



Oracy Policy St Giles C.E. Primary

Intent

At St Giles C.E. Primary, oracy plays a prominent role in teaching and learning. We state that it is the heart of everything. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing and is key to progress in all subjects.

At St Giles C.E. Primary we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school.

Oracy can be described as a combination of learning to talk and learning through talk. At St Giles C.E. Primary there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our pupils with vital life skills for the future. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. They will be able to explain their ideas and discuss points of view.

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

Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations

There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, productions, assemblies, visiting speakers, topic events and participation in local events.

Teaching and Learning – The National Framework

We ensure all children are taught spoken language as outlined in the National Curriculum 2014.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Implementation- The St Giles C.E. Oracy Framework

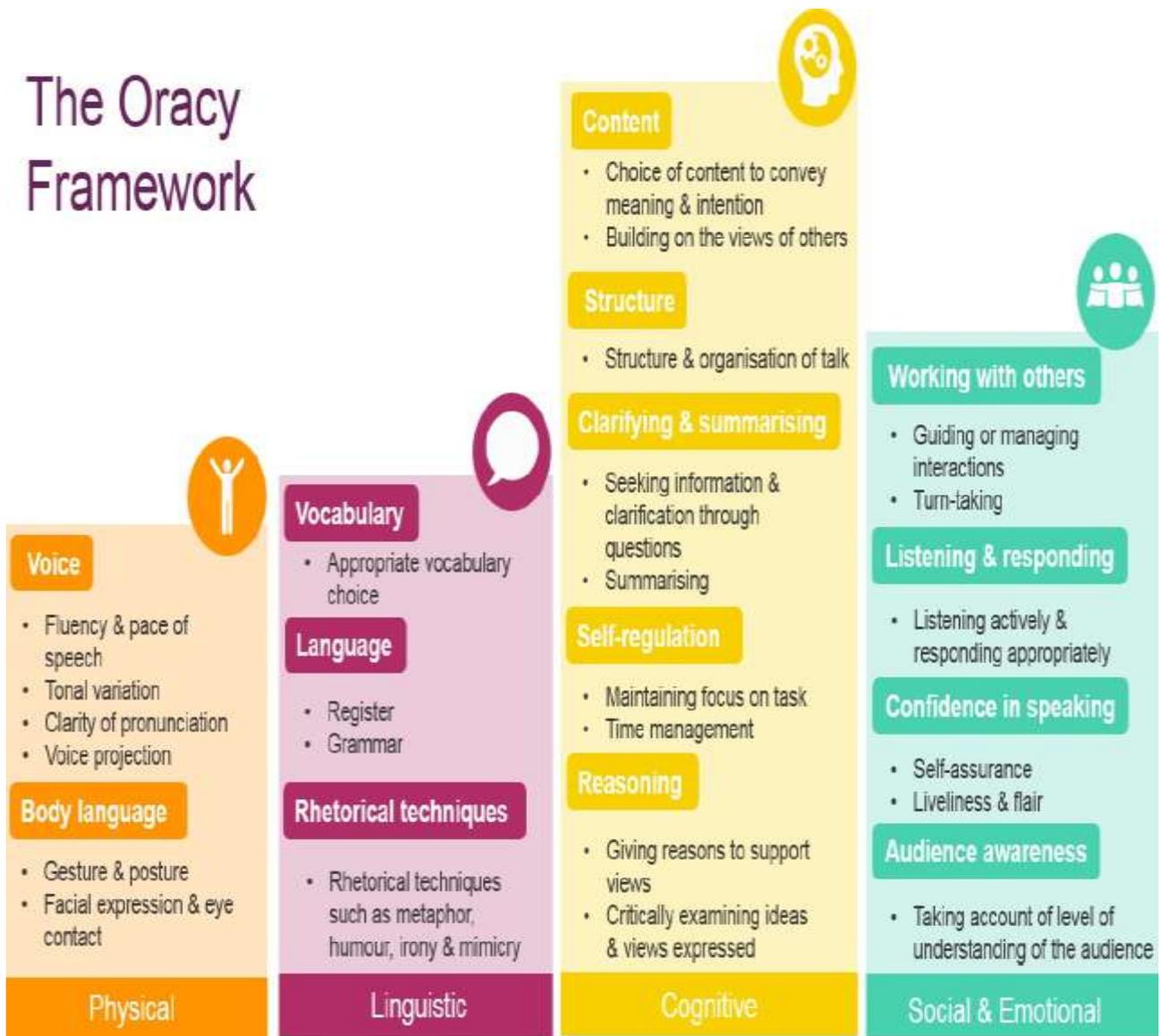
Pupils are taught a range of listening skills, vocabulary and discussion techniques across the curriculum through a range of well-planned opportunities. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk.

At St Giles C.E. Primary we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands.

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework 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.

The Oracy Framework

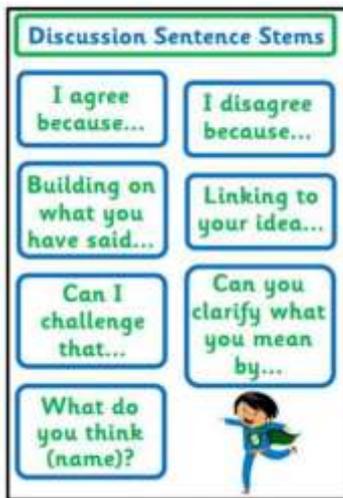


Discussion Guidelines

Each class has developed their own set of 'Talk Rules' specific to their talk skills. In Collective Worship time and PSHE lessons, there is a more generic set of guidelines to support talk. These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk. Different features are focused upon weekly, to build up skills and support a wide range of talk.



Discussion Sentence stems



These sentence stems support pupils of all ages and abilities to access partner or group discussion during assemblies. We also refer to the Tower Hamlets list of sentence stems and the Voice 21 document as a guide for sentence stems relating to a range of types of talk appropriate for each year group. Teachers have sentence stems on display, refer to them in planning and they may feature in any session across the curriculum, as a when needed as an essential teaching tool to support talk. These are used to support children with a range of needs.

	Instigator Starts the discussion 	Builder Develops, adds to, or runs with an idea 	Challenger Disagrees with or presents an alternative argument 	Clarifier Makes things clearer and simplifies ideas by asking questions 	Prober Digs deeper into the argument, asks for evidence or justification 	Summariser Presents reflections on the discussion. May offer a conclusion or balanced assessment 
EVFS	I think... I know... I can see... I can hear...	Also... And...			Why? How?	My partner said...
Year 1	I think... I know... I can see... I can hear...	Also... And...	I disagree with... because...			My partner said... My partner thinks that...
Year 2	I think... I believe...	Also... Building onto...	I disagree with... because...	Can you tell me more about...?		My partner said... My partner thinks that... Our group thinks that...
Year 3	I think... I believe... Firstly, I think that...	Also... Building onto... Adding onto...	I disagree with... because...	Can you tell me more about...?	Why do you think that?	My partner thinks that... Our group thinks that...
Year 4	I believe... Firstly, I think that... I would like to start by saying...	Also... Building onto... Adding onto... In addition... Furthermore...	Respectfully disagreeing... On the other hand...	Can you tell me more about...? Does that mean that...	Why do you think that? What evidence have you found?	Overall, our group thinks... In summary... My partner believes that...
Year 5	I would like to start by saying... I think the first thing we should consider...	I agree and I'd like to add... Building on your point... Adding to what you said...	Respectfully disagreeing... That is an interesting point, but have you considered...	What do you mean when you say...? Could you tell me more about...? Does that mean that...	What evidence do you have to support that? How does that support your argument? How did you come to that conclusion?	In summary... Overall, the main points considered were... To summarise... From today's discussion is it clear that...
Year 6	I would like to start by saying... I think the first thing we should consider...	I agree and I'd like to add... Building on your point...	Respectfully disagreeing... That is an interesting point, but have you considered...	What do you mean when you say...? Could you tell me more about...?	What evidence do you have to support that? How does that support your argument?	In summary... Overall, the main points considered were... To summarise...

Talking Roles

These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills.

Talk roles: language progression



Voice 21

Talking Roles

 <p>Instigator The person who starts the discussion Will say: "I would like to start by saying..." "I think the first thing we should consider is..." "To begin with let's talk about..."</p>	 <p>Builder Develops, adds to or runs with an idea Will say: "I agree and I'd like to add..." "Linking to your point..." "Building on that idea..."</p>	 <p>Challenger Disagrees with or presents an alternative argument Will say: "That's true, but have you considered..." "You mentioned X but what about..." "I hear what you're saying, but..."</p>
 <p>Clarifier Makes things clearer and simplifies ideas by asking questions Will say: "What do you mean when you say..." "Could you tell me more about..." "Does that mean that..."</p>	 <p>Prober Digs deeper into the argument, asks for evidence or justification of ideas Will say: "What evidence do you have to support that?" "How does that support your argument?" "How did you come to that conclusion?"</p>	 <p>Summariser Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points Will say: "Overall, the main points covered were..." "In summary..." "From today's discussion, it's clear that..."</p>

Talk Protocols

Talk Protocols allow pupils to self-govern talk. We use hands on our shoulders to indicate we wish to talk. In addition to this if we agree with a person's answer or view we use a hand signal to indicate this. In lessons and assemblies, children often lead their own talk by choosing who will speak next and lead the discussion independently.



Vocabulary Spine

This activity encourages children develop, build and use challenging vocabulary when explaining their learning. It can also be used to develop peer feedback on writing and a range of other cross curricular sessions.

Please refer to: The Whole School Vocabulary Spine.

Vocabulary	White (Foundation)	Green (Developing)	Brown (Competent)	Black (Mastery)
Frequency of usage	Uses basic, familiar words for common objects and actions (big, happy, sad, good).	Expands to include more descriptive verbs and adjectives (huge, joyful, upset, wonderful).	Selects precise, nuanced vocabulary (colossal, elated, devastated, exceptional).	Uses context-appropriate words, adapting to audience and purpose (monumental, euphoric, heartbroken, unparalleled).
Academic and Elaborative Words	Limited use of academic words, mostly basic instructions (look, find, tell, show).	Begins using more specific academic terms (identify, describe, explain, compare).	Uses disciplinary and evaluative terms (analyse, interpret, justify, synthesise).	Integrates precise academic language fluently (critique, extrapolate, substantiate, delineate).
Disciplinary Subject Vocabulary	Uses basic topic-related words in science, history, maths (sun, king, add, ball).	Expands to include more detailed subject terms (orbit, monarchy, multiply, sphere).	Uses technical terms accurately in explanations (gravitational force, constitutional monarchy, exponential growth).	Uses specialist language flexibly and appropriately, adapting complexity based on audience (astrophysics, geopolitical strategy, asymptotic analysis).
Topic-Specific Vocabulary	Uses common, everyday words when discussing topics (tree, car, house, food).	Introduces tiered vocabulary related to a theme (oak, evergreen, bungalow, feast).	Selects precisely relevant words, including archaic or context-specific terms (coniferous, Betwixt, manor, Beseech).	Manipulates topic-specific words with confidence, even exploring etymology or metaphorical use (photosynthesis, chassis, feudal estate, gastronomy).
Latin and Greek Root Words	Some awareness of terms such as recycle, bicycle, (circular)	Recognises common Latin/Greek- derived words (telephone, microscope, transport).	Uses word roots to infer meaning of unfamiliar words (bio-logy, auto-nomy, geo-metry).	Uses morphology to construct or decode complex words, even across subjects (anthropocentric, polyphonic, thermodynamics).
Synonyms and Shades of Meaning	Uses basic word replacements (big/ huge, nice/kind, happy/glad).	Expands synonym range to include more precise options (gigantic, considerate, delighted).	Selects words with nuanced differences (immense vs. vast, merciful vs. lenient, thrilled vs. content).	Chooses exact words for effect, considering connotations (gargantuan vs. imposing, compassionate vs. indulgent, euphoric vs. exultant).
Figurative Vocabulary (Metaphors, Similes, Personification, Idioms)	Uses some figurative language (The sun has got his hat on/ is smiling).	Begins using basic comparisons (The sun is like a big lamp).	Uses well-developed metaphors and idioms (The sun blazed like a furnace).	Uses figurative language purposefully for tone and style, adapting to audience (The sun, a ruthless tyrant, ruled over the arid land).

Groupings

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



Nest

Students stand apart and whisper their ideas to themselves



Pairs

Two students talking together



Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Traverse

Pupils stand in two parallel lines opposite a speaking partner.



Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Coaching Onion

This is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

Presentational Oracy

Presentational skills are taught explicitly within lessons in preparation for assemblies, presentations and performances. Children are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, inter class sharing of information, 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, depending on year groups and purpose of the talk.

Impact

Progression in Oracy

The skills of oracy support all areas of learning. The skills are applicable whichever subject you teach. To be secure with the understanding of subject content, it is important that pupils are able to talk about what they are learning and use talk as a tool to develop their understanding. Below is a table of progression for the primary age range.

Year group	Strand of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS Nursery (30-50+months)	To be able to produce voice to articulate words	To build up vocabulary that reflects the breadth of their experiences	To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank Level 3)	To keep play going by responding to what others are saying or doing
	To use intonation, rhythm and phrasing to make the meaning clear to others	To be able to put 4 or 5 words together to make a short sentence, with some immaturities (e.g. me want more juice)	To beginning to use more complex sentences to link thoughts	To be able to follow verbal directions/instructions without being shown
EYFS (Early Learning Goal)	To be able to produce voice to articulate thought	To extend vocabulary and ideas, especially by grouping and naming and linking sentences together	To develop narratives and explanations by connecting ideas or events	To express themselves effectively, showing awareness of listeners' needs
	To be able to produce developmentally appropriate sounds (e.g. th, j)	To use tense accurately	To answer 'how' and 'why' questions (Blank level 4), using 'because'	To take account of one another's ideas about how to organise their activity
Year 1	To speak audibly so they can be heard and understood	To use a range of sentence types	To recognise when they haven't understood something and ask a question to help with this	To take turns to talk, listen and respond appropriately in two-way conversations
	To use gestures and non-verbal skills to support meaning	To use sentences containing an increasing complex vocabulary of adjectives, prepositions, verbs and conjunctions	To increasingly use the language of opinion and argument	To listen to others and be willing to change their mind
Year 2	To use speech that is consistently clear and easy to understand	To use vocabulary appropriate to the topic at hand	To ask questions to find out more about a subject	To take turns to talk, listen and respond appropriately in groups
	To use the appropriate tone of voice	To use sentence stems to signal when they are building on or challenging others' ideas	To offer reasons for their opinions	To adapt ideas, suggestions and opinions based on what they have heard
Year 3	To consider position and posture when addressing others	To make precise language choices and use specialist vocabulary to convey meaning	To present somebody else's point of view	To speak with confidence when addressing a group/specific audience
	To deliberately vary tone of voice in order to convey meaning	To show understanding by rephrasing the language of others	To summarise key points from discussion	To invite those who have not spoken in to a discussion
Year 4	To develop fluency in presentation or when offering a response	To use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan	To reflect on their own oracy skills	To maintain discussion by making relevant comments of by asking questions
	To use pauses for effect in presentational talk		To infer meanings, reasons and make predictions using supporting evidence	To consider the impact of their words on others when giving feedback
Year 5	To project their voice to a large audience	To use language demonstrating a deeper empathy and understanding with fluency and accuracy	To draw on knowledge of the world to support their own point of view and explore different perspectives	To listen for extended periods and then summarise and recount ideas
	To interpret more subtle, non-verbal communication and adjusts language accordingly	To show increased competence at expressing opinions	To argue their position with well-structured logical reasoning	To demonstrate increased awareness of the listener's needs
Year 6	To speak fluently in front of an audience	To vary sentence structures and length for effect when speaking	To construct a detailed argument or complex narrative, also seeing things from a different perspective	To use humour appropriately and effectively
	To have confidence and an evolving idea of stage presence	To be comfortable using idiom and expressions accurately and appropriately	To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To be able to read to a group and respond accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
	To consciously adapt tone, pace and volume of voice			

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. Oracy is carefully planned into sessions. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

Oracy is sometimes used as a starting point for a range of subjects e.g. a historical painting to instigate discussion, a mathematical image to encourage mathematical talk, a religious image to evoke discussion. Oracy is used across the curriculum with the use of graphic organisers with images and words linked and repeated in a story map way to support children's learning.

Oracy in English

As a school we are committed to raising and maintaining high standards in English. 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 English lessons in the following ways:

- drama and role play
- asking questions
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work

(Please refer to the 'English Policy')

Oracy in Maths

Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions.

Oracy has a particularly important role in Maths reasoning, which have a focus on children verbally communicating their understanding of mathematics accurately and then recording their reasoning. Children also work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion and explanation.

Oracy in Science

Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary

This is achieved through collaborative projects, group discussion, debate and oral presentations.

Learning Environments

Each classroom has working walls which contribute to promoting subject-specific vocabulary development for English, Maths, History, Geography, Science, Computing and R.E.

Classrooms display oracy expectations and guidance in an age-appropriate way. The toolkit, guidelines and sentence starters are visible across all year groups and across most planning. They are also revisited weekly in lessons.

There are lunchtime discussion points which are discussed with the children regularly and encourages discussion over the lunch time period.

In the EYFS images and discussion points are used and there is a Picture Box to instigate talk and discussion. This is regularly used and updated to create awe and wonder in the setting. Sentence stems are also used to scaffold early talk with an emphasis placed on building vocabulary and talk roles.

Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Some pupils access small group or individual sessions with a TA or teacher to encourage children to practise sentences. By actively encouraging children to use sentence stems and that the classroom is a safe place for talk and exploratory talk, we are finding more children are accessing talk.

By having a strong focus on building vocabulary in all subjects and explicitly teaching vocabulary and modelling sentence stem use, children have something to start with and build upon. All children's needs are met by the adults in the class.



We are a Rights Respecting school and ensure that every child has access to their rights. This policy supports Article 12 and 13 on the UN Convention of the rights of the child.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Adopted: 5.3.26

To be reviewed: 31.3.28

