



Oracy Policy

Introduction

At Kenmore Park Infant & Nursery School, oracy plays a fundamental role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a vital part of the learning process. Critically, oracy underpins the development of reading and writing and is key to progress and success in all subjects.

Oracy can be described as a combination of learning to talk and learning through talk. At Kenmore Park Infant & Nursery there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout our curriculum provides our learners with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development as does the Writing Framework (July 2025) to support writing. Oracy is embedded throughout our broad and balanced curriculum, and is a strong focus in all lessons. 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 also opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

Intent.

At Kenmore Park Infant & Nursery we intend to develop oracy skills through our broad and balanced curriculum and the whole ethos of the school to teach our learners to be confident, articulate and fluent speakers in order to share their thoughts with others around them.

'The ability to speak eloquently, articulate ideas... and have confidence to express your views are vital skills that support success in learning and life in general' (Gaunt & Stott, 2019).

We are committed to providing opportunities for children to learn these skills and to practise them in all areas of the curriculum.

Our aim is to develop oracy skills in order to empower children to:

- speak with confidence, clarity and eloquence.
- understand the importance of listening in conjunction with speaking.
- value their own opinions and ideas and be able to express and justify them to others.



- adapt their use of language for a range of different purposes and audiences.
- to listen carefully to the opinions of others and to respond to others appropriately.
- to respect the contribution of others and to take account of their views.
- celebrate the diversity of languages in the school and appreciate the experience and value the contributions of children with a wide variety of linguistic abilities.
- share their learning in an engaging, informative way through presentations, drama, poetry and debate.

Implementation- How we aim to teach oracy skills.

At Kenmore Park Infant & Nursery we aim to ensure that a child's experience of being in school is one that is rich in opportunities to listen to and practise high-quality speaking skills. All staff will model a high standard of spoken English at all times and provide opportunities for children to articulate their ideas and opinions to different audiences.

In each class there will be 'Rules for Talk' (see Appendix 1) which will be shared with the children and explained to them. This will form the general expectation for oracy and feedback during their time at school.

These 'Rules' may be adapted for classes teaching younger pupils, however the principles should remain the same so that the expectations are generally consistent throughout the school. There is also scope for teachers to adapt these rules and expectations slightly where children may reasonably struggle to apply them (for example children with ASD may struggle to make and maintain eye contact).

Furthermore, a list of activities and tips will be provided to all staff to help them to establish and nurture oracy skills in the classroom: 'Top Tips for Teaching Talk'.

Teaching and Learning – The National Framework

Our aim is to ensure that all children are taught spoken language as outlined in the National Curriculum

Spoken language –

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 are provided with STEM sentence starters which they are expected to use when responding. This enables them to learn language structures, speak in full sentences and use vocabulary in context to convey meaning.

They 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. Opportunities for high-quality oracy will be provided to children in all areas of the curriculum:

Presentational Oracy - Presentational skills are taught explicitly within lessons in preparation for assemblies and performances. Children are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, 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

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 lessons. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice. Oracy skills are incorporated across the curriculum.

Maths - Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in improving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on children verbally communicating their understanding of mathematics accurately. Children work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

In maths lessons children are expected to respond to questions during lessons in full sentences rather than simple one-word answers. Partner talk and group talk also takes place in lessons to enable children to develop the oracy skills to address increasingly larger audiences. Children are encouraged to share how they arrived at answers and how they have solved problems with the class. 'Talk Tasks' within lessons also promote this. Furthermore, pupils are expected to use key words –



vocabulary associated with the learning in context frequently and praise is used when children accurately and intentionally use these in their own discussions and explanations.

Oracy in English - As a school we are committed to raising and maintaining high standards in Literacy. 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
- STEM sentences
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work.

Reading – In reading sessions, children are encouraged to read and summarise what they have read which enables children to take important information from what is heard or read and re-tell this in their own way.

Active Listening- is an important part of communication. Listening ensures that due attention is paid to the speaker and that maximum information can be taken from those that are speaking.

Discrete grammar lessons & Talk for writing - promote good oracy skills through the practising storytelling, standard English phrases and the understanding of sentence formation. By understanding the construction of stories (beginning middle and end) sentences, their constituent parts and how they work together to convey meaning helps children to write and speak more fluently and more accurately.

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.

Children are encouraged to share their thoughts, ideas and experiences in science lessons. Our use of 'Knowledge Organisers' means that children have the key vocabulary and learning of the lesson to-hand and can access this easily when they express their ideas. It promotes the use of technical vocabulary in discussion and explanation. It also aids our young learners to talk about their learning, remember more and thus build on this learning further.

Humanities - throughout the lesson, key questions are provided for children to discuss in pairs and groups. These can also be shared with the class. Again, knowledge organisers are used to promote the key vocabulary for the lessons in addition to the skills and knowledge for progression.



RE and PSHRE - RE and PSHRE lessons are heavily discussion-based allowing children to share experiences, thoughts and ideas about different religions. Children also have opportunities to form and ask questions of their own. Knowledge organisers are now being used to help promote key language in these lessons. The discussions in the lessons are a good model to children of speaking in sentences using the STEM starters, turn-taking, active listening and respecting the views of others.

Class displays & Learning walls – each classroom has working walls which contribute to promoting subject-specific vocabulary development for English, maths, history, geography and science which will include key words on their boards relating to the subject of study during that day/week or term.

Children will be encouraged to contribute words themselves that they came across during these studies and throughout their day so that this language can be shared with others.

School Council - the school council is an opportunity to develop conversing in small groups, preparing speeches, presentations and information and then addressing audiences more publically (such as in classes or assemblies). Turn-taking and expression of thoughts and opinions will be taught as well as the ability to listen and summarise information.

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 weekly sessions with a speech and language therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups.

Children with selective mutism/reluctant talkers will not be pressured to communicate verbally and will be given alternative strategies to use to facilitate communication.

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.

Assemblies - Assemblies take place regularly and give the children an opportunity to listen to different speaking styles, different languages and accents and to understand how some more formal speaking styles are used when presenting subjects. Every term through class assemblies, pupils are encouraged to develop their confidence to speak and make a class presentation in front of an internal and external audience (when parents invited to attend).

Each class will have a 'Class Reader' that the teacher shares with the children at the end of the day. This gives the children the chance to listen to high-quality texts being read aloud and an opportunity to listen to varying pitches, accents and emphasis on different words.

IMPACT – How we know that oracy is improving.

Lesson visits and dialogue with pupils is a good indicator/assessment that the oracy skills are improving as the children speak in full sentences and automatically use the STEM sentence starters in lesson when responding to questions, so it is possible to track the specific skill that children are confident and where they require further development. We also track if there are any particular skills across cohorts which need to be reinforced.

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Information for this can come from class teachers as well as from learning walks conducted by subject leads who can comment on the standard of spoken English and oracy skills. We aim to celebrate great examples of oracy as well as great progress through awards and certificates in assembly.

The stages below will be used to monitor the progression & development of a child's proficiency in their oracy skill over time.

Stage 1	<ul style="list-style-type: none"> I can talk about interesting topics. I can listen to others and comment. I can speak clearly to different people. I am beginning to use details.
Stage 2	<ul style="list-style-type: none"> I am beginning to show confidence in talking and listening, particularly in interesting topics. Sometimes, I think about the listener by including useful detail. I speak clearly and use good words to explain and develop my ideas. I usually listen carefully and answer well to what others say. I am beginning to know that sometimes a different tone of voice and words are used.
	<ul style="list-style-type: none"> I can talk and listen confidently in different contexts, exploring and sharing ideas.

These will be reviewed and updated regularly.

Appendix 1.

Rules for Talk!

1	Use of technical vocabulary	Related to topic or writing at all times e.g. theme, dialogue.
2	Use and maintain eye contact	Show that you are engaged when you are listening and when you are speaking.
3	Project your voice	Loudly and clearly – you are addressing the whole class/room and not just your teacher!
4	Use of full sentences	In your answers and in your conversations – remember to articulate each word; they are all important.
5	Replace filler words	Like 'stuff' and 'things' with precise, academic vocabulary when you can.
6	Read and talk with expression	To convey meaning and emphasis.
7	Listen carefully	You may be asked to summarise or paraphrase what has been said!

Person responsible for this policy: R. K. Mahil-Pooni

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