Curriculum Rationale

ENGLISH - ORACY

INTENT

Our agreed definition of oracy aligns with the Independent Commission on the future of Oracy Education in England, (2024). They defined oracy as
'Articulating ideas, developing understanding and engaging with others through speaking, listening and communication'.

Our intent is to place spoken language at the heart of learning by teaching children to talk, through talk, and about talk. We prioritise high-quality listening, communication, and discussion so that every child develops the confidence and skill to express themselves clearly. Through a structured and purposeful approach to oracy, we enable pupils to find their own voices, think critically, and engage respectfully with others. We are committed to giving oracy the same status as reading and writing, empowering all children to communicate effectively and preparing them to be confident, fulfilled future citizens.

IMPLEMENTATION

Through a whole-school approach, we will:

- Use the Voice 21 Oracy Framework to explicitly teach speaking and listening skills across all subjects.
- Create safe, supportive spaces for confidence to grow, with age-appropriate sentence stems and vocabulary displayed.
- Teach the children to understand the PHYSICAL, LINGUISTIC, COGNITIVE AND SOCIAL AND EMOTIONAL SKILLS that enable successful discussion, inspiring speech and effective communication.
- Establish a shared language of talk (e.g. voice, turn-taking, reasoning, audience).
- Intentionally develop young people's use of the spoken language through careful planning and skilled teaching.
- Teach subject-specific vocabulary to enable the children to 'Talk like a...'
- Plan regular, structured opportunities for talk (discussion, debate, presentation).
- Model high-quality talk and provide sentence stems, vocabulary and scaffolds.
- Explicitly teach active listening skills.
- Use progressive expectations across key stages, building complexity in vocabulary, reasoning, independence and audience awareness
- Provide and seek high quality opportunities for pupils to develop their oracy skills, inside and outside of school.
- Assess, provide explicit feedback and praise linked to the four strands.

IMPACT

Through this structured approach, pupils will:

- Speak clearly and confidently
- Listen actively and respond thoughtfully
- Think critically and articulate ideas
- Work collaboratively and respectfully

This ensures oracy is embedded, progressive and valued equally with reading and writing, preparing pupils to communicate effectively in school and beyond.

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ENGLISH - ORACY

EYFS - FOUNDATIONS OF TALK

Focus: Developing basic communication and interaction skills

Physical

- Speak clearly and loud enough to be heard
- Begin to use simple facial expression and gesture

Cognitive

- Ask simple questions
- Begin to express ideas and thoughts

Linguistic

- Join ideas using simple connectives (and, because, but)
- Begin to use talk to explain thinking

Social & Emotional

- Take turns in conversation
- Listen and respond to others

KS1 - Developing Structured Talk
KS2 - Mastery and Adaptation

See Whole School Oracy Progression Grid.

	Physical	Linguistic	Cognitive	Social & Emotional
1	• Control volume and pace of voice • Use gestures and face the speaker	• Use new and appropriate vocabulary • Begin using sentence stems to link ideas	• Organise ideas clearly • Ask relevant questions and give simple reasons	• Take turns and encourage others to speak • Begin to speak confidently and consider audience
2	• Adapt tone, pace and volume for different situations • Use confident body language and expression	• Select vocabulary carefully for audience and purpose • Use varied language and rhetorical techniques	• Structure ideas into clear arguments • Build on others' ideas, justify opinions with evidence • Ask probing questions and summarise key points	• Listen actively and respond thoughtfully • Manage group discussions and invite contributions • Show confidence while respecting others

LINKS

DfE NATIONAL CURICULUM FOR ENGLISH

VOICE 21 ORACY FRAMEWORK

We need to talk - Independent Commission on the future of Oracy Education in England, 2024

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ENGLISH - ORACY

ASSESSMENT CRITERIA

Voice 21: Assessing the impact

Oracy assessment should be:

- Formative, not just summative
- Based on clear shared criteria , eg the 4 strands
- Used to inform teaching, not just generate scores

Voice 21 emphasises that assessment should support teacher judgement, not replace it.

Voice 21 also recognise the challenges of assessing oracy.

VOICE 21 - The challenges of assessing oracy

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.