



Woodlands Primary School



Oracy Curriculum

Intent

"The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing." National Curriculum (2014)

At Woodlands Primary School, we believe that every child deserves the opportunity to develop a confident voice. We recognise that spoken language underpins learning, enabling children to think critically, communicate effectively and build positive relationships. Through a carefully planned and progressive oracy curriculum, pupils develop the physical, linguistic, cognitive and social-emotional skills needed to become confident communicators, respectful listeners and articulate learners across every area of the curriculum.

We aim to create a school culture where purposeful talk is valued, where every child feels confident to contribute, and where discussion is recognised as a powerful tool for learning. By embedding high-quality oracy opportunities throughout the curriculum, pupils develop the confidence to express ideas, justify opinions, ask thoughtful questions and communicate effectively with a range of audiences and purposes.

Implementation

"Learning to talk and learning through talk are fundamental to children's success in school and beyond." Voice 21

At Woodlands Primary School, oracy is explicitly taught and deliberately planned for across the curriculum rather than being confined to English lessons. Teachers use the Voice 21 Oracy Framework to develop the four strands of oracy:

- Physical
- Linguistic
- Cognitive
- Social and Emotional

Teaching staff provide regular opportunities for pupils to:

- participate in structured partner, group and whole-class discussions;
- explain, justify and evaluate their thinking using subject-specific vocabulary;

- actively listen and respond respectfully to others;
- debate, persuade and present ideas to different audiences;
- engage in storytelling, drama, role play and performance;
- collaborate to solve problems and reach shared decisions;
- reflect upon and improve their own speaking and listening skills.

High-quality classroom talk is planned into every curriculum area using a range of talk structures and sentence stems to support all learners, including those with SEND and pupils learning English as an additional language. Teachers model effective speaking and listening behaviours and establish clear expectations so that all pupils can participate confidently.

Children are encouraged to communicate for authentic purposes, presenting their learning to peers, staff, parents and the wider community whenever appropriate. Opportunities for assemblies, performances, school council, pupil leadership, collaborative learning and educational visits all contribute to the development of confident communicators.

Progression Across the Year Groups

Our oracy curriculum follows a carefully sequenced progression from Early Years to Year 6, ensuring pupils revisit and build upon prior learning.

Children begin by developing confidence in speaking and listening through play, conversation and storytelling before progressing towards increasingly sophisticated discussion, reasoning, presentation and debate. As pupils move through the school they develop greater independence in selecting appropriate vocabulary, adapting their communication for different audiences and purposes, and articulating increasingly complex ideas with confidence and accuracy.

While we aspire for every child to achieve age-related expectations in oracy, we recognise that this is not always possible due to individual needs. We are committed to an inclusive approach, continually assessing pupils' spoken language development and providing appropriate support so every child can communicate successfully and make sustained progress.

Impact

At Woodlands Primary School, we aim for every child to leave us as a confident, articulate and respectful communicator who is able to express ideas clearly, listen attentively and engage thoughtfully with others.

Children will increasingly demonstrate the confidence to:

- explain and justify their thinking;
- use ambitious vocabulary appropriate to different subjects;
- collaborate effectively with others;
- adapt their spoken language for different audiences and purposes;
- listen actively, respond respectfully and build upon the ideas of others.

Evidence of pupils' oracy development will be gathered in a range of ways, recognising that high-quality talk cannot always be captured through written work alone.

Evidence may include:

- photographs and videos of classroom discussions, presentations, performances and collaborative learning uploaded to **Seesaw**;
- pupil presentations, debates, drama and performances;
- written outcomes demonstrating the impact of purposeful discussion on learning;
- pupil voice interviews which explore children's confidence, understanding and ability to articulate their learning;
- teacher observations using the school's Oracy Progression Framework.

Assessment of oracy is primarily formative. Teachers regularly assess pupils against progressive oracy objectives, providing immediate feedback that supports children in refining both their speaking and listening skills. Assessment information is used to inform future planning and ensure appropriate support and challenge for all learners.

Monitoring of oracy takes place through:

- lesson observations and learning walks;
- book looks where discussion has supported written outcomes;
- review of Seesaw evidence;
- pupil voice interviews;
- curriculum monitoring by subject leaders and senior leaders;
- staff discussions and professional development.

Through this consistent approach, we aim to develop pupils whose spoken language strengthens their learning across the curriculum, enriches their writing and reading, builds confidence and prepares them for lifelong success as effective communicators.