Weston Shore Infant School

Weston Park Primary School

Weston Schools Federation

Oracy Policy 2026-2027

Date of last review: November 2026

Date of next review: November 2027

HAMWIC EDUCATION TRUST

Weston Schools Federation Oracy Policy

Vision

"At Weston Schools Federation, we believe every child deserves the opportunity to use their voice for good. Through a rich and inclusive oracy curriculum, we empower our pupils to speak with confidence, express their ideas clearly and think independently. We nurture active listeners who demonstrate empathy, value different perspectives and engage thoughtfully in meaningful conversations."

Rationale

At Weston Schools Federation, we believe that oracy is essential to achieving our vision of "Creating Endless Opportunities". As a welcoming and inclusive community, we support our children to develop the confidence, independence and courage they need to fulfil their potential and make positive change in the world with their words and actions.

Spoken language underpins every aspect of learning and personal development. Through a high-quality oracy education, we equip pupils with the skills to communicate effectively, think deeply and work collaboratively, supporting our commitment to creating endless opportunities for all children

We recognise that children arrive at school with different experiences of language and communication. As a school that values equality, fairness and diversity, we take a deliberate and inclusive approach to oracy so that every child, regardless of background or starting point, has a voice and is able to participate fully in school life.

Through our rich, creative and ambitious curriculum, oracy enables pupils to explore ideas, reason effectively and articulate their thinking across all subjects. It supports our aim to develop children who are curious, imaginative, resilient, disciplined and collaborative learners, able to work cooperatively and become confident, happy individuals prepared for the next stage of their education and life beyond school.

At Weston Park Primary School, oracy is not an add-on. It is:

- a curriculum priority, supporting learning in every subject
- a core pedagogy, helping pupils learn through purposeful talk
- a shared culture, evident in classrooms, assemblies, pupil voice and everyday interactions

By placing oracy at the heart of our practice, we empower our children to communicate with confidence, listen with respect and use their voice to shape their own futures and contribute positively to their community and the wider world.

Intent

Oracy is an always for our curriculum and pedagogy. A high-quality education in Oracy will teach pupils to communicate clearly and give them the ability to be able to articulate

their thoughts and ideas eloquently. They will develop skills and the confidence to speak in a wide range of contexts. At Weston Schools Federation we build a 'culture of talk' across our schools and give children many opportunities to develop presentational talk. Oracy is used to ensure that our pupils have access to a rich and varied vocabulary and use talk within all lessons to deepen their understanding.

To ensure that we are teaching oracy skills across the curriculum and providing our children with a range of oracy opportunities, including a variety of audiences, we have partnered with Voice 21 (a charity which aims to improve the teaching of oracy in schools). We are working to develop a high-quality oracy education for our schools which will enable pupils to learn through and to talk.

Implementation

The Oracy Framework – the purpose of talk

Using the Voice 21 Oracy Framework, we develop pupils' ability to engage in purposeful discussion, deliver confident and inspiring speech, and communicate effectively across a range of contexts. The framework supports high-quality talk by addressing the four key strands that underpin successful communication.

Our curriculum is intentionally designed to systematically develop and progressively build oracy knowledge and skills across all areas of the curriculum. This framework of skills is taught, practised and assessed in all subjects, using clearly defined, age-appropriate objectives. As pupils progress through the federation, they encounter carefully planned opportunities and increasing levels of challenge that build upon prior oracy learning, ensuring continuity, coherence and progression. Voice 21 resources have been thoughtfully adapted to ensure they are implemented consistently and effectively across the federation, reflecting our shared values, expectations and pedagogical approach. Over the course of each academic year, every year group engages explicitly with all four strands of oracy through an agreed federation-wide sequence:

- Physical
- Social and Emotional
- Linguistic
- Cognitive

This structured and progressive approach ensures that all pupils develop the confidence, skills and strategies required to communicate successfully, supporting both academic achievement and personal development.

Talk Guidelines

All classes have clearly established Talk Guidelines, forming a consistent, whole-school approach to developing oracy. These guidelines are explicitly taught, regularly modelled and consistently reinforced to ensure that pupils understand how to:

- listen attentively and respectfully

- take turns and respond appropriately to others
- build on the ideas of peers
- articulate their own thoughts clearly and confidently

Through the consistent use of Talk Guidelines, pupils are supported to participate positively in discussion, collaborate effectively and communicate with increasing confidence.

Use of different groupings to structure talk

Through structured discussion, pupils actively construct their own knowledge, develop understanding over time and are supported to articulate, justify and refine their thinking in response to the viewpoints of others.

Across the federation, opportunities for talk are deliberately planned, purposeful and sequenced within lessons to support learning progression and deepen understanding. Talk activities are appropriately pitched to meet pupils' needs and are used to support curriculum mastery, ensuring that pupils can explain their thinking, use subject-specific vocabulary accurately and engage meaningfully with learning.

A range of inclusive and consistent group discussion protocols is used to ensure that all pupils, including those who are less confident, disadvantaged or with SEND, are supported to participate and succeed. This approach ensures that talk is equitable, expectations are clear and high, and that all pupils are prepared to meet learning objectives and communicate confidently, reflecting our commitment to inclusion and ambition for every learner.

Use of talk tactics to scaffold talk

Across Weston Schools Federation, ambitious and challenging norms for talk are explicitly established and consistently modelled so that pupils understand clear expectations for effective classroom talk. Talk Tactics are used within lessons to support pupils in thinking strategically about how they contribute to group discussions, enabling them to listen actively, build on the ideas of others and articulate their thinking with increasing confidence and precision.

The use of structured discussion roles supports purposeful and well-managed talk, while deliberately developing specific speaking and listening skills. This is further strengthened through the planned use of sentence stems and key vocabulary, which scaffold pupils' responses and promote the accurate use of subject-specific language. A graduated and progressive approach to introducing sentence stems ensures that pupils consolidate prior learning and build fluency over time, contributing to clear progression in oracy skills across the curriculum

Oracy Specific Praise in the Classroom

When offering verbal feedback and praise in the classroom, staff deliberately reference the four strands of the Voice 21 Oracy Framework and their progressive objectives. This ensures that oracy skills are explicitly recognised, reinforced and fully embedded within everyday classroom practice. By targeting feedback in this way, pupils are supported to

understand what effective communication looks like and how they can continue to develop their speaking and listening skills across the curriculum.

Verbal feedback and praise are used purposefully to highlight positive examples of oracy, helping pupils to reflect on their contributions and apply these skills consistently.

Oracy across the curriculum

We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations. Pupils should have a range of planned oracy experiences across all subjects (this is not an exhaustive list):

- drama;
- talk partners;
- listening to stories;
- reading lessons;
- preparation for writing;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths;
- presentation of learning;
- peer collaboration across year groups.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum which include (but are not limited to) the following:

- assemblies;
- pupil leadership roles;
- school council;
- pupil voice activities;
- end of unit showcase events to parents/carers;
- extra-curricular and year group productions;
- school trips;
- music events.

Impact

Across Weston Schools Federation, we value oracy as an integral part of pupils' education and as a key driver of both academic success and personal development. We recognise that strong oracy skills extend beyond attainment and employability, supporting pupils' social, emotional and interpersonal development, including self-confidence, self-awareness, resilience and empathy. A well-designed and effectively implemented oracy curriculum across the federation aims to ensure that all pupils are equipped to communicate confidently, listen attentively and participate fully in school life and beyond.

A successful oracy curriculum within Weston Schools Federation will:

- Increase enjoyment of learning – learning is rich, engaging and meaningful when pupils are encouraged to bring their own voices, experiences and perspectives to classroom discussion.
- Improve academic outcomes – pupils develop the ability to think critically, reason collaboratively and use a wide and increasingly accurate vocabulary to articulate their knowledge and understanding across the curriculum.
- Foster wellbeing and confidence – pupils are empowered to build positive relationships, express themselves confidently and understand that their voice is valued.
- Support transitions and future employability – strong oracy skills enable pupils to thrive in the next stages of education and prepare them effectively for the demands of later life and work.

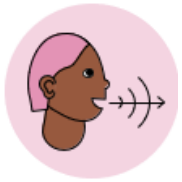
By the time pupils leave Weston Schools Federation, we want them to have developed the oracy skills necessary to support a successful transition to secondary education and beyond. Through a carefully sequenced and progressive oracy curriculum, pupils are supported to develop and embed a wide range of speaking and listening skills, including:

- speaking with confidence, clarity and fluency;
- recognising the value of listening and responding thoughtfully to others;
- valuing their own opinions and expressing them respectfully and appropriately;
- sustaining logical arguments and responding constructively to different viewpoints;
- adapting language for different purposes, contexts and audiences, including the accurate use of Standard English;
- concentrating, interpreting and responding appropriately to a range of listening experiences;
- demonstrating open-mindedness, respect for others and an appreciation of diverse perspectives;
- valuing the diversity of languages, dialects and accents represented within the school community;
- presenting learning confidently and effectively through formal and informal presentations.

Essentials and Desirable Aspects of Oracy

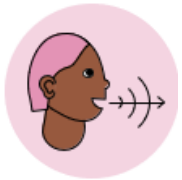
Essential	Desirable	Never
Oracy should be planned into all subjects and used to harness learning. **(TB4)**	Staff to use oracy progression documents to ensure that activities are well planned. **(TB4)**	Never learn oracy to chance or expect children to achieve well without structure and planning.
• All voices in the classroom are valued and listened to. • Stem sentences are modelled by staff. • Stem sentences are used to support pupils so that all pupils can contribute. **(TB2)**	• Pupils select and adapt stem sentences independently rather than relying on adult prompting. • Stem sentences are used routinely across subjects **(TB2)**	Never allow pupils to remain silent and not communicate. Give them the strategies they need to be successful (talk partners, nest, thinking time, talk to an adult etc).
	•	
Explicit oracy skills (The Oracy Framework) are taught in a meaningful and purposeful way through Talk Guidelines in classrooms. **(TB3)**	Oracy activities are linked to curriculum areas and used to enhance learning. **(TB3)**	No need to record all oracy activities. Only record is it will add value to pupil's learning journey or help them with feedback, self and peer assessment etc.
Pupils are given feedback directly linked to the oracy framework (Talk Guidelines). Oracy specific praise is explicitly recognised and reinforced. **(TB5)**	Pupils begin to appraise each other on their oracy skills. **(TB5)**	
Talk Guidelines are created at the start of the year with pupils, displayed in classrooms and referred to on a regular basis **(TB1)**	Talk Guidelines are referred to in every lesson. **(TB1)**	Never allow Talk Guidelines to become wallpaper.
Talk Tactic cards **(Instigate, Build, Challenge)** are available to pupils in all classrooms and specific sentence stem sentences using these are created for specific discussions. **(TB1)**	Talk Tactic cards are available to pupils in all classrooms and specific sentence stem sentences are created for all discussions.	Never allow pupils to use the Talk Tactics without explanation and modelling.
Exploratory talk is used within all lessons to enhance learning. **(TB4)**		
Presentational talk is used for children to present their learning. **(TB4)**		

When planning talk activities ensure that different groupings are used – based on the Voice21 groups. (Nest and Talk Partners) **(TB2)**	• Use a variety of groupings regularly so that pupils get used to the different situations. • Use the grouping images to support pupils. **(TB2)**	Never allow more than six children in a discussion group unless there is detailed planning, roles and structure.

Oracy Framework Strand	F1	F2	Year 1	Year 2
Physical 	To begin to speak audibly so they can be heard and understood. To begin to use gestures to support meaning in play. To begin to express a point of view using words and gestures	To speak audibly so they can be heard and understood. To use gestures to support meaning in play.	To begin to use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts	To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To use the appropriate tone of voice in a range of contexts.
Linguistic 	To use talk in play to practice new vocabulary To begin to use sentence stems: "I like" "I don't like". "I think that's right" "I think that's wrong" To listen to rhymes and songs	To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. To begin to use sentence stems: "I agree because" and "I disagree because" To listen to rhymes and songs	To use appropriate vocabulary specific to the topic at hand. To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to…'	To adapt how they speak in different situations according to the audience. To use sentence stems to signal when they are building on or challenging others' ideas. To use sequencing language to organise ideas e.g. firstly, secondly, finally.
Cognitive 	To begin to use 'because' to develop their ideas. To begin to make relevant contributions and ask questions. To begin to describe events that have happened to them in detail.	To use 'because' to develop their ideas and problem solve. To make relevant contributions and ask questions. To describe events that have happened to them in detail.	To offer reasons for their opinions. To recognise when they haven't understood something and ask a question to help with this. To disagree with someone else's opinion politely.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.

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		To begin to disagree with someone else's opinion politely.	To explain ideas and events in chronological order	
Social and Emotional 	To begin to look at someone who is speaking to them. To begin to take turns to speak when working in a group.	To look at someone who is speaking to them. To take turns to speak when working in a group. To begin to take part in group discussions with the support of an adult.	Listen to others and be willing to change their mind based on what they have heard. To take part in group discussions with the support of an adult. To offer nods and short words of encouragement to the person speaking.	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.

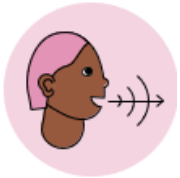
Oracy Framework Strand	Year 3	Year 4
Physical 	Deliberately vary tone of voice to convey meaning. E.g. Speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience.	To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.
Linguistic 	To be able to use specialist language to describe their own and others' talk (topic specific language). To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary with increasing confidence

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Cognitive 	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. To build on, challenge and summarise other's ideas in discussion.
Social and Emotional 	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. To begin to organise some group discussion without the support of an adult.	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback.

Oracy Framework Strand	Year 5	Year 6
Physical 	To project their voice to large audiences. Natural use of body language and facial expressions. To use pauses for effect in presentational and exploratory talk.	To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.

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Linguistic 	To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To use humour and sarcasm. To judge when appropriate to use specialist vocabulary.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions, sarcasm and mimicry. To reflect on my own and others talk using specialist language and suggest next steps
Cognitive 	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. To begin to counter- argue and make counter proposals to problem- solve and move discussions forward. To reflect on their own and others' oracy skills and identify areas of strength and how to improve.	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To structure their talk in sophisticated ways e.g. grouping ideas by themes. To reflect on their own and others' oracy skills and identify areas of strength and how to improve.
Social and Emotional 	Listening for extended periods of time. To speak with flair and passion. To confidently organise group discussion which encourages all members to take part.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. To critically examine ideas and views of others considering the impact of their words.

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Year group	Talk Tactics	Sentence stems
EYFS		"I think…" "Yes, and…" "I disagree because…"
Year 1		"I think…" "Yes, and…" "I disagree because…" "I agree because…"
Year 2		"I think…" "Yes, and…" "Building on X's idea…" "I disagree because…" "I agree because…"
Year 3		"I would like to start by saying…" "Building on X's idea "I disagree because…" "Our discussion focused on… "Why do you think…"
Year 4		"I would like to start by saying…" "Building on X's idea…"I agree and would like to add…" "I disagree because…" "To challenge you X, I think…" "Our discussion focused on… "So far we have talked about…" "Why do you think…" "Can you provide and example…"
Year 5		"I would like to start by saying…" "We haven't yet talked about…" "Building on X's idea…"I agree and would like to add…" "I disagree because…" "To challenge you X, I think…" "Our discussion focused on… "So far we have talked about…" "Why do you think…" "Can you provide and example…" "So are you saying…" "Does that mean…"
Year 6		"I would like to start by saying…" "We haven't yet talked about…" "Building on X's idea…"I agree and would like to add…" "X's idea made me think…" "I disagree because…" "To challenge you X, I think…" "I understand your point of view but have you thought about…" "Our discussion focused on… "So far we have talked about…" "The main points raised today…" "Why do you think…" "Can you provide and example…" What evidence do you have to support X idea?" "So are you saying…" "Does that mean…" " can you clarify what you mean?"

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