Brierley CE Primary School

Oracy Policy

Approved by Governing Body:	Autumn 2026
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Our Vision

At Brierley, God guides us as one family.
We learn, grow, and shine together in our community,
Nurturing hope, resilience, aspiration and forgiveness
Everyone is loved, celebrated, and supported to flourish.
Living God's love through our words, actions,
And journey beyond our school,
Following the example of Jesus.
Though we are many, we are one body,
Together we learn and grow.

At Brierley C of E Primary we recognise that oracy—the ability to speak and listen effectively—is a fundamental skill that significantly impacts academic success and future life opportunities. Research has consistently shown that strong oracy skills are crucial for cognitive development, academic achievement and social-emotional well-being. Studies by the Education Endowment Foundation (EEF) highlight that students with well-developed oracy skills perform better academically and have improved social interactions compared to their peers with weaker oracy skills (EEF, 2018). Furthermore, Voice 21 emphasises that oracy is a key factor in closing the attainment gap, as effective communication supports deeper understanding and engagement across the curriculum (Voice 21, 2020).

Effective oracy skills are also associated with better literacy outcomes, as students who can articulate their thoughts and ideas clearly are more likely to succeed in reading and writing (Hirsch, 2021). Research from the Centre for Education and Youth underscores that strong oracy skills contribute to higher levels of self-confidence and self-regulation, which are essential for both academic and personal success (Centre for Education and Youth, 2022). Additionally, developing oracy helps students build relationships, manage conflicts and navigate social situations, preparing them for future employment and active participation in society (Alexander, 2018).

Our oracy framework is designed to embed these skills throughout the curriculum, ensuring that all students become confident, articulate and respectful communicators. The framework sets out a clear progression of oracy knowledge and skills across year groups, providing structured opportunities for students to develop their speaking and listening abilities in every subject.

The Oracy Education Commission's "We Need to Talk" (2024) report reinforces the importance of integrating oracy across all aspects of school life rather than treating it as an add-on or gimmick. The report calls for oracy to be recognised as a core educational priority, equal in importance to reading, writing and numeracy. A coherent whole-school approach ensures that oracy is not confined to English or drama but is embedded across all subjects, allowing students to articulate their thinking, deepen understanding and build confidence in spoken language. By making oracy a consistent thread running through teaching and learning, we equip students with the communication skills they need for academic success, social mobility and lifelong participation in society.

Aims:

- To develop strong early language skills in the Early Years, providing the foundation for effective communication and learning across the curriculum
- To develop students' ability to express themselves clearly and confidently across all areas of the curriculum
- To promote emotional literacy and self-regulation by equipping students with the oracy skills to express their emotions, manage conflicts and navigate social interactions confidently
- To nurture the ability to use language for social interaction, supporting students in developing the conversational skills required to build relationships and engage collaboratively with others
- To integrate oracy across all subjects, ensuring consistent and purposeful opportunities for speaking and listening
- To equip students with a range of speaking skills for different purposes and audiences

Oracy Intent and Year Group Expectations

Our oracy intent is carefully structured to ensure a clear and progressive development of speaking and listening skills across all year groups. The framework is broken down into key oracy strands. Each year group has specific oracy outcomes that align with these areas, ensuring students progressively build the skills and confidence needed to communicate effectively:

Cognitive	Attention, Listening and Understanding: Developing the ability to focus, listen attentively and understand spoken information
Linguistic	Vocabulary*: Expanding students' vocabulary to enable precise and purposeful application
	Speech Sounds, Grammar and Sentence Building: Improving clarity, accuracy and complexity of spoken language through correct use of speech sounds, grammar and sentence structures
Social and Emotional	Performance, Discussions and Presentations: Building confidence and skill in public speaking, group discussions, and formal presentations
	Conversations and Social Interaction: Enhancing social communication skills, including turn-taking, listening, responding appropriately, managing conflict and adapting language for different audiences.
	Physical Aspects of Communication: Focusing on non-verbal communication skills, including body language, eye contact and voice modulation

Key sentence stems that are clearly displayed in classrooms to support structured talk. These sentence stems serve as visible and accessible scaffolds, helping students articulate their thoughts clearly and with increasing complexity as they progress through the school.

Vocabulary: A Fundamental Pre-Requisite for Effective Oracy Teaching

At Brierley C of E Primary School a well-planned, structured approach is in place for identifying and mapping key vocabulary across the curriculum. This clear, progressive approach to vocabulary selection ensures pupils have the linguistic foundation needed to engage in high-quality discussion, articulate ideas with precision and access the full breadth of the curriculum.

To ensure consistency and progression, we systematically identify the key vocabulary that will be explicitly taught in each year group across the curriculum, ensuring that pupils develop both breadth and depth of language knowledge:

Curriculum Vocabulary Mapping – progression of vocabulary across subjects, ensuring that key words are carefully selected, revisited and built upon over time.

Prioritising Tiered Vocabulary – Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language. KS2 students are also be exposed to and supported in using Tier 3 vocabulary to prepare them for the demands of KS3.

Consistency in Definitions – agreed definitions for key vocabulary ensures a consistent approach to language development across all subjects and year groups.

By ensuring that key vocabulary is clearly mapped, consistently defined and intentionally taught, we lay the foundation for all aspects of oracy development. This structured approach prevents vocabulary selection from being incidental and ensures that all students systematically acquire the language they need to engage confidently in discussion, deepen their understanding and communicate effectively across the curriculum and beyond.

Three Pillars of the Oracy Framework

Our oracy framework is built around three key pillars: Talk in the Early Years, Talk for Life and Talk for Learning. Each pillar serves as a foundation for developing students' communication skills in different contexts, supporting both academic success and personal development. Grounded in research, this framework ensures a comprehensive approach to oracy, equipping students with the skills they need for lifelong learning and social engagement.

Talk in the Early Years

Early language development is a key predictor of later academic achievement. Studies show that the quality of spoken language experiences in the early years directly impacts the development of communication, thinking and literacy skills (Hart, B., & Risley, T.R. 2003). High-quality verbal interactions, storytelling and exposure to a rich vocabulary provide the foundation for future learning.

For this reason, Talk in the Early Years is a crucial pillar in our framework. Ensuring that young children are immersed in a language-rich environment, with repeated reads, purposeful adult interactions, and opportunities for structured and free-flowing talk, lays the groundwork for their future educational success. Research also suggests that children from disadvantaged backgrounds particularly benefit from high-quality communication-focused individual and group work, making this approach vital for closing gaps in achievement (Hart, B., & Risley, T.R. 2003).

Talk for Life

Developing strong communication skills is not only essential for academic success but also for personal and social development. Talk for Life equips students with the verbal tools they need to navigate everyday interactions, manage their emotions and express their thoughts clearly and respectfully. Research highlights that emotional literacy and self-regulation are closely linked to oracy, with students who can articulate their feelings more likely to manage conflicts and stress effectively (Dix, P. 2017).

By focusing on emotional language, conflict resolution and social interactions, schools help students develop self-awareness, empathy and resilience. These skills are critical for future success in personal relationships, the workplace and wider society.

Talk for Learning

Oracy is central to learning. Research shows that talk is not just a medium for sharing knowledge but a tool for deepening understanding. Effective classroom talk, such as structured discussions and peer-to-peer interaction, enhances students' critical thinking and problem-solving skills. According to the Education Endowment Foundation (EEF 2018), high-quality classroom talk can significantly improve learning outcomes, especially when focused on reasoning and explanation.

By embedding Talk for Learning into daily lessons, teachers can improve student engagement, encourage collaboration and help students articulate their thinking, supporting learning across the curriculum (Mercer, N. & Dawes, L. 2014). High expectations for verbal responses and the use of structured, open-ended questions encourage students to think deeply and build confidence in expressing their ideas clearly.

This three-pillar approach—**Talk for Learning**, **Talk for Life**, and **Talk in the Early Years**—ensures that oracy development is holistic, preparing students not only for academic success but for effective communication throughout their lives. By integrating oracy across the school and throughout the curriculum, teachers create an environment where every student's voice is heard and valued, fostering confidence, collaboration and a love for learning.

Talk in the Early Years

Talk in the Early Years focuses on laying the foundation for strong communication skills through engaging, interactive and immersive language experiences. This section emphasises the importance of consistent daily routines and high-quality interactions, ensuring that children develop confidence and competence in spoken language.

A balance of explicit and implicit teaching strategies is essential for early oracy development. Explicit teaching includes structured vocabulary instruction, modelling sentence structures and guided conversations, ensuring children are introduced to new language in a systematic and deliberate way. Implicit teaching happens through intentional interactions, storytelling, role play and back and forth conversations, where language is naturally reinforced and embedded in context. By combining these approaches, children develop the essential skills needed for confident communication, laying the groundwork for future literacy, learning and social development.

Implementation:

- Select high-frequency words for explicit language teaching: **deliberately select words and phrases linked to curriculum, children's interests, areas of provision and everyday interactions**
- ShREC Approach: adults encourage sustained shared thinking, build vocabulary, and promote rich back-and-forth interactions that deepen understanding
- Teaching and Modelling Language and Vocabulary: We focus on the intentional use of words to enhance their understanding (receptive vocabulary) and encourage children to apply those words in the correct context (expressive vocabulary). All adults play a key role in helping children expand their vocabulary and use it with confidence (EEF, 2024):
    - Naming and Labelling: Planning and providing the correct spoken word for an object, activity or concept. This is particularly important when introducing new or unfamiliar words to children.
    - Explaining and Showing: Offering additional information to support a child's understanding. This might involve combining words with visuals gestures, or objects to make the meaning more clear.
    - Repetition: Reinforcing key words through consistent use over time, both during structured activities and in spontaneous moments throughout the day.
    - Imitation: Repeating a word after a child uses it, with clear pronunciation to reinforce its correct form. The adult emphasises the word to draw attention to it. The child repeats the word back correctly.
    - Recasting: The adult repeats a child's phrase, correcting any articulation errors while maintaining the child's intended meaning.
    - Extending: Building on a child's phrase by adding extra words to enhance their vocabulary, showing how to use more complex structures.
    - Commenting: Making observations that naturally highlight key words, modelling language use in a way that is relevant to the child's context.
    - Narrating: Providing a rich or extended articulation of an observation that almost provides a running commentary of a child's activity.
- Wait time: Teachers should use an appropriate wait time of 3–10 seconds after asking a question to allow pupils time to think and respond effectively. If a child does not answer, the question should be repeated in exactly the same way to reinforce understanding without adding cognitive load.
- Language-Rich Environment: Settings initiate curiosity and stimulate talk through storytelling provocations, puppet theatres and role-play areas. Visuals and props support vocabulary development and conversational turn-taking.
- Story Time: Regular story time is planned at least daily to build vocabulary, comprehension and narrative skills. A variety of purposefully planned storybooks expose children to diverse language and themes.
    - Talk Through Stories: Use interactive read-aloud techniques where you learn favourite phrases, ask questions, pause for predictions and discuss the story's plot, characters and illustrations. This helps children to engage more deeply with the text and practice articulating their thoughts.
    - Repeated Reads: Revisit favourite books regularly to reinforce language patterns and concepts. Repeated reading helps children become more familiar with story structures and vocabulary, making it easier for them to retell stories and engage in discussions about them.
    - Favourite Five Books: Establish a collection of 'favourite five' books that are regularly read and available for children to pick up and enjoy. This not only builds a love for reading but also allows children to become familiar with recurring themes and

language, which enhances their ability to engage in discussions about these texts. Change these books every half term to enthuse and excite.

- Talk Through the Day: Teachers use purposefully planned Talk Through the Day time to teach children the language associated with different areas of provision or the curriculum. Key vocabulary and phrases are mapped out carefully ensuring they are revisited and built upon over time. Teachers link the language to a song (e.g. Here we go round the mulberry bush) and sing this with children and model the interactions if necessary so they learn the associated phrases and begin to use these when working independently.
- Performance, Poetry and Play: Use deliberately planned songs, rhymes and poems to build confidence in speaking aloud. Regular 'show and tell' sessions provide children with opportunities to practice speaking to an audience, enhancing their ability to express themselves clearly.
- High-Quality Adult Interactions: Ensure that adults model high-quality, grammatically accurate language and engage in meaningful interactions with children. Extend their responses, scaffold their language and encourage back-and-forth exchanges. Adults should be attentive listeners, providing opportunities for children to take the lead in conversations and express their thoughts fully.
- Recapping through Floor Books: Floor books are used to help children recap previous learning. The adult models using language to summarise activities which also supports with connecting ideas and planning next steps. This also helps children make links between experiences and areas of learning.
- Role Play and Pretend Play: Facilitate role play and pretend play activities where children can practice using language in different contexts. Role play encourages children to use language creatively and to negotiate roles and scenarios with peers.
- Encouraging Storytelling: Encourage children to create and tell their own stories. Provide prompts, story dice or picture cards to help them develop their narrative skills and build confidence in sharing their ideas.
- Interactive Reading Areas: Utilise areas within provision to help reading stories come to life: such as props, story stones or spoons, small world characters to encourage children to retell stories in provision with their peers.

Talk for Life

Talk for Life supports students' personal, social and emotional well-being by embedding oracy into daily interactions, relationships and wider school life. Through structured discussions, reflective conversations and problem-solving activities, students develop the language needed to express emotions, resolve conflicts and build positive connections with others.

This pillar teaches emotional literacy and self-regulation, equipping students with the tools to navigate social situations, collaborate effectively and communicate with confidence. Whole-class discussions, paired talk and purposeful talk routines create opportunities for students to listen actively, engage thoughtfully and articulate their ideas with clarity. By embedding these practices, students develop strong communication skills that enhance well-being, strengthen relationships and prepare them for success in life beyond school.

Implementation:

- Emotional Literacy and Self Awareness: Students are taught the vocabulary needed to identify and express a wide range of emotions (EEF, 2021). Use activities such as emotion wheels, feeling wheels, storytelling and role play to help students recognise and discuss their feelings. Encourage the use of sentence stems like 'I feel… because…' or 'I need help with…'.
- Adult Modelling: Model self-reflective questioning—such as, 'I am feeling flustered this morning because..', 'What could I have done in that situation?' or 'I wonder…' This is a 'think aloud' metacognitive technique that allows children to evaluate actions, promotes self-reflection and develops their use of self-talk.
- Teach Self-Regulation Skills: Use oracy to support self-regulation strategies by teaching students how to articulate their needs and responses in stressful situations. Implement mindfulness and self-regulation strategies where students practice their skills for calming down or solving problems e.g. Hot Chocolate, Candle or Box Breathing etc.
- Warm Welcome and Safe Touch: Start each day with a warm welcome routine that could include safe, appropriate touch such as handshakes or fist bumps, fostering a sense of connection and security. This daily ritual supports students in feeling seen and valued, creating a positive atmosphere for communication.
- Positive Affirmations and Journaling: Incorporate daily positive affirmations and journaling into the classroom routine. Affirmations help students develop a positive self-concept and build the confidence to express themselves. Journaling provides a private space for students to reflect on their feelings and experiences, and can be used as a springboard for class discussions on emotional well-being.
- Conflict Resolution: Equip students with the language needed for peaceful conflict resolution. Teach active listening, using phrases like 'I hear you saying…' and guide students in expressing their viewpoints respectfully and finding common ground. Role-playing conflict scenarios or facilitating debate can help students practice these skills in a safe environment. Use scripts and sentence stems to help children become independent at resolving conflict and disagreeing agreeably.
- Teaching Problem-Solving Strategies: Through structured discussions, role play, and guided questioning, students learn how to articulate their feelings, understand others' perspectives and generate solutions collaboratively. This approach fosters emotional regulation, builds resilience and helps children develop essential life skills like negotiation, compromise and empathy.
- Plan, Do, Review Cycle: This structured approach encourages students to think critically about how they approach tasks, make decisions and reflect on their actions. By learning to plan, students set clear goals and strategies; during the do phase, they take deliberate actions while monitoring progress; in the review phase, they reflect on what worked, what did not and how to improve in the future.
- Building Empathy and Understanding: Promote empathetic communication by encouraging students to listen actively and respond to others' feelings. Activities like 'circle time' or 'social stories' to explore how awareness of the feelings of others can help to develop children's empathy skills. A well-planned English curriculum will provide many opportunities for children to explore emotional literacy.
- Wait time: Teachers should use an appropriate wait time of 3–10 seconds after asking a question to allow pupils time to think and respond effectively. If a child does not answer, the question should be repeated in exactly the same way to reinforce understanding without adding cognitive load.
- Modelling Social Rules of Communication: Adults demonstrate and emphasise how social rules guide interactions, whether during conversations, play, or other engagements. This involves modelling both verbal and non-verbal communication that aligns with cultural norms and

expectations. Examples include greetings like waving or shaking hands, using polite phrases such as 'please' and 'thank you' taking turns in conversation, adjusting speech style and controlling the volume of speech to suit different situations.

- Positive Social Interactions: Foster an environment where students feel confident to engage in social interactions, using structured talk tasks such as partner discussions and group work. Teach polite conversation techniques, such as taking turns, making eye contact (if appropriate) and using positive language.
- Real-World Application: Provide opportunities for students to practice these skills in real-life contexts, such as participating in school councils, leading assemblies or engaging in community projects that require them to communicate effectively with others for example through yearly oracy projects
- Storybooks for Emotional Literacy: Books Beyond Words or through story time, teachers use carefully selected storybooks to discuss how characters feel and why they act in certain ways. This helps children to identify, recognise, and understand different emotions, encouraging empathy and self-awareness. By reflecting on the characters' experiences, students learn appropriate ways to react and behave in various emotional situations, supporting emotional regulation and conflict resolution.
- School Routines:
    - Regular school assemblies focus on promoting children's social and emotional development by introducing a specific skill or strategy for the week ahead. These assemblies may emphasise themes like helping others, respecting differences or showing empathy.
    - Classes hold 'small talk' at the start, end or at unstructured parts of the day, providing an opportunity for students to share news, prepare for the day ahead or reflect on the day's experiences. These routines foster a sense of community while allowing children to practice social and emotional skills in a supportive environment.
    - School-wide systems recognise and reinforce the use of social and emotional learning skills. Examples include awarding points, peer nominations, praise postcards or certificates sent home to celebrate positive behaviour

Talk for Learning

Talk for Learning is a core pillar of our oracy policy which ensures that students can communicate their learning and understanding with clarity and confidence. Opportunities are purposefully planned across the curriculum as a tool for processing ideas, reasoning effectively and demonstrating knowledge.

Through structured discussion, questioning and talk, students learn to explain their thinking, justify their answers and engage in meaningful academic dialogue. By verbalising their learning, they refine their understanding, strengthen retention and develop the skills needed to articulate their knowledge across all subjects. The following strategies set out how purposeful Talk for Learning is used to support and enhance learning:

Implementation:

- Adult Modelling: Adults play a crucial role in modelling effective communication practices. By consistently demonstrating clear, articulate speech and using standard and grammatically correct English, adults set high expectations for student language use. This modelling includes demonstrating how to use academic language, structure arguments and engage in reflective conversation. Clear and grammatically correct language use by adults serves as a model for

students, helping them develop strong language skills and understand the standards expected in academic and professional contexts.

- **High Expectations for Articulation:** Maintain high expectations for how students articulate their responses. Encourage students to use complete sentences, precise vocabulary and correct grammar when speaking. This focus on articulation helps students develop clear and effective communication skills, which are essential for academic success and future professional interactions.
- Intentional Teaching of Vocabulary Across the Curriculum: Systematic and deliberate teaching vocabulary across the curriculum ensures that children are exposed to a wide range of subject-specific and general words. Mapping out key vocabulary linked to curriculum and texts helps children develop a deeper understanding of content, improves comprehension and gives them the tools to express their understanding more precisely. This systematic approach enhances academic performance and builds confidence in speaking and writing.
- Retrieval Practice: Teaching lots of new vocabulary will have limited impact if children do not engage in regular review: write each new word on a flashcard and keep these in subject/topic boxes easily accessible in the classroom. Regularly revisit these:
    - Flashcard review: in each lesson pull 3 previously learned words from the subject/topic box and ask children to explain the definition and/or use the word in context
    - Flashcard team/partner work: take a selection of words from the box and take it in turns flash the card and explain the meaning
    - Flashcard concept mapping: select three cards from a topic box and explain how these three concepts are linked together
- Wait time: Teachers should use an appropriate wait time of 3–10 seconds after asking a question to allow pupils time to think and respond effectively. If a child does not answer, the question should be repeated in exactly the same way to reinforce understanding without adding cognitive load.
- Improving Responses to Answers: Teachers ensure appropriate wait time of 5-10 seconds after a question has been asked. They use targeted questioning techniques such as 'Think-Pair-Share' or 'Warm Calling' to ensure all students have opportunity to practice articulating their ideas.
- Whole-Class Feedback Strategies: Teachers employ whole-class feedback techniques, such as 'Talk Partners', 'Warm Calling' or 'Show Me Boards' to gather responses from all students. This ensures that every voice is heard (Rosenshine 2012) and allows for immediate feedback, enabling students to refine and improve their ideas.
- Talk Routines: Implement structured talk routines such as 'Talk Partners', 'Think-Pair-Share' and 'Class Discussions' to provide regular, purposeful opportunities for students to practice and develop their oracy skills.
- **Conversation Protocols:** Introduce specific protocols for discussions, such as using sentence starters, active listening cues and respectful disagreement techniques, to foster high-quality dialogue.
- Talk for Writing: Integrate oracy opportunities into writing lessons to help students develop their ideas and structure their thoughts before they begin to write. Strategies such as 'oral rehearsal' or 'text mapping' allow students to verbalise their ideas, improving the coherence and quality of their writing. By discussing their writing with peers, students gain clarity and are able to edit and refine their work more effectively.
- Using Explanation to Enhance Learning: Encouraging students to explain their thought processes and reasoning helps embed knowledge in long-term memory. Teachers use techniques such as 'Explain to a Partner' and 'Teach Back' where students take turns teaching a concept to a peer, to reinforce learning. This active processing of information deepens understanding and aids retention.

- **Collaborative Learning:** is a structured approach where students work together in small groups to achieve a common goal. It involves clearly defined tasks that require active participation from each member, promoting the exchange of ideas and collective problem-solving. By engaging in activities such as sharing explanations, debates and peer teaching, students learn to listen to one another, build on each other's contributions, and negotiate meaning
- **Metacognitive Talk:** Teachers model their own thinking during all lessons using 'think aloud'. They then guide students to articulate their learning strategies, reflect on what worked well and consider how they can improve. This metacognitive approach helps students become more aware of their own learning processes, enhancing self-regulation and independence.
- Promoting Active Listening and Questioning: Active listening is emphasised as a critical skill for learning. Teachers model and explicitly teach active listening and questioning techniques, helping students to engage deeply with content, ask clarifying questions and build on others' ideas through 'pose, pause, pounce, bounce' or 'building on'. This active engagement fosters a collaborative classroom environment where knowledge is co-constructed.
- Scaffolding Talk: Teachers use scaffolding techniques, such as sentence stems and word banks, to support students in using academic language confidently. This structured support helps students articulate their thoughts more precisely and develop a richer, more nuanced understanding of subject content for example through Concept Mapping
- Time to Talk: Teachers to plan and incorporate at least one deliberate, open-ended question directly linked to the learning. These questions should stimulate meaningful discussion, encourage explanation and promote debate among students, allowing them to articulate their thoughts, justify their reasoning and engage with their peers' ideas.
- **Daily story time: Daily story time of at least 20 minutes is essential in every classroom to foster language development, comprehension and a love of reading. By using a pre-planned reading spine that incorporates both classic literature and bold, new voices, educators offer a rich and diverse range of stories that capture children's imaginations while exposing them to varied language structures and themes. Story time, when consistently ring-fenced, becomes a powerful tool for building vocabulary, improving listening skills, and deepening understanding, especially when the selected texts align with children's interests.**
- Teaching Reading Prosody: **Teaching prosody, which includes intonation, rhythm and stress, helps children develop a more expressive and meaningful reading style. Explicit instruction in prosody improves their understanding of how voice modulation can convey emotions and meaning in text. This skill is crucial for comprehension as it helps students demonstrate their understanding of texts more deeply.**
- Intentional teaching of fluency: Fluency is essential for reading comprehension and confident speaking. Repeated reading of the same text enables children to improve their sight vocabulary at appropriately challenging texts. By focusing on repeated reading and teaching prosody, children practice pacing, accuracy, and expression. This intentional approach helps students become more fluent readers and speakers, improving their ability to convey meaning clearly and effectively. Regular practice builds both reading stamina and oracy skills, fostering a more natural flow in spoken and written language
- Performance Poetry: **Poems are mapped out for children to learn and perform each half term. These poems are progressive in language and complexity through the year groups. Regular performance poetry gives children the opportunity to build confidence in public speaking and develop their oracy skills. By learning and reciting poems every half term, children practice articulation, prosody and expression. This routine enhances their understanding of rhythm and language patterns and nurtures a love for literature.**

Assessment of Oracy

Assessment of oracy must be manageable, meaningful and embedded within everyday classroom practice, allowing teachers to identify and support pupils' communication development without creating an additional workload. Teachers use the oracy intent documentation to assess whether children are working within the expected range for their year group, ensuring that all pupils are making progress in their speaking and listening skills.

Early Identification of Communication and Language Needs

Early identification is key to ensuring that children receive the right support at the right time. Teachers recognise and identify the early signs of communication and language difficulties through:

- Observing daily interactions, discussions and structured talk activities to assess pupils' ability to articulate ideas, listen actively and engage in conversations.
- Using the oracy intent documentation to track children's progress and identify those who are struggling to meet expected outcomes.
- Noticing children who may be reluctant to speak, struggle to express themselves clearly or find it difficult to engage in structured discussions.
- Providing additional classroom support where necessary, including scaffolding techniques, sentence stems and carefully planned talk opportunities.
- Engaging with the SENDCo when concerns persist, particularly for children working significantly below age-related expectations, to explore additional assessment or targeted interventions.

Effective assessment of oracy ensures that no child is overlooked and that communication and language needs are identified early, allowing for timely and appropriate support. By embedding assessment within daily teaching and using classroom talk as a tool for ongoing observation, teachers monitor progress, provide targeted support and ensure that all children become confident and articulate communicators.

Children with Communication and Language Needs

While this policy is focused on whole-class, high-quality Wave 1 teaching, we recognise that some children will require additional targeted support to develop their communication and language skills. These children may be working just below expected levels or may have emerging difficulties that are not significant enough to require referral to speech and language therapy but still need carefully planned opportunities to strengthen their oracy skills.

Teachers are proactive in identifying these children and ensuring that oracy opportunities are structured to support them effectively. This includes:

- Deliberate grouping and pairing – Careful consideration is given to groupings to ensure that children who are quieter, less confident or developing their speech and language skills are not consistently paired with more dominant speakers. Teachers ensure all children have equal opportunities to contribute.
- Targeted classroom strategies – Teachers use structured talk scaffolds, sentence stems, additional processing time and visual prompts to support children who need more help with expressive and receptive language.

- Increased exposure to quality interactions – Children who require additional support are strategically encouraged to engage in discussions, ensuring they have meaningful opportunities to practise and refine their spoken language in a supportive environment.

For children with more significant or persistent speech, language and communication needs, additional provision will be outlined in the SEND policy. However, it remains the responsibility of all teachers to ensure that oracy-rich classroom environments support the needs of all learners, particularly those who may struggle with communication. Through carefully structured opportunities, sensitive grouping and high-quality classroom interactions, we ensure that every child has the chance to develop the confidence and ability to express themselves clearly and effectively.

Monitoring and Evaluation

- The implementation of the oracy policy, including its three key pillars and year-specific projects, will be regularly monitored by the school leadership team.
- Teachers will document oracy activities and outcomes, which will be reviewed termly to track progress and identify areas for development.
- Feedback from staff, students, and parents will be used to assess the effectiveness of the oracy program, with adjustments made as necessary to improve practice.

Review

This policy will be reviewed annually to ensure it continues to meet the needs of our students and reflects the latest research and best practices in oracy education.

Approval

This policy was approved by [School Name] Governing Body on [Date] and will be reviewed on [Date].

References

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