

Plat Douet Primary School
Oracy Policy



Date Agreed: September 2025

Review Date: September 2026

This policy, having been presented to, and agreed upon by the whole staff, will be distributed to:

- All teaching staff



All resources mentioned throughout this policy can be readily distributed out by the schools Oracy lead (Miss Williams).

1. Our Oracy Vision:

At Plat Douet School, Oracy is at the heart of our school curriculum. We believe that every voice should be listened to and valued. We equip our children with effective communication skills through a targeted Oracy curriculum. Our intent is to nurture and empower our children, giving them the ability to express themselves confidently, listen actively and engage in meaningful conversations; building them up to be articulate and effective communicators. We foster a language rich environment which enables them to enhance their academic achievements, social interactions and prepare them for a successful future ahead to reach their fullest potential, enabling them to be the best they can be.

The Jersey National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and new strategies are explicitly taught to support learning. Questions are carefully planned to ensure that that all children can fully participate and there is a shared understanding that everyone's opinion should be valued.

Some of the activities we use to help develop spoken language are:

- o Partner Talk
- o Group Discussion
- o Debate
- o Role Play
- o Drama
- o Presentation
- o Collaborative work and problem solving



2. Teaching and Learning of Oracy:

Spoken Language - Years 1-6

Pupils should be taught to:

- o Listen and respond appropriately to adults and their peers
- o Ask relevant questions to extend their understanding and knowledge
- o Use relevant strategies to build vocabulary
- o Articulate and justify answers, arguments and opinions
- o Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling
- o Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- o Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- o Speak audibly and fluently with an increasing command of Standard English
- o Participate in discussions, presentations, performances, role play/improvisations and debates
- o Gain, maintain and monitor the interest of the listener(s)
- o Consider and evaluate different viewpoints, attending to and building on the contributions of others
- o 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, trios, circle, fishbowl, traverse, 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.

To support this, we will use the following tools:

- o Whole-school Oracy Progression Grid
- o Discussion Guidelines
- o Listening Ladder
- o Protocols (linked to turn-taking)
- o Sentence stems and scaffolds
- o Appropriate stickers to clearly evidence the strategies used
- o Strategies mat to facilitate planning

3. EYFS:

Our EYFS curriculum is communication rich and carefully designed to deliver a broad and balanced array of topics, which ensure coverage and progression for all. It provides pupils with creative, memorable experiences in addition to diverse and rich opportunities, which build children's aspirations demonstrating possibilities for their future lives. We believe that in order to achieve in all areas of the curriculum, the pupils must meet their communication and language goals first.

The framework is divided into the following key areas:

- o Communication and Language
- o Personal, Social and Emotional Development
- o Physical Development
- o Literacy

- o Mathematics
- o Understanding the World
- o Expressive Arts and Design

Pupils should be able to:

- o Gaze at faces, copying facial expressions and movement.
- o Make eye contact for longer periods.
- o Watch someone's face as they talk.
- o Recognise and be calmed by a familiar and friendly voice.
- o Listen and respond to a simple instruction.
- o Use gestures like waving and pointing to communicate.
- o Copy your gestures and words.
- o Use intonation, pitch and changing volume when 'talking'.
- o Understand simple words in context.
- o Listen to other people's talk with interest, but can easily be distracted by other things.
- o Start to develop conversation, often jumping from topic to topic.
- o Start to say how they are feeling, using words as well as actions.
- o Understand how to listen carefully and why listening is important.
- o Learn new vocabulary.
- o Use new vocabulary through the day.
- o Articulate their thoughts and ideas in well-formed sentences.
- o Describe events in some detail.
- o Develop social phrases.
- o Use new vocabulary in different contexts.

3. Assessment:

We believe that monitoring the pupil's progress in Oracy will be a pivotal part of their development and success.

Due to the nature of spoken language, we will use a range of tools to assess their knowledge and present their work, such as:

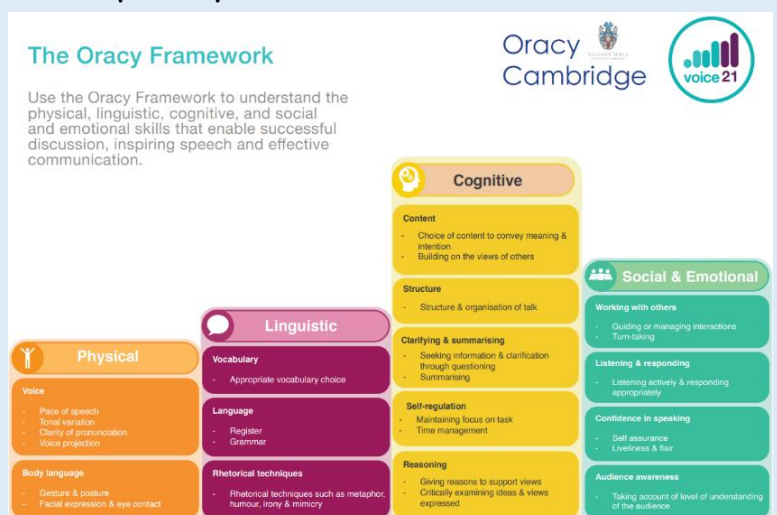
- o Against the Spoken Language National Curriculum statements
- o The Oracy Progression Grid
- o Pupil Voice
- o Parent Voice
- o Whole-school presentations
- o Debates
- o Technology
- o Listening walks

4. Teaching and Learning - The Plat Douet School Oracy Framework

Pupils are taught Oracy skills during dedicated sessions, which are then used and embedded across the curriculum. During these sessions, the children are taught about discussion techniques, vocabulary and listening skills. They explore the use of exploratory talk and presentational talk and teachers understand how to use these appropriately based on where they are within a sequence of learning.

We use the Oracy framework developed by Voice 21, which breaks Oracy into four strands:

- o Physical
- o Linguistic
- o Cognitive
- o Social and Emotional



5. Oracy Toolkit

To support our teaching of Oracy, we have developed our own resources as well as adapted existing materials.

Discussion Guidelines:

These are a set of guidelines for partner and group discussions that help maintain an effective and respectful environment for talk.

Each key stage have their own discussion guidelines that have been carefully tailored and adapted to ensure they are suitable for each age group.



Talk Tactics (discussion sentence stems):

These sentences support the children to articulate their answers orally, as well as in writing. Our 'talk tactics' have been adapted and made for each key stage.

KS1 Talk Tactics:

In KS1, children are taught only THREE of the Voice 21 talk tactics.

Instigate



Start an idea:

I'd like to start by saying ____

I think ____

I wonder ____

Probe



Dig, ask:

Why do you think ____?

Tell me more to support this idea.

How do you know ____?

Build



Add:

Building on ____'s idea ____

I agree and I'd like to add ____

This idea made me think ____

KS2 Talk Tactics:

In KS2, the children are taught how to incorporate ALL of the Voice 21 talk tactics into their learning.

Student Talk Tactics



Instigate



Present an idea or open up a new line of inquiry

- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe



Dig deeper, ask for evidence or justification of ideas

- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Challenge



Disagree or present an alternative argument

- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify



Asking questions to make things clearer and check your understanding

- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Summarise



Identify and recap the main ideas

- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

Build



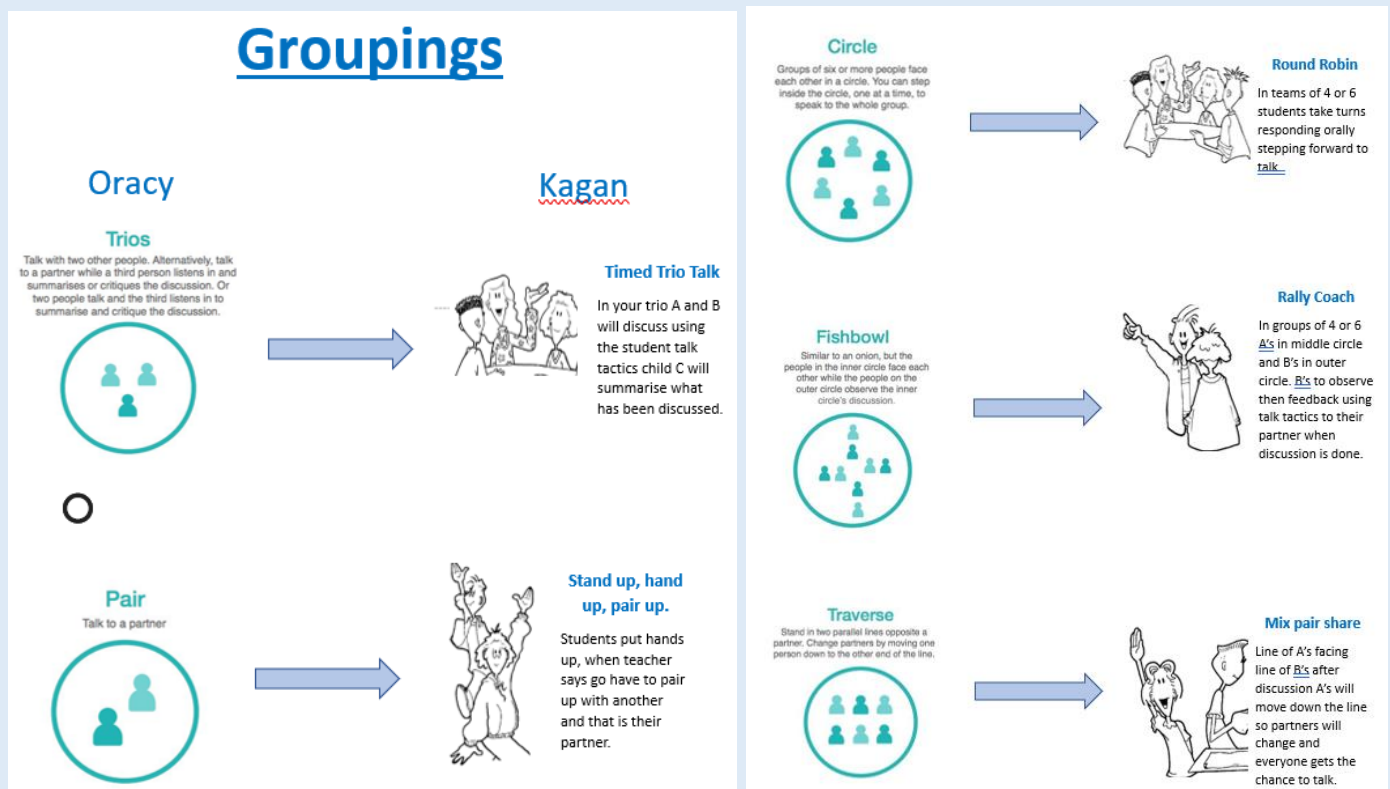
Develop, add to or elaborate on an idea.

- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Groupings:

Groupings enable children to explore different types of talk and communicate for different purposes. As a school, we have combined the Voice 21 oracy groupings with the Kagan metacognition groupings to ensure the children are familiar with what was already previously in place.




Talk Detectives:


Talk detective enable children to identify different Oracy skills used during a discussion.







KS1 Talk Detectives:

Again, have created our own talk detective sheet for KS1 that incorporates their own talk tactics. This ensures that they are accessible for everyone to get involved.



Talk detectives!
Mystery to solve: what does good oracy look like?



<u>Talk Tactics used/Oracy framework:</u>	<u>Names and any notes:</u>
 Physical  <u>Instigate</u> Start an idea: <ul style="list-style-type: none">Looking at and facing each other?Speaking loudly and clearly?	
 Probe  <u>Probe</u> Dig, ask: <ul style="list-style-type: none">Using WOW words?Giving reasons?	
 Social & Emotional  <u>Build</u> Add: <ul style="list-style-type: none">Listening carefully?Building on ideas?Everyone spoken?	

KS2 Talk Detective:



Talk Detectives

Mystery to solve: what does good oracy look like?





Physical

- Are they speaking clearly and at an appropriate volume?
- Do they use appropriate body language and gestures to support the communication of their ideas?



Cognitive

- Are they asking questions?
- Do they clarify & justify points?
- Do they develop, challenge and critique the ideas of others?



Linguistic

- Are they using appropriate and ambitious vocabulary?
- Are they using specific or technical language when appropriate?

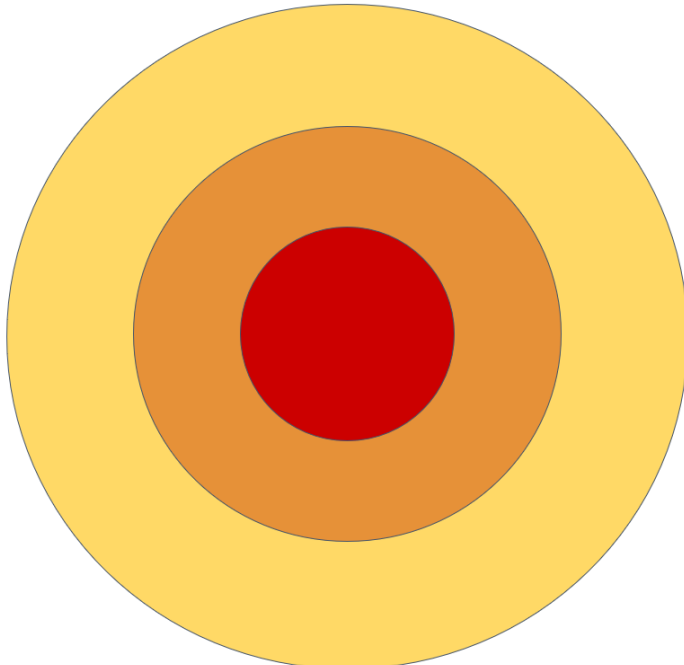


Social and Emotional


- Are they tracking the speaker?
- Are they making sure everyone gets a turn to speak?
- Are they actively listening?

Vocabulary Bullseye:

This activity is based on teaching new vocabulary and it can also be used to develop peer feedback on writing.



	Tally	Total
1 point words		
3 point words		
5 point words		
	Overall total =	



Presentational Oracy:

Presentational skills are taught within lessons where children have the opportunity to share their work and ideas through performance poetry, assemblies, school productions and speech. The end goal is in Year 6 where they will plan and prepare a motivational speech. The children then audition for a chance to have their voice heard at the 'Speak Up, Speak Out' competition held every Summer term in Jersey.

We understand the different starting points of all pupils and adapt accordingly to suit their needs and ensure that their voices are valued, heard and nurtured. During presentation, the children are encouraged to consider their pitch, tone, pace, gestures, pace, body language and projection (linking closely to their class discussion guidelines).

6. Oracy across the curriculum:

Whilst new skills are taught explicitly when first introduced, they become embedded in our curriculum as the children develop their fluency and confidence. We carefully plan for opportunities to talk and teachers are able to use their experience and knowledge to cultivate a talk-rich environment in their classroom. Questions are differentiated and planned to ensure full participation.

Oracy in English:

As a school, we are committed to raising and maintaining high standards for literacy. We support our pupils by providing them with a range of skills to help them to:

- o Develop a rich vocabulary
- o Participate in reasoned discussions
- o Articulate and justify their answers
- o Participate in role plays, presentations, discussions and debates
- o Speak with appropriate volume and pitch with an increasing command of Standard English
- o Give well-structured descriptions, explanations and narratives for different purposes
- o Learn to use their language to persuade

We achieve this in the following way:

- o Drama is used to immerse the pupils into different topics
- o Vocabulary activities
- o Presentation tasks
- o Group discussions
- o Partner talk

Oracy in Maths:

Oracy is strongly embedded during Maths lessons to support the teaching of mathematical vocabulary, new concepts, support children in proving or justifying their answers to address misconceptions. Oracy has a particularly important role in reasoning lessons, which focus on the children using their vocabulary to communicate their understanding of mathematics accurately. Children work collaboratively to solve problems and use sentence stems to support discussion. Talk tasks are a huge part of the Maths lessons, allowing the children to discuss how they have worked out an answer through the use of scaffolded sentence stems and the reasoning behind it has so many benefits to not only themselves but others too.

Oracy in Science:

In Science, children use their Oracy skills to:

- o Ask relevant questions about scientific enquiries
- o Communicate their findings in different ways
- o Develop hypotheses collaboratively
- o Use scientific vocabulary
- o Talk about their findings to explain the steps taken

7. Learning environment:

Our extensive grounds enable us to teach Oracy creatively and use drama and performance to develop communication skills. Our classroom displays are vibrant Oracy resources are clearly displayed and easy to access by the children.

Celebration of Oracy:

Oracy is rewarded with house points across the school. A weekly Oracy certificate is given out to the Oracy pupil of the week.

Children's rights:

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.

8. Inclusion:

We have a strong understanding of the different starting points of our pupils and we value all forms of communication to ensure that everyone feels heard, included, valued and supported. Speech and language targets are carefully set for pupils who need support and these are developed with expert advice for maximum impact on the children's learning and development.

Ensuring sustainability:

To secure the sustainability of Oracy in our school, all of our training sessions resources are stored safely to ensure that appropriate training can be facilitated when new members of staff join the school. Our Oracy intent and approach are clearly shared during induction and new members of staff are supported to embrace our whole-school approach and use their own experience to teach this successfully.