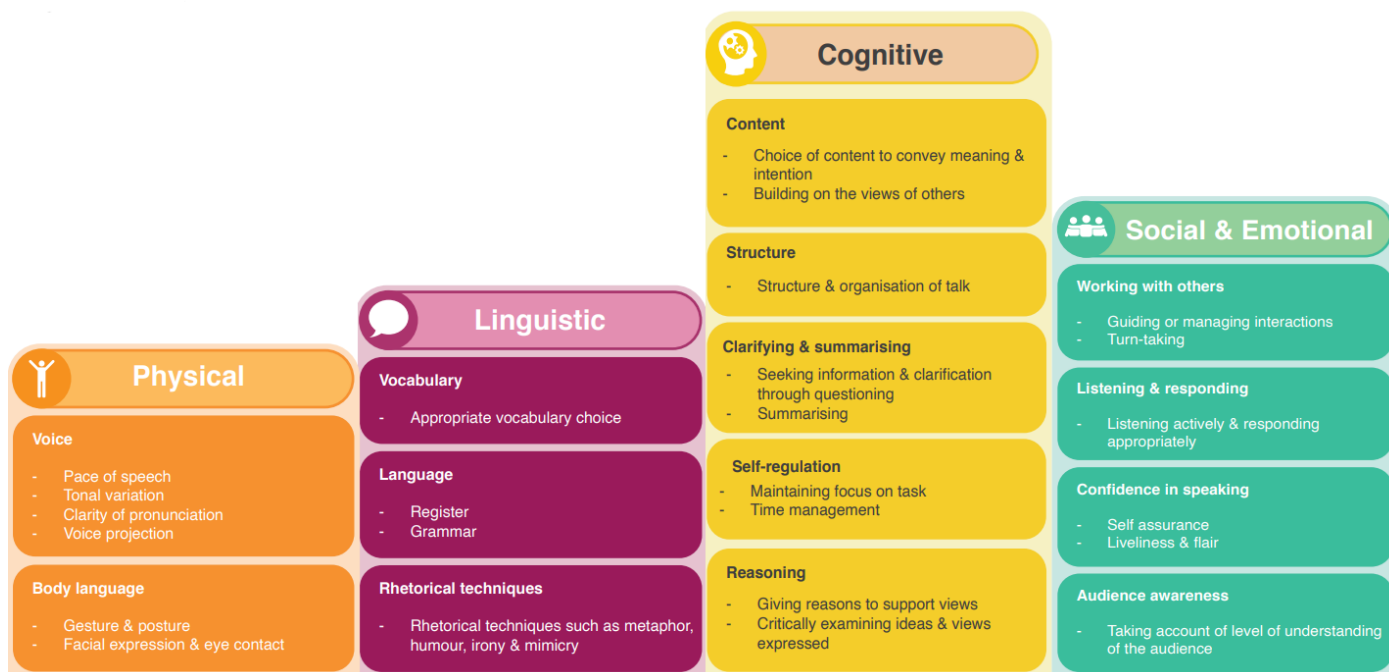
At Myton Park Primary we use the oracy framework that was developed by The University of Cambridge and Voice 21 as the base of our curriculum.

**This framework break oracy into four strands:**

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This frameworks 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.





### Oracy Toolkit



### Active Listening Posters

### Voice Levels Poster

## LISTENING SKILLS

-  **MAGNET EYES**
-  **LISTENING EARS**
-  **STILL BODY**
-  **SILENT LIPS**
-  **THINKING BRAIN**

## LISTENING SKILLS

-  **AGREE AND DISAGREE WITH RESPECT**
-  **CHALLENGE, CLARIFY AND BUILD ON IDEAS**
-  **BRING OTHERS INTO THE CONVERSATION**
-  **GIVE REASONS FOR OUR OPINIONS**
-  **GIVE THE SPEAKER ALL YOUR FOCUS**
-  **BE CALM AND STILL**
-  **REACT AND ENCOURAGE**
-  **SUMMARISE THE SPEAKER'S IDEAS**

## VOICE LEVELS


- 0 SILENT**
- 1 WHISPER PARTNERS**
- 2 TABLE TALK**
- 3 PRESENTER**
- 4 OUTSIDE**

### 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. Talk Protocols allow pupils to self-govern talk. These will be displayed in each classroom and referred to in oracy tasks.

## GOALS FOR PRODUCTIVE DISCUSSION

MICHAELS & O'CONNOR (2012)




**INDIVIDUAL STUDENTS SHARE, EXPAND AND CLARIFY THEIR OWN THINKING**

TIME TO THINK:  
PARTNER TALK  
WRITING AS THINKING TIME  
WAIT TIME


SAY MORE:  
"CAN YOU SAY MORE ABOUT \_\_\_\_?"  
"ARE YOU SAYING \_\_\_\_?"  
"WHAT DO YOU MEAN BY \_\_\_\_?"  
"CAN YOU GIVE AN EXAMPLE OF \_\_\_\_?"  
ALWAYS LEAVE SPACE FOR THE ORIGINAL STUDENT TO AGREE OR DISAGREE AND SAY MORE

SO, ARE YOU SAYING / REVOICE:  
"WHY DO YOU THINK THAT?"  
"WHAT'S YOUR EVIDENCE?"  
"HOW DID YOU ARRIVE AT THAT CONCLUSION?"  
"IS THERE ANYTHING IN THE TEXT THAT MADE YOU THINK THAT?"




**STUDENTS LISTEN CAREFULLY TO ONE ANOTHER**

REPHRASE OR REPEAT:  
"WHO CAN REPEAT WHAT \_\_\_\_ JUST SAID?"  
"WHAT DID YOUR PARTNER SAY?"  
"WHO CAN SAY THAT IN THEIR OWN WORDS?"

 **STUDENTS DEEPEN THEIR REASONING**

ASK FOR EVIDENCE OR REASONING:  
"WHY DO YOU THINK THAT?"  
"WHAT'S YOUR EVIDENCE?"  
"HOW DID YOU ARRIVE AT THAT CONCLUSION?"  
"IS THERE ANYTHING IN THE TEXT THAT MADE YOU THINK THAT?"

CHALLENGE OR COUNTER-EXAMPLE:  
"DOES IT ALWAYS WORK THAT WAY?"  
"HOW DOES THAT IDEA BALANCE UP TO \_\_\_\_'S EXAMPLE?"  
"WHAT IF IT HAD BEEN \_\_\_\_ INSTEAD?"



**STUDENTS THINK WITH OTHERS**

AGREE /DISAGREE AND WHY:  
"DO YOU AGREE/ DISAGREE? WHY?"  
"ARE YOU SAYING THE SAME THING AS \_\_\_\_ OR SOMETHING DIFFERENT, AND IF IT'S DIFFERENT, HOW IS IT DIFFERENT?"  
"WHAT DO PEOPLE THINK ABOUT WHAT \_\_\_\_ HAS JUST SAID?"

ADD ON:  
"WHO CAN ADD ONTO THE IDEA THAT \_\_\_\_ IS BUILDING?"  
"CAN ANYONE TAKE THE SUGGESTION AND PUSH IT A LITTLE FURTHER?"

EXPLAINING WHAT SOMEONE ELSE MEANS:  
"WHO CAN EXPLAIN WHAT LUCY MEANS WHEN SHE SAYS THAT?"  
"WHO THINKS THEY COULD EXPLAIN IN THEIR OWN WORDS WHY DYLAN CAME UP WITH THAT ANSWER? "WHY DO YOU THINK HE SAID THAT?"

### Talk Detectives

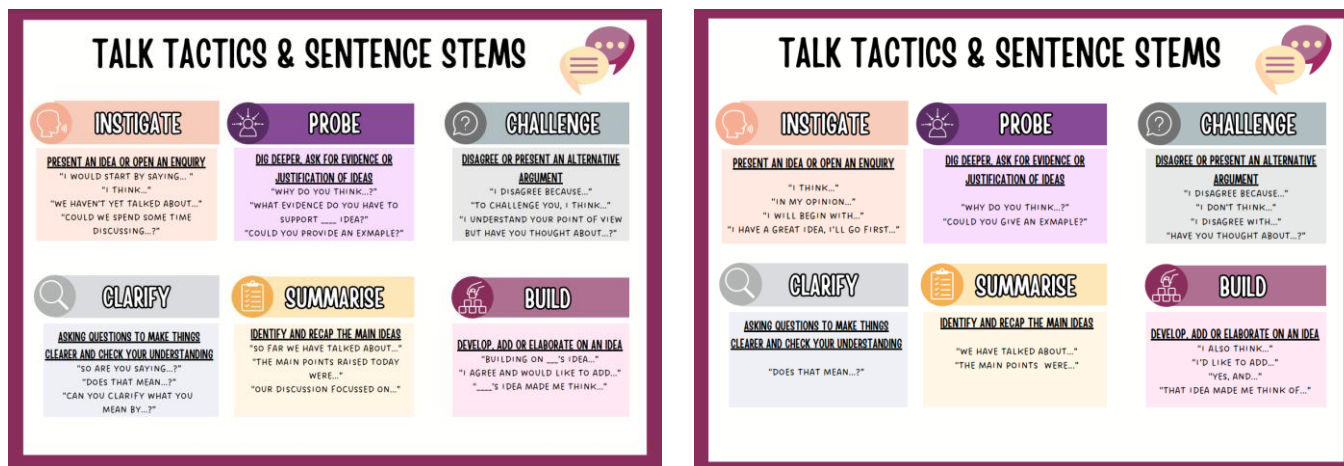
Talk Detectives allow students to step out of a discussion and recognise which oracy skills are being used and if discussion guidelines are being followed. This allows pupils to become more confident in assessing the oracy skills of themselves and their peers.

## Groupings

Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.

## Discussion Sentence stems/ Talk Tactics

Sentence stems are used to support pupils of all ages and abilities to access partner or group discussion.



## Oracy Across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

**We support our pupils by providing them with the skills necessary to:**

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

**Oracy is incorporated into lessons in the following ways:**

- Drama and role play
- Carefully considered questions
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work

## Presentational Oracy

Presentational skills are taught explicitly within lessons in preparation for assemblies and performances. Children are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, school productions and speeches are some examples of the presentational experiences our pupils are offered. Pupils learn the skills required using the oracy framework, and are given verbal feedback from teachers and peers. They consider pitch, tone, pace, gesture, body language and projection when rehearsing and preparing.

## Learning Environments

Each classroom has working walls which contribute to promoting subject-specific vocabulary development across the whole curriculum.

Classrooms discuss oracy expectations and guidance in an age appropriate way and the toolkit, guidelines and sentence stems are used to support discussion across all year groups.

**Policy to be reads in conjunction with:**

- Teaching Learning and Assessment Policy;
- Feedback and Marking Policy;
- Presentation Policy;
- SEND Policy;
- Equality Statement Policy.

**Dissemination of the Policy**

All staff members and governors will receive a copy of the policy once agreed by Governing Body.