Parish Church of England Primary School

Oracy Strategy 26-27





Developing confident, articulate learners.

Our Oracy Vision:

At Parish Church of England Primary School, oracy plays a central role in teaching and learning as a vital part of building secure foundational knowledge. Our shared vision, aligned with our Rainbow Promise to nurture 'articulate learners,' is for every child in our community to confidently find their voice, express their ideas clearly and justify their opinions – communication skills essential for achieving their aspirations and flourishing in society.

We foster a school culture where spoken language is valued as a key tool for learning, collaboration and personal growth. Oracy is embedded across all areas of our curriculum, extra-curricular activities and personal development programmes, reflecting our whole-school commitment to developing confident communicators.

Our approach is informed by the pioneering research and practice of Voice21, whose mission to empower all children to use their voice for success underpins our curriculum design. Building on the innovative work of School 21, Voice21 highlights that spoken language skills are among the strongest predictors of a child's future life chances. We recognise the importance of explicitly and purposefully developing these skills for all pupils, particularly those who are disadvantaged or vulnerable.

The importance of spoken language is reinforced in the revised Early Years Foundation Stage Framework and the National Curriculum for English. Oracy is explicitly taught and woven throughout our broad, balanced, and talk-rich curriculum. Questions and discussions are carefully planned to ensure full participation and to develop pupils' confidence and competence in spoken language.

We place particular emphasis on ensuring that all children, including those from disadvantaged backgrounds and the most vulnerable, have equitable access to oracy opportunities. This is essential to fulfilling our Vision for Oracy and supporting every child's academic and social development.

Our commitment to oracy has been recognised by Ofsted (2022), which praised how our "pupils develop as highly articulate, thoughtful and resilient individuals."





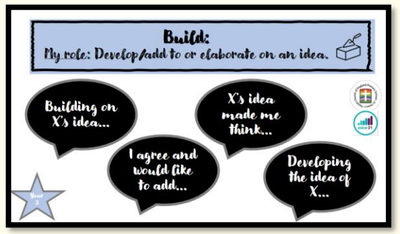
Our Curriculum Promises:

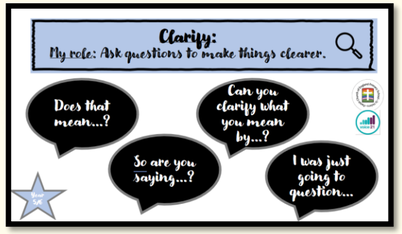
Encourage Resilience and perseverance
Develop Articulate learners
Influence aspirations
Nurture curiosity
Instil British and Christian Values
Provide Opportunities to build upon knowledge and skills
Promote Wellbeing and health

Delivering our Oracy Strategy:

Teaching:

At the heart of our oracy curriculum is quality-first teaching, where talk is deliberately structured, modelled, and embedded across all subjects. Drawing on evidence informed frameworks, teaching focuses on developing the four strands: ***Physical, Linguistic, Cognitive,*** and ***Social & Emotional.*** This ensures every child learns to speak clearly, explain their thinking, reason verbally, collaborate effectively, and engage confidently with learning. Through intentional sentence stems, structured talk routines, questioning, dialogic teaching, and modelled language, pupils learn through talk and to talk as part of everyday classroom practice – centrally driven by our Speak Its throughout the curriculum.






LDST
Liverpool Diocesan Schools Trust

Quality First Teaching Toolkit

It is intended that this toolkit be distributed to all class teachers. It should be utilised to promote high quality teaching strategies to support pupils. If this guide is used to support an individual pupil it is important that the Strategies for All Learners section is used either in isolation or alongside the strategies for other areas of need. The areas of need pages should **not** be used in isolation as any strategies duplicated across areas of need have been removed and placed within the Strategies for All Learners. It is not anticipated that this document should be used as a whole, rather that professionals should select the most appropriate pages to support their teaching. This should be a working document and ideally should be used electronically to allow notes to be made clearly.

User guidance

Traffic lights to demonstrate the impact of the strategy *(those using electronically may want to just highlight the box to the appropriate colour)*

Page Borders

- Strategies for All Learners
- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (SPN)
  - Co-ordination
  - Visual Difficulties
  - Hearing Difficulties
- Maths

Strategy Bullet Points

- Teaching and Delivery
- Presentational Features
- Resources/ Adaptations
- Recording

Wider Strategies:

Oracy flourishes not only through lessons, but also through the wider culture and structures of our school. Wider strategies include approaches that place talk at the centre of school life—assemblies, debates, roles such as ambassadors or class representatives, performance opportunities – all of which is encapsulated within our Personal Development offer. These strategies help embed a sustained and consistent ***culture of talk***, ensuring that oracy is valued, visible, and woven into the school's identity.


Mr Hardy @MrHardyP... · 29/09/2025
Our first school council meeting of the academic year @parishschool1 was extremely productive with fantastic ideas towards our School Pledge project! #ParishPride #democracy

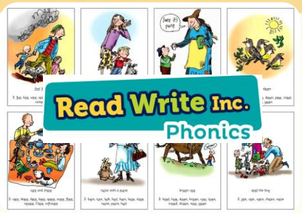

Mr Hardy @MrHardyPa... · 15/09/2025
Democracy in action today @parishschool1 as Y1-6 voted for our new Head Pupils!

A huge well done to the 20 children who read speeches - each such fantastic representatives with the successful applicants to be announced later this week! #ParishPride



Targeted Support:

Some pupils require further targeted support. Targeted support focuses on those who may need extra opportunities to develop vocabulary, fluency, confidence, or language structures—such as pupils with speech and language needs, EAL learners at early acquisition stages, or children in receipt of Pupil Premium. This may include pre-teaching of key vocabulary, speech-language programmes (including NELI and Talk Boost), rehearsal opportunities, structured talk groups, or precision teaching of communication skills. Targeted support is closely aligned with formative assessment of the four oracy strands and ensures that gaps do not widen but are actively addressed to support the delivery of Foundational Knowledge.



FlashAcademy® EAL

Talk BOOST

Nuffield Early Language Intervention

Precision Teaching

How Oracy links with Securing *Strong Foundations in the First Years of School:*

The Ofsted report emphasises that foundational knowledge and skills built in Nursery, Reception and Key Stage 1 are crucial for long-term educational success, particularly for children whose early language exposure has been limited. This connects directly to the importance of oracy as a core component of early learning.

1. Language and communication are identified as critical foundations:
The report stresses that early education is especially important for children whose language and communication are delayed, highlighting language-rich teaching as a priority. This aligns with oracy, which explicitly teaches speaking, listening, vocabulary development, and verbal reasoning—key tools for reducing early gaps.

2. Disadvantaged children benefit most from strong oracy provision:
Ofsted notes that high-quality early education disproportionately benefits children with limited early learning experiences, including those from disadvantaged backgrounds. Oracy is a powerful strategy for equity: structured talk, strong adult modelling, and vocabulary teaching directly support Pupil Premium and EAL learners.

3. Emphasis on language-rich environments aligns directly with oracy pedagogy:
Further analysis summarising Ofsted's guidance highlights the need for: language and vocabulary enrichment, opportunities for children to actively engage in speaking and listening, structured development of expressive and receptive language. These components are explicitly named as pillars of effective early education. This matches the core principles of an oracy curriculum, which includes deliberate vocabulary instruction, modelling, structured talk routines, and rich dialogic interactions.

4. Oracy supports the development of early literacy and comprehension:
The report links strong early foundations with later reading success, noting the importance of secure vocabularies and language comprehension. Oracy—particularly discussion, reasoning aloud, listening skills, and structured explanation—directly supports phonics, decoding, and comprehension development.

5. The report calls for structured, purposeful pedagogy—not incidental talk:
Ofsted emphasises the need for clear curriculum design and purposeful adult-guided learning, cautioning against unplanned activities that don't build knowledge. This supports an oracy approach based on: planned talk routines, use of effective sentence stems, explicit teaching of communication skills and structured opportunities to use new vocabulary.

6. Oracy helps secure the "foundational knowledge" the report highlights:
Oracy underpins early knowledge-building by enabling children to: articulate ideas clearly, practise new vocabulary aloud, engage in reasoning and discussion and build conceptual understanding through structured talk. These practices directly support the strong foundations needed by the end of KS1.

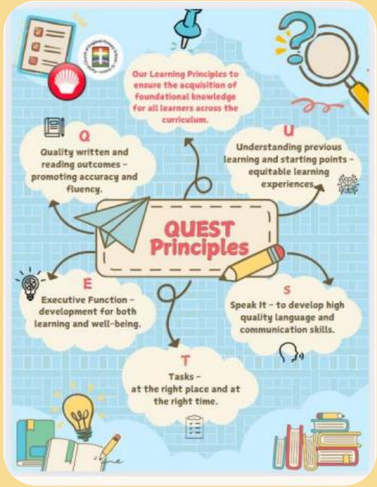
Ofsted raising standards improving lives

Church of England Primary School · St. Helens · Parish

At Parish, we aim to secure the foundational knowledge and skills in every child (by the end of Key Stage One and beyond if necessary) to give them the best chance of educational success right across the curriculum. We ensure that high-quality early education establishes the foundations for later success including academic achievement, good health and wellbeing. We recognise that this is particularly important for those who are disadvantaged and whose language and communication is delayed. Carefully designed curriculum resources, accurate use of assessment and high-quality teaching and learning approaches ensure that children can learn clearly defined foundational knowledge.



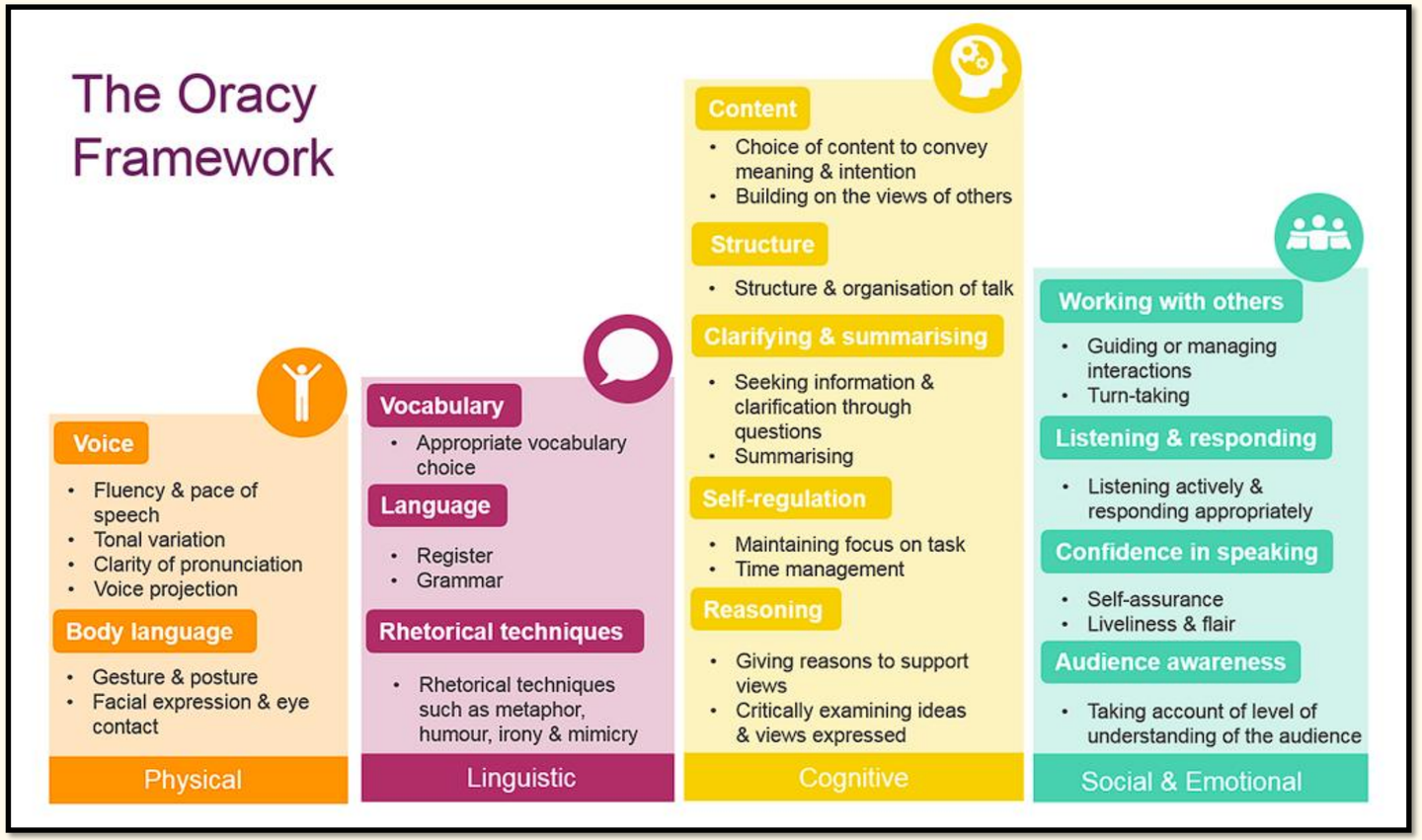
This further supports the delivery of our QUEST Principles.



Defining Foundational Knowledge:

Foundational knowledge refers to the 'knowledge that children need to be bale to communicate, read, write and calculate' by the end of Key Stage 1 as outlined in the Strong Foundations report. This includes the general knowledge that will help them to understand the world around them recognising that their physical, emotional and social development are also important (in addition to developing executive function).

The Oracy Framework:



Voice 21's Oracy Framework (often called the *Voice 21 Oracy Framework*) is a research-informed model that defines what effective speaking and listening look like and provides schools with a structured approach for teaching oracy explicitly. It breaks oracy down into four interlinked strands—*Physical, Linguistic, Cognitive,* and *Social & Emotional*—each outlining the specific skills pupils need to communicate confidently, purposefully, and effectively.

At Parish, we use the Oracy Framework to map clear progression in speaking and listening skills from the Early Years through to Upper Key Stage Two. The framework supports all learners by providing structured opportunities to develop confidence, articulation and purposeful talk across the curriculum. Through consistent expectations and explicit teaching of oracy skills, we empower every child to become an effective, articulate learner and communicator.

Our Oracy Progression:

Physical			
Nursery	**Reception**	**Year 1**	**Year 2**
To understand STAR learning behaviours. To speak to be heard clearly by others.	To understand and accurately apply STAR learning behaviours. To speak audibly so they can be heard and understood.	To use body language to show listening. To experiment with adjusting tone, volume and pace when speaking aloud.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.
Year 3	**Year 4**	**Year 5**	**Year 6**
To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	For body language to become increasingly natural. To project their voice to a large audience.	To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.

Our Oracy Progression:

Linguistic			
Nursery	**Reception**	**Year 1**	**Year 2**
To use talk in play to practise new vocabulary. Begin to explore and explain their ideas.	To use talk in play to practise new vocabulary. Begin to speak in sentences, joining phrases with words.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To join phrases with words such as 'if', 'because' and 'so.'	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')
Year 3	**Year 4**	**Year 5**	**Year 6**
To begin to use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To begin to make precise language choices.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic.	To use an increasingly sophisticated range of sentence stems with accuracy. To select specific vocabulary appropriate to the topic at hand	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. To use sophisticated vocabulary appropriate to the context and purpose of talk.

Our Oracy Progression:



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

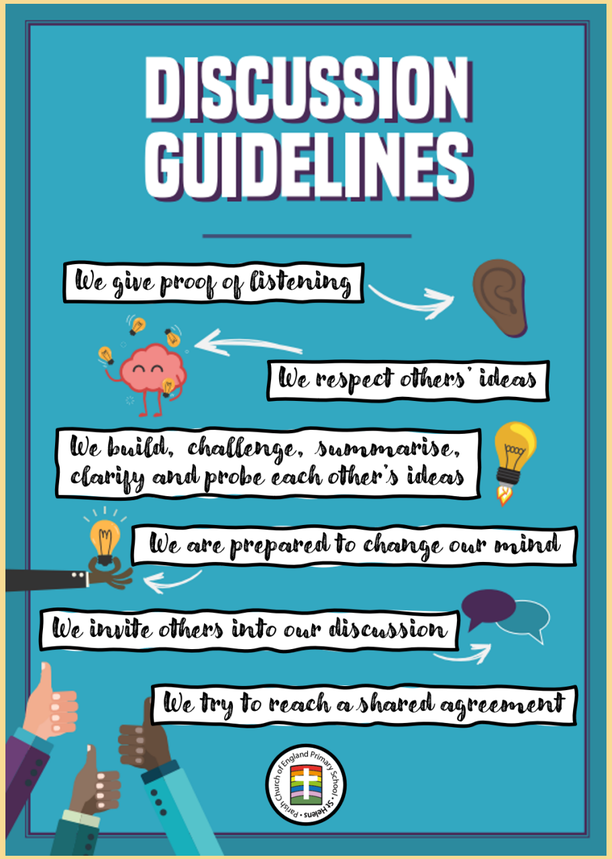
Our Oracy Progression:



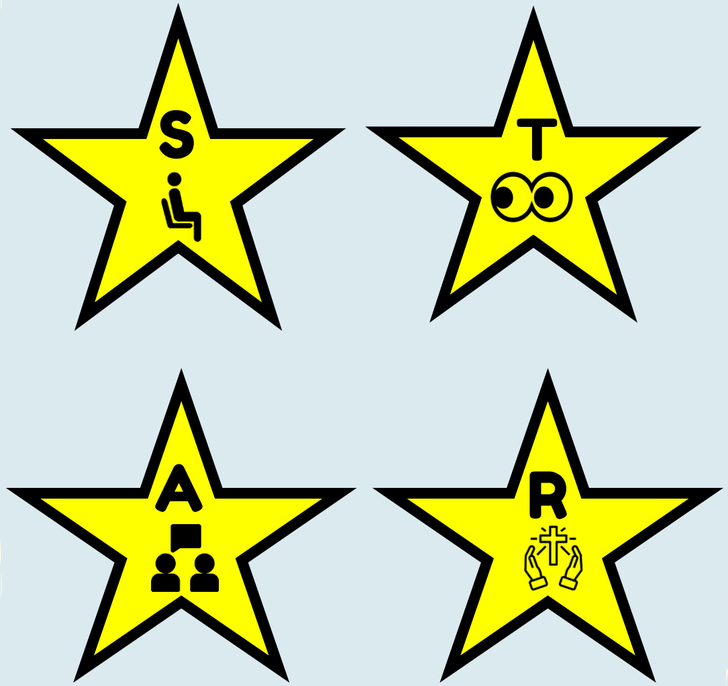
Social and Emotional			
Nursery	**Reception**	**Year 1**	**Year 2**
To listen to others. To take turns to speak with the support of an adult.	To listen attentively in a pair or small group. To take turns to speak with a partner independently.	To listen carefully to others. To participate in group discussions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

Ready to Listen, Ready to Learn:

Our discussion guidelines provide a clear and consistent framework for partner and group talk, ensuring that all discussions are safe, respectful and purposeful. Used alongside the Listening Ladder and STAR learning behaviours, they support children in developing the executive function skills needed to participate successfully in classroom talk, including attention, self-regulation, turn-taking and planning responses. By establishing shared expectations for speaking and listening, the guidelines help to create a calm, inclusive and high-quality learning environment in which all pupils are supported to contribute. This approach recognises that articulate learners are not only able to express their ideas clearly, but can also listen attentively, build on the ideas of others and respond thoughtfully in a range of learning contexts.



S – Sit up and show we are ready to listen.
T – Tune in and track the speaker.
A – Ask questions and respond thoughtfully.
R – Respect everyone's ideas, even when we disagree.



- Summarise my ideas.
- Ask questions to explain.
- Ask questions for understanding.
- Motivating classmates.
- Offering nods.
- Maintain eye contact.
- Being calm and still.
- Give 100% focus.

Our Listening Ladder:



Curriculum Offer:



Our six '*Speak Its*' provide a consistent and coherent framework that underpins the delivery of our oracy curriculum across all aspects of school life. They ensure that purposeful opportunities to talk are embedded throughout the curriculum, giving all pupils repeated, structured chances to practise and refine their oracy skills. This intentional approach is 'Inclusive by Design' by reducing barriers to participation and enabling every child to access, rehearse, and articulate their thoughts and ideas. By securing these strong foundations—through a range of deliberate, built-in, and carefully considered oracy opportunities—the *'Speak Its'* help cultivate a culture of talk that sits at the heart of everything we do. They ensure oracy is not an add-on, but a fundamental tool that empowers pupils to think, communicate, and succeed.

Unit of Work	Unit 1 (3rd September 2025 – 24th October 2025).	Unit 2 (3rd November 2025 – 19th December 2025).	Unit 3 (5th January 2026 – 6th March 2026).	Unit 4 (9th March 2026 – 15th May 2026).	Unit 5 (18th May 2026 – 17th July 2026).
My Happy Mind Unit Focus.	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
Focus Rainbow Promise	Promote 'Wellbeing and Health' *Our focus strategic Rainbow Promise for 25/26.*	Encourage 'Resilience and Perseverance.'	Develop 'Articulate Learners.'	Nurture Curiosity considering 'British and Christian Values.'	'Influence Aspirations' *Our focus curricular Rainbow Promise for 25/26.*
Whole School 'Pots of Gold' Experiences	Full School Launch of 'My Happy Minds.' (Throughout September)	The Great Parish 'Spelling Bee.' (24-28th November 2025).	Paul Delaney. (Throughout January).	Cultural Educ-Asian Whole School Workshops. (March 2026).	Whole School Careers Week (22-26th June 2026).
	Whole School Keeping Safe Week (20-24th October 2025).	Parish Sports Personality of the Year Awards (15th December 2025).	The Parish 'Big Debate It' - 'Show the Love' Campaign. (9th-13th February 2026).	Wonder Dome Visit. (19th March 2026) linked to British Science week.	Whole School STEM Week. (6-10th July 2026).
Celebration of Themed Days and Events	World Mental Health Day (10th October 2025).	Anti-Bullying Week. (10-14th of November 2025).	National Storytelling Week (1st-9th of February 2026).	World Art Day (15th April 2026).	World Environment Day. (5th June 2026).
	Black History Month (Throughout October).	Remembrance Day. (11th November 2025).	World Book Day (5th March 2026).	World Cultural Diversity Day (15th May).	World Music Day (21st June 2026).
25/26 Christian Values	Faith Through Dignity	Faith Through Peace	Hope	Hope Through Justice / Love Through Forgiveness	Love Through Compassion

Whole School Priority 2: To refine our 'Personal Development and Wellbeing Strategy' to ensure we continue to meet community needs.

Whole School Priority 3: To review and strengthen our approach to securing the foundational knowledge and skills that all pupils need to achieve well across the curriculum.

This supports the development of our Personal Development Strategy and the achievement of School Development Priorities 25-26.

Time to 'Speak It'

Oracy in Action.

Developing Articulate Learners in all areas of the curriculum.

Speak It 1:
'Talk It'

Speak It 2:
'Read It'

Speak It 3:
'Drama It'

Speak It 4:
'Debate It'

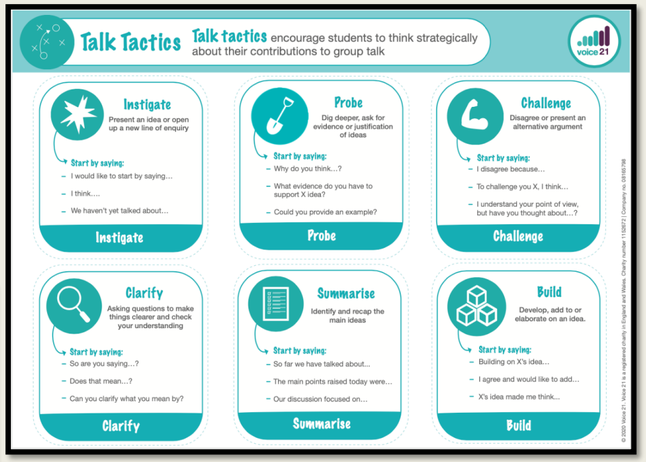
Speak It 5:
'Peer Critique It'

Speak It 6:
'Present It'

Speak It 1: 'Talk It'

Giving instructions – children clearly articulate and sequence instructions to support others in completing tasks or activities.
Providing explanations – children verbally explain their ideas, reasoning and understanding using appropriate subject-specific vocabulary.
Discussion (adopting roles) – children engage in purposeful discussion, adopting roles such as: Instigator, Builder, Challenger, Clarifier etc. to develop collective understanding.
Think, Pair, Share activities – children orally rehearse ideas independently, refine them through paired discussion and communicate them confidently to a larger group.
Within continuous provision activities – children use talk intentionally to collaborate, negotiate, explain and reflect during independent and play-based learning.







Speak It 2: 'Read It'

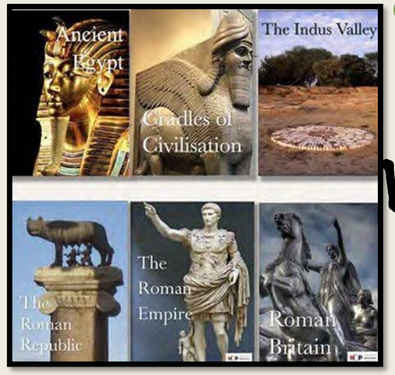
Oral rehearsal and sentence stems – children practice sounds, words, phrases and responses aloud to support fluency, confidence and comprehension when reading.
Explaining understanding – children articulate their understanding of texts, including characters, events, themes and authorial intent, using increasingly precise language.
Prosody and vocal control – children read aloud with appropriate tone, volume, pace and projection, adapting their voice to convey meaning and engage an audience.
Vocabulary understanding – children explore, clarify and apply new vocabulary through discussion, developing depth of meaning and accuracy in spoken responses.
Reading strategies – children verbally apply and explain strategies such as predicting, decoding, inferring, summarising and justifying answers using evidence from the text.





Diverse Class Read Examples





openingworlds

Read Write Inc. Fresh Start

Read Write Inc. Phonics

Ready Steady Comprehension

Speak it 3: 'Drama it'









Continuous provision activities – children engage in role play during play-based learning to explore real-life experiences, negotiate roles, develop language and rehearse social interactions.

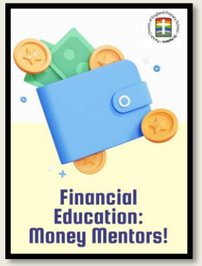
Opening Worlds and RE activities – children use role play to act out significant events or perspectives, deepening understanding of people, places and events through experiential learning.

English role play opportunities – children take part in activities such as hot seating, freeze frames and thought tracking to explore characters, emotions and viewpoints within texts.

Scripted performances – children participate in assemblies, nativities and school productions, developing confidence, expression, memory and audience awareness.

Performing Arts Club – children extend role play through extracurricular drama and performance, refining acting skills, collaboration and creative expression.

Speak it 4: 'Debate it'







Debate It Club (KS2) – children participate in structured debates, learning to present viewpoints clearly, listen actively and respond respectfully to opposing arguments.

Weekly Picture News – children discuss and debate current and topical issues during class worship, developing opinion, reasoning and respectful challenge.

My Happy Minds scenarios – children explore and debate real-life scenarios, expressing feelings, viewpoints and possible solutions in a supportive environment.

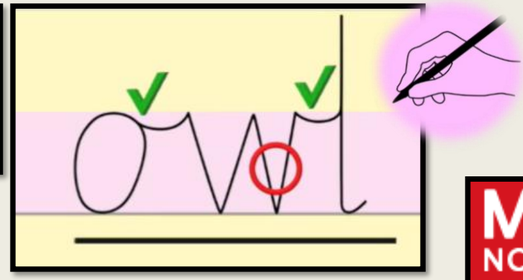
Democracy Day activities – children engage in debate linked to voting, decision-making and pupil voice, understanding democratic processes through discussion and persuasion.

Reading – children debate preferences and opinions about characters, books and themes, justifying viewpoints with reasons and evidence from texts.

Oracy workshop (Parish University) – children take part in targeted workshops that explicitly teach debate skills, including turn-taking, building arguments and responding to others' ideas.

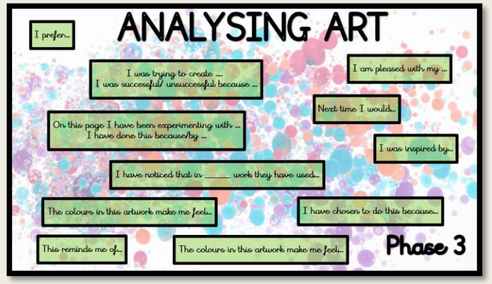
Speak it 5: 'Peer Critique it'

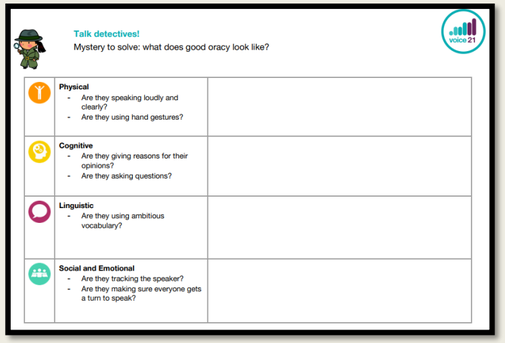






Handwriting sessions – children share work with a partner and use the structure ***"two best bits and one to fix"*** to give focused, supportive feedback.
English editing – children proofread with a partner, orally discussing strengths and areas for improvement and responding to peer feedback to refine their writing.
Physical Education (PE) – children observe peers' performances and use structured talk, sentence stems and success criteria to give constructive feedback on technique, tactics and teamwork.
Art – children use analysing-art sentence stems to discuss techniques, choices and impact, developing evaluative language and respectful critique.
Talk Detectives activities – children observe oral discussions, performances or presentations and provide feedback linked to agreed oracy criteria.
Collaborative problem-solving (e.g., Maths and Science) – children explain methods, question reasoning and suggest improvements to peers' approaches.





Speak it 6: 'Present It'

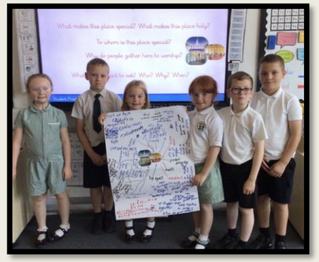








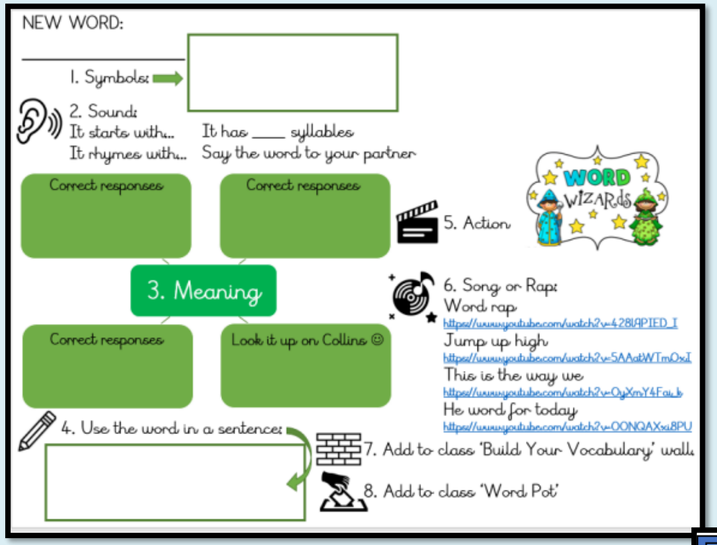


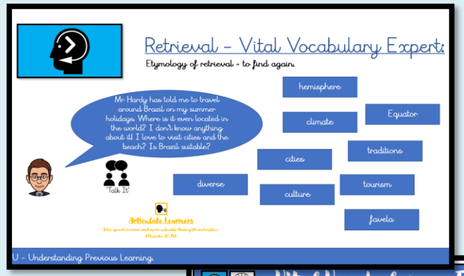


Sharing Learning & Research:
Children present findings from topic work, science investigations, or personal research projects.
Explaining Maths & Science:
Pupils explain problem-solving strategies, results of experiments, or data in graphs/charts.
Performances & Drama:
Class assemblies, nativity plays, concerts, and performing arts presentations.
Audience Variety:
Presenting to peers, teachers, parents, other classes, or the wider community.
Show-and-Tell & Storytelling:
Younger children share ideas, show drawings or objects, and retell stories or poems.
Digital & Visual Presentations (Upper KS2):
Using slides, posters, or digital media to support research or project presentations.

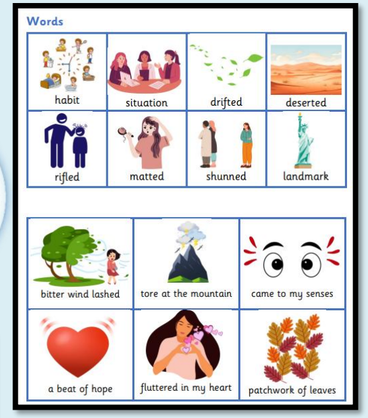
Vocabulary Teaching:

At Parish CE Primary School, vocabulary is deliberately taught and carefully prioritised to support pupils' understanding, communication and long-term learning across the curriculum. Staff use a range of Word-Aware strategies to explicitly teach, revisit and deepen pupils' knowledge of key vocabulary, fostering strong word consciousness and a curiosity about language. Subject leaders have thoughtfully identified and mapped out the vocabulary pupils are expected to accrue over time, ensuring clear progression and coherence within and across subjects. High-quality teaching in all subjects models ambitious language, supported by vocabulary and sentence stems displayed in every classroom and within continuous provision. Regular retrieval opportunities enable pupils to practise and secure vocabulary in long-term memory, supporting both comprehension and confident application.





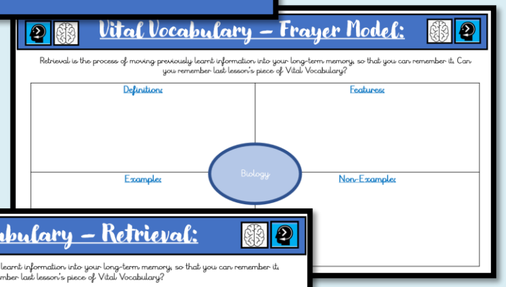




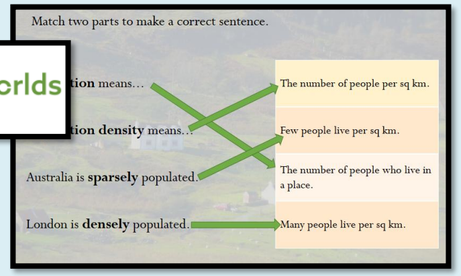


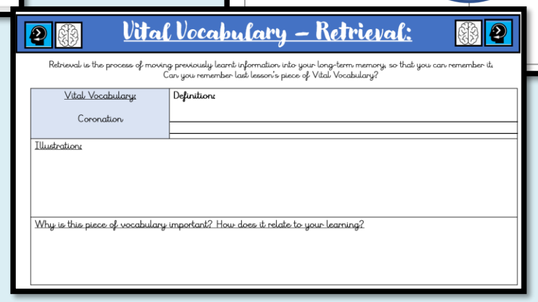








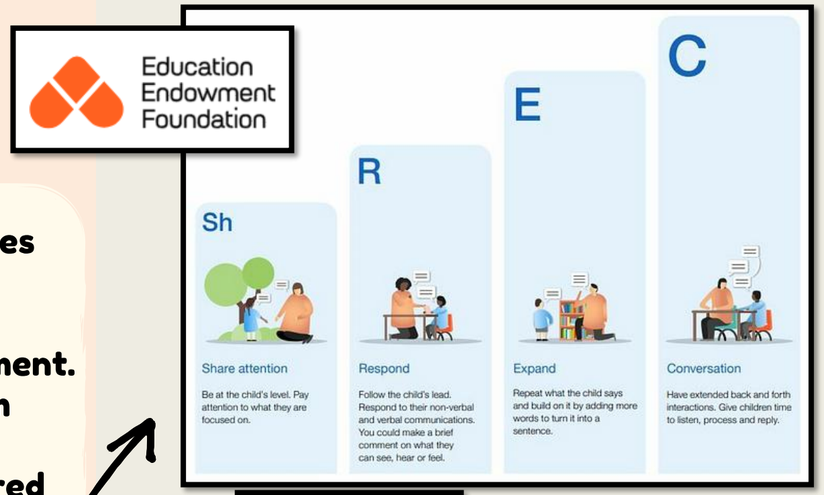




Focussed on whole class learning, the resources we have created and adapted particularly support disadvantaged learners – including children with Special Educational Needs and those who speak English as an additional language.

The Role of the Adult:

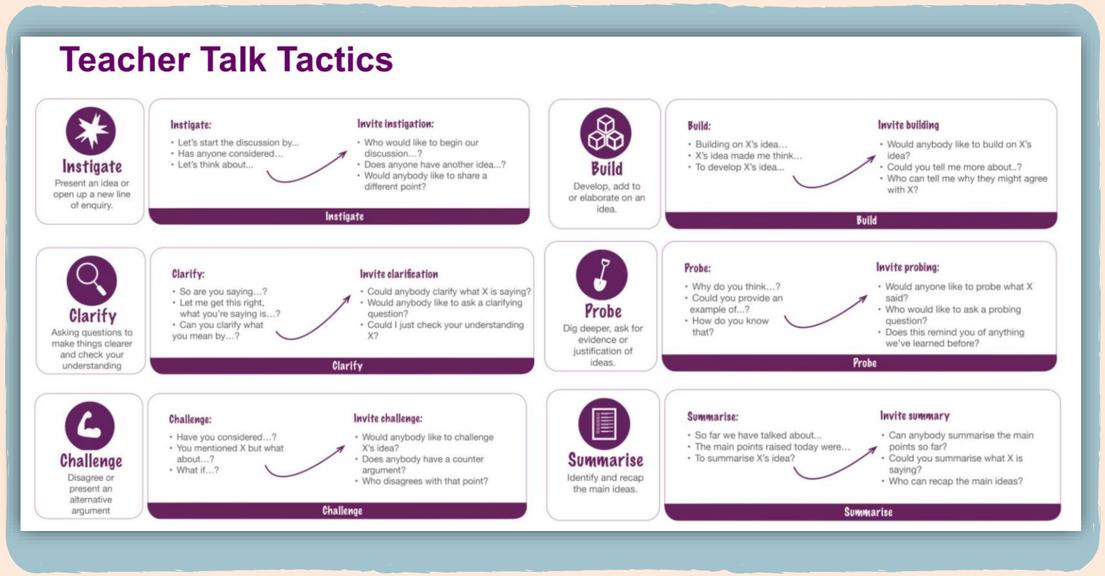
High-quality interactions beginning in the EYFS—anchored in approaches like *ShREC*, sustained back-and-forth talk and responsive adult–child dialogue—are essential because they form the earliest foundations of oracy and underpin children's cognitive, social, and language development. Through ShREC, adults intentionally show attention, repeat and affirm children's language, expand vocabulary, and check understanding, ensuring every child experiences rich, scaffolded communication tailored to their needs. Back-and-forth talk teaches the fundamental rules of conversation—listening, turn-taking, responding, questioning—and enables children to practise expressing their ideas, building confidence and linguistic flexibility.











Staff utilise the Voice 21 talk tactics within a carefully mapped out and progressive curriculum model, enabling consistent and cumulative refinement of pupils' spoken language skills.

High-quality interactions are not incidental; they directly shape children's ability to think aloud, reason verbally, and build the strong oral foundations that support early literacy, secure conceptual understanding, and promote inclusion. By prioritising these practices, schools ensure that all children, regardless of background or starting point, begin their educational journey with the language skills needed to thrive.