



St Mary's CE Primary School



Oracy Policy

2025-2026

It is our belief that there is something extraordinary and wondrous in everybody as unique creations of God. We value all our children as children of God and celebrate difference and diversity all within a safe, encouraging Christian school environment in which all flourish.

Therefore, all will aspire with God's strength to reach for the stars.

"I can do all things through him who strengthens me." Philipians 4:13

Mission Statement

Oracy is having a voice, through the ability and confidence to express one's thoughts, answer BIG questions and listen to others to communicate effectively.

The Role of Oracy

At St Mary's we want our children to find their voice, have the confidence to share their opinions and listen to others thoughts in order to create more evaluated and justified views. In today's world, oral communication is one of the number one priorities that employers look for. We need to prepare our children for the complex and modern world that is now today. Oracy can develop higher-order thinking, a positive ethos of questioning and well-rounded children, who have the eloquence and openness needed for their futures.

Aims

The aims which apply to all our children:

- to listen and respond appropriately to adults and peers
- ask relevant questions to extend their understanding and knowledge
- to build vocabulary through a range of topics across the curriculum to prepare children for the wider world
- articulate and justify answers, arguments and opinions especially when debating
- 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.

Teaching and Learning

Oracy is taught in many aspects of teaching and learning at St Marys.

Substantive knowledge:

Substantive knowledge of oracy at St Mary's is developed through the modelling of high-quality standard English by teachers and support staff, books (fiction, non-fiction and poetry) being read to the children, through the explicit teaching of new vocabulary in each subject (children from Year 2-6 all have a word collector), in fluency sessions in guided reading, where children learn a part of a text modelled by their teacher and more.

Disciplinary knowledge:

Children develop their spoken language disciplinary knowledge through the application of their skills and learning. This is achieved when debates are held, through drama (hot seating, conscience alley, opinion lines), when engaging in discussions to solve problems, during events such as Poetry Recitals and much more. Children also stand up to answer/ask questions and we expect them to use full sentences, using specific, topic-related terminology and a clear, loud and expressive voice. To elevate the role of oracy, we also expect our key stage 1 and 2 children to ask their own open questions, using Blooms Taxonomy and to use sentence stems to answer questions and to challenge each other's thinking. This creates more coherent thoughts and enables them to justify or even change some of the opinions they may have.

Resources

All resources are in teacher classrooms, through the use of a consistent whole school approach, oracy working walls, Quality First Teaching and ICT equipment.

Foundation Stage

The foundation stage offers many opportunities to develop oracy skills throughout the school day through free-flow activities such as, discussions around curiosity cubes, mathematical activities, activities that encourage children to discuss their senses and more. Teachers and support staff at St Mary's are highly trained in facilitation and therefore the correct intervention and modelling, supports children's spoken language skills. Children also have many opportunities to develop their learning in the outdoors with a bespoke outdoor area available to children that is tailored to support every stage of their development especially spoken language as this flows through every activity such as, turn-taking, developing manners and engaging in conversations with their peers and adults about what they are doing.

Planning

Oracy is part of everyday planning and quality first teaching at St Mary's, through the use of a consistent whole school approach. Through the use of carefully structured lessons and teacher/child questioning, oracy appears in

every aspect of learning. The expectation at St Mary's is that everyone has a voice and their own thoughts and it is the ability to express these and listen to others which creates confident, well-rounded individuals.

Curriculum

Our curriculum is designed so that every subject has equal importance. St Mary's children have the opportunity to develop their oracy skills in every aspect of our curriculum. For example, planned launch events; hot seating characters in narrative units or a person of interest; geographical discussions (Year 6 discussing river depth on their Rivers trip); creating thoughtful hypothesis questions in Science and more - the list is endless. We believe that oral communication inspires children and allows them to thrive.

Reading

St Mary's has the Gold Reading Quality Mark and through oracy, children have the opportunity to develop their reading even more. Through daily guided reading sessions, 1:1 reading, Early Bird Reading sessions, fluency sessions, incentives, our Library Bus and much more, children have the chance to discuss, in depth, their reading with an adult and/or peer. Reading comprehension, understanding, inference and authorial craft are also developed, through scaffolded, important discussions with an adult or peer.

Mathematics

St Mary's has the Gold Mathematics Quality Mark. Oracy continues to provide an excellent opportunity for the children to talk, explain and debate their maths skills and methods, finding new ways to solve problems and sharing these with their peers. Children engage themselves in the language of maths, which equips them to understand and answer problem-solving and reasoning questions.

RE

RE provides the perfect opportunity to debate and discuss 'Big Questions'. At St Mary's, children participate in a half-termly big question debate. This time allows children to explore different opinions and listen to the views of others, as well as justifying thoughts they have. They challenge each other, elaborate on each other's thoughts and sometimes change their own opinions.

Assessment, Monitoring, Recording and Reporting

It is the leader's responsibility to ensure children are having the opportunities to develop their oracy skills and to ensure a whole school approach is being consistently followed.

- Drop-in observations will take place during a range of lessons, to ensure consistency and impact.

- Books scans to develop a picture of oracy development across a range of subjects.
- Teacher, child and parent questionnaires and interviews will also be undertaken by the leader.
- Staff meetings to discuss and develop progression and the approach.
- Teachers assess and children assess themselves against 'Speaker Categories', which can be found on Oracy displays in every classroom.

Reviewed: June 2024

Next Review: June 2025

Signed: Mrs E.Hancock (Oracy Leader)