



St Faith's

Church of England
Infant and Nursery School

Oracy Policy

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

Oscar Romero "Aspire not to have more, but to be more."

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our children, to give them the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of the **Oracy** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness, and that all policies are known, understood and used in an appropriate way. Our families have been consulted, and our policy reflects their comments and opinions.

Introduction

We believe that oracy has the power to change a child's life and create a fairer society. We purposefully build oracy into the curriculum, teaching and learning, and wider school life. Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Oracy skills set children up for success in school and life. It is at the heart of our curriculum, and we are committed to building and embedding a culture of oracy across the school. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. The teaching of oracy, the ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process and is a vital aspect of our foundational knowledge, enabling relationships to blossom and all children to reach their full potential. Critically, oracy underpins the development of reading and writing and is key to progress in all areas of the curriculum and beyond.

Spoken Language is a crucial component of the English National Curriculum which states:

"All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised".

National Curriculum

We want every child at St Faith's Infant and Nursery School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high-quality oracy education empowers children, regardless of their background, to find their voice for success in school and in life. We believe that effective communication skills are needed for children to succeed in later life.

Aims and objectives

Oracy can be described as a combination of learning to talk and learning through talk. It is the ability to communicate effectively. At St Faith's Infant & Nursery Infant School there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy provides our children with vital life skills.

Research has found that good oracy leads to higher order thinking and deeper understanding. Therefore, we aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. We seek to remove communication barriers enabling everyone to communicate effectively.

Oracy is embedded throughout our broad and balanced curriculum, and is taught both in the moment, through high quality interactions, and also explicitly taught across all areas of the curriculum. At the heart of good oracy is a classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. There are a variety of opportunities for young people to develop confidence in talking and learn how to be a good speaker and listener.

Oracy Framework

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables children and teachers to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills.

The Oracy Framework breaks down oracy into 4 distinct strands:

- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices
- Social & Emotional – working with others, listening and responding and developing confidence

Teaching and Learning

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops children's confidence, articulacy and capacity to learn.

Oracy is...

- Engaging with other's ideas
- Reasoning together
- Listening to understand
- Changing people's minds
- Telling compelling stories
- Developing arguments
- Expressing yourself
- Speaking up for what you believe in

Both the National Curriculum and the Early Years Foundation Stage Curriculum identify the importance of developing strong oracy skills, with research showing that this impacts on later life. Voice 21, the UK's Oracy Education Charity, state that "Spoken language skills are one of the strongest predictors of a child's future life chances, but too many children are not given the opportunity to develop these crucial skills."

As children enter our school at the age of 3 years old, their oracy journey often begins with developing language acquisition. Therefore, our Foundation Stage curriculum is centred around a high-quality, language rich environment which promotes talk and vocabulary development and listening skills.

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the EYFS Framework and in the National Curriculum for Key Stage 1. We use key principles from WellComm and ELSA to scaffold and develop early language skills. This includes the direct teaching of 'good looking' and 'good listening' as well as engaging in high-quality interactions within provision to enhance learning.

In Key Stage 1, we continue to work on the building blocks of language as listening skills and vocabulary continues to develop through explicit teaching and also discussion techniques are introduced. Pupils have the opportunity to experience a range of talking styles across the curriculum to provide meaningful contexts and purpose for speaking.

Planned oracy experiences include: (this is not an exhaustive list)

- role play
- talking partners and walking and talking
- listening and responding to stories and storytelling sessions
- reading lessons
- preparation for writing through discussion and collaboration
- visiting speakers
- giving and receiving instructions
- paired/collaborative work
- use of questions and tell me more e.g. problem solving in maths

There are opportunities for children to develop their oracy skills outside of the curriculum, including (but not limited to):

- assemblies, including class assemblies
- school council, worship council and other pupil voice activities
- productions and performances

Further detail regarding the progression of the oracy skills we teach can be found in the Progression of Oracy Skills document.

Inclusion

Inclusion is at the heart of our oracy intention, and all children are given the support and opportunities they need to become effective communicators.

Children with speech and language barriers will develop oracy skills through practise and an oracy rich curriculum. Some children will have specific speech and language intervention, and we work collaboratively with speech and language therapists. Children with additional needs are encouraged to actively take part in oracy within the curriculum and are supported with visual cues and Makaton as needed to encourage communication. These children will have specific communication and language targets within their pupil profiles.

Assessment

Continual ongoing assessments are carried out throughout our Early Years Foundation Stage using Development Matters and, at the end of Reception, the Early Learning Goals. Where it is deemed a child is Cause for Concern', staff will take appropriate steps to address this through intervention routes or referral to specialist support.

In Key Stage 1, staff will make professional judgements against the National Curriculum and our progression plan. Again, concerns around language and oracy development will be promptly addressed to ensure our children are able to make progress.

Monitoring and review

Oracy is part of everything we do at St Faith's. Our staff are highly skilled to identify and respond to need quickly, maintaining the aim that all children keep up rather than catch up.

The teaching and progress of oracy is carefully monitored by SLT through lesson visits, planning looks and collating children's voice. We pride ourselves on hearing the voice of all our children, making sure we all make time to talk and listen to all children. This may be during lessons or during playtimes and at the start and end of the school day. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

Approved by the governing body on:-	July 2026
Signed (Governor)	Emile Van Der Zee
Signed	Lisa Kingston
Review Date	July 2028

APPENDIX 1

These are some of the techniques and opportunities our children experience through our teaching of Oracy. Many of the techniques are used across more than one year group and are pitched appropriately for both the age of the children and the stage of oracy of individual children to maximise progress. The lists below provide examples used in each year group. Further detail regarding the progression of the oracy skills we teach can be found in the Progression of Oracy Skills document.

Oracy at St Faith's			
Nursery	Reception	Year 1	Year 2
Sing Nursery rhymes and songs Story time Use of songs for routines Quality interactions Planned teaching of vocabulary Listening games Carefully planned provision to promote talk and language development Foundations in phonics WellComm assessment and intervention Information sent home to parents e.g. newsletters and tapestry Story bags that go home Singing with an audience	Singing across the curriculum Story time Carefully planned provision to promote talk and language development (vocabulary prompts for adults) Explicitly taught vocabulary e.g. Drawing Club Helicopter writing Use of talk partners Use of talk strategies such as my turn, your turn Circle times and taking turns Differentiated questioning Listening games Phonics teaching and STEM sentences in maths Reading buddies with Year One classes WellComm assessment and intervention Information sent home to parents e.g. newsletters and tapestry Story bags that go home linking to the topic Singing to an audience A range of trips and real-life experiences Take turns to talk in a circle STEM sentences in Maths	Singing across the curriculum, innovating songs Story times and storytelling – listening, sharing ideas and telling own stories Explicitly taught vocabulary across the curriculum Rehearsing stories Talk partners and walking and talking. Rehearsing sentence stems and structures Collaborative group activities Use of questioning – tell me more, how do you know, explain, why Introducing speaking and listening activities e.g. conscious alley, opinion lines, role on the wall and hot seating Circle times and Forest School session reviews Interventions including SALT, Lego therapy Behaviour script to solve conflicts Use of flashbacks to recall previous teaching Discussion and taking turns to speak (not always hands up) Interactions and asking questions to unfamiliar adults e.g. mayor, bread and cheese man Opportunities to voice our reasoning and change our minds Opportunities to speak and sing to a larger audience - Speaking in worship for parents Reading buddies with Reception classes	Singing across the curriculum, innovating songs Story times and story swaps Talking partners and walking and talking – sharing what your partner said Sentence stems SLAM – expanding reason Explicit progressive vocabulary teaching across the curriculum – define and use in a sentence Story votes and story time Prosody activities Exciting visual prompts Sharing news and asking a question Consolidating speaking and listening activities e.g. conscious alley, opinion lines, role on the wall and hot seating Extending children answers through a good model A simple debate – true or false in maths Saying good morning to the next person in the register Team games in PE Circle of trust in PE Doodle books/busy books Birthday journal Writing for different purposes Interactions and asking questions to unfamiliar adults e.g. mayor, bread and cheese man Opportunities to voice our reasoning and change our minds Opportunities to speak and sing to a larger audience - Speaking in worship for parents, Christmas production, Leavers collective worship