



Alexandra Infants' School

Oracy Policy

At Alexandra Infants School, we firmly believe that purposeful talk and communication are essential components for children to succeed across the curriculum and prepare them for later life. As such, we are committed to providing a high-quality Oracy education, designed to develop children's speaking and listening skills, as well as their capacity to learn.

Intent

Our school's philosophy is rooted in the conviction that all children, regardless of their background, deserve the opportunity to find their voice and express themselves effectively. To achieve this, we have implemented an explicit, systematic, and carefully planned teaching approach to Oracy, which is integrated across all phases of the curriculum. This comprehensive strategy is tailored to support children in making progress in the four key strands of Oracy: physical, cognitive, linguistic, and social and emotional. By adopting this multifaceted approach, we aim to equip our pupils with the skills and confidence necessary to communicate effectively, both verbally and non-verbally, and to navigate the complexities of everyday life.

Our primary aim is to ensure that all pupils receive the best possible start in life by providing a range of opportunities that foster the development of Oracy skills.

To achieve this, we have established a set of key goals that underpin our approach to teaching and learning:

- To encourage our pupils to become fluent and confident speakers, capable of articulating their thoughts and ideas in a clear and coherent manner.
- To enable our pupils to contribute effectively and respond appropriately in discussions, thereby promoting a culture of respectful and open dialogue.
- To empower our pupils to communicate, debate, and present their views in a range of contexts, from formal presentations to informal conversations.
- To nurture effective listeners who are able to challenge and build upon others' views in a purposeful and constructive way.

In pursuit of these objectives, we are proud to be part of the Voice 21 programme, a prestigious initiative that shares our commitment to developing Oracy skills across the curriculum. Through our collaboration with Voice 21, we are able to draw upon their expertise and resources to inform and enhance our teaching and learning practices. By working closely with the programme, we are able to stay abreast of the latest research and best practices in Oracy education, ensuring that our pupils receive the highest quality instruction and support.



Implementation

As part of our commitment to providing a broad and balanced curriculum, we have embedded oracy throughout our teaching practices.

Additionally, our pupils participate in discrete oracy lessons on a weekly basis, where they are taught a range of skills, including listening, vocabulary, and discussion techniques. We believe that it is essential for children to learn the fundamentals of effective communication before they can utilise these skills to enhance their learning. To this end, our initial focus is on teaching children to articulate their thoughts and ideas clearly, before progressing to more advanced techniques, such as learning through discussion and dialogue.

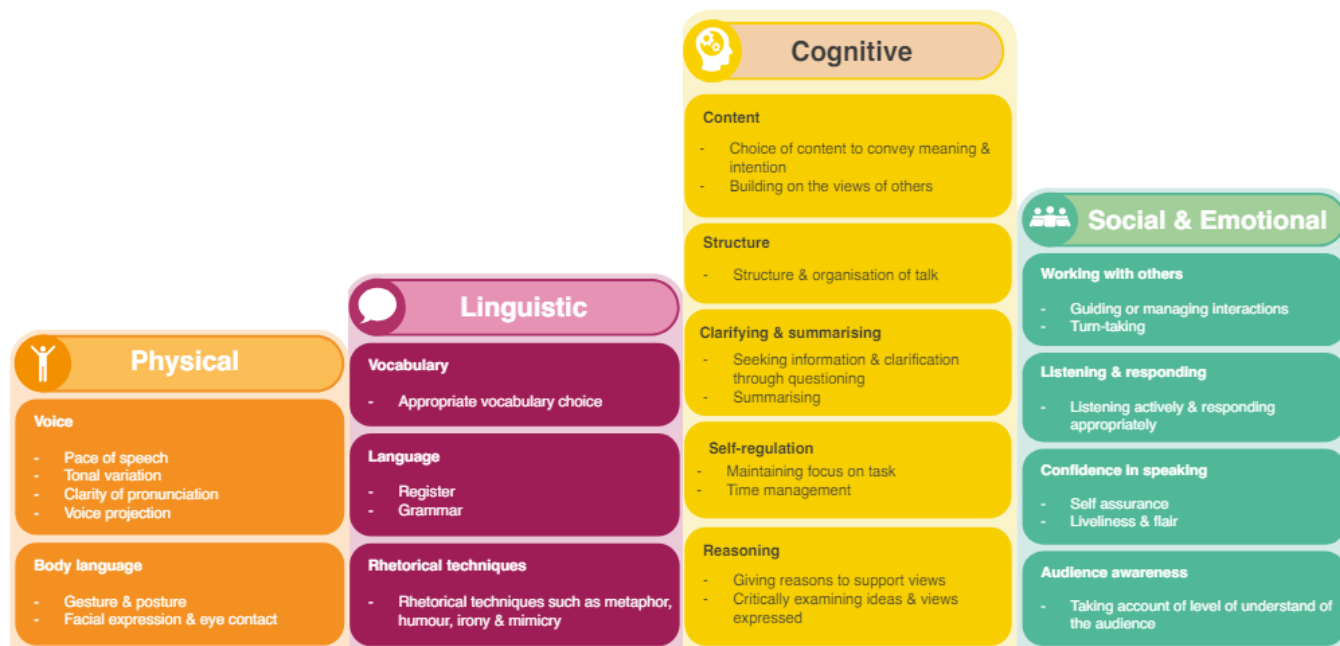
The oracy framework we employ at Alexandra Infants' School was developed in collaboration with the University of Cambridge and Voice 21. This comprehensive framework breaks down oracy into four distinct strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional.

By adopting this framework, our staff and pupils are able to understand the key characteristics of effective spoken communication in various contexts. This, in turn, enables our pupils to develop a deeper understanding of the importance of oracy and to cultivate the skills necessary to communicate effectively in different situations.

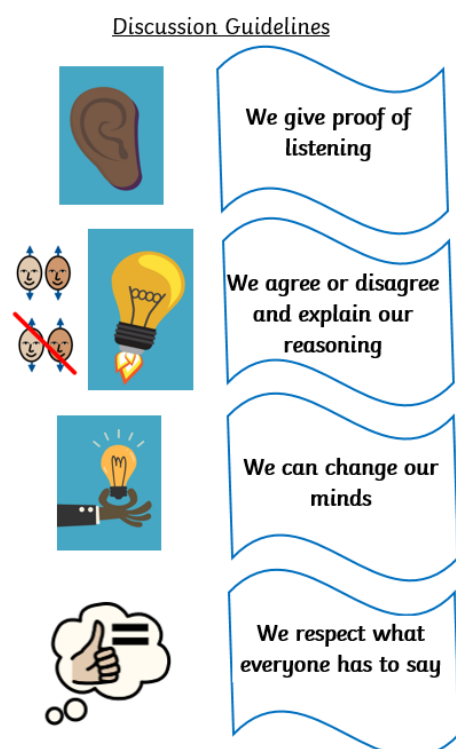


The Oracy Framework

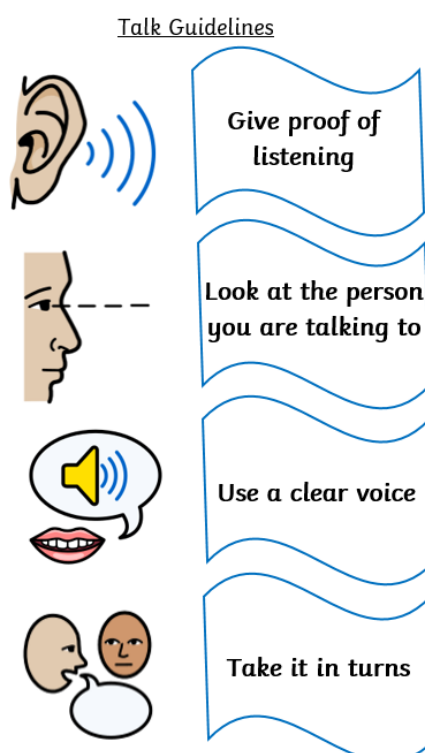


As part of our commitment to providing a comprehensive education, we have introduced an Oracy toolkit that is utilised consistently across all phases of our curriculum. This approach enables us to foster a cohesive and supportive learning environment, where pupils can refine their communication skills and become confident speakers and listeners.

Discussion guidelines (KS1)




Talk guidelines (EYFS)






Listening guidelines


Giving Proof Of Listening Means




Listen carefully
Try to summarise what has been said and ask questions.



Face the speaker
Make sure you are looking at the speaker so that they know you are listening.



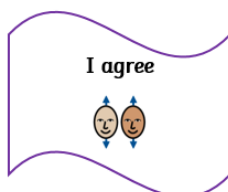
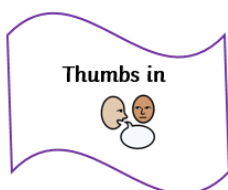
Body language
Use your body language to show that you are calm and focused.





Talk protocols

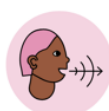
Talk Protocols



Child friendly version of the Oracy framework (KS1)



Physical



Linguistic



Cognitive



Social &
Emotional

Speed
Volume
Gestures
Expression
Body

Sentence
Stems
Vocabulary

Clear
Organised
Questions
Responding
Giving
reasons

Taking
turns
Listening
Encouraging
Confident
Audience



Child friendly version of the Oracy framework (EYFS)



Stem sentences

A progressive document showing example Stem sentences to be used in each year group.

Teacher talk tactics (KS1)

To support discussion, staff are provided with a range of teacher talk tactics.

Instigate – Let's start the discussion by...

Challenge – Has anyone got a different idea?

Build – Could anyone tell me more?

Pupil talk tactics (KS1)

To support discussion, staff are provided with a range of pupil talk tactics.

Instigate – I think...

Challenge – I disagree because/I would like to challenge your idea...

Build – I agree and would like to add...



Teacher talk tactics (EYFS)

Instigate – Would you like to go first?

Challenge – Has anyone got a different idea?

Build – Could anyone tell me more?

Pupil talk tactics (EYFS)

Instigate – I think...

Challenge – I disagree because...

Build – I would like to add...

Speaker categories

The children are grouped into three distinct speaker categories; Quiet Speaker, Spectacular Speaker, and Confident Speaker. These categories have been carefully defined to enable teachers to pinpoint specific areas where individual pupils may require additional guidance or support. The assessment process involves evaluating the children against a set of predetermined criteria, which are integrated into both the curriculum lessons and discrete Oracy sessions.

Weekly Oracy lessons

Each week children are taught explicit Oracy sessions. These sessions, which will last for 15 minutes, aim to provide our children with the opportunity to develop their communication skills, focusing on specific areas of the Oracy framework that may require additional support or attention. Our teachers have carefully identified these areas, taking into account the unique needs of each class, to ensure that our pupils receive targeted guidance and instruction. The sessions are predominantly structured around a statement or question, which will serve as a stimulus for class discussions. This will enable our children to engage in meaningful conversations, sharing their thoughts and opinions, whilst also learning to articulate their reasoning and justify their perspectives. Furthermore, these sessions will provide a platform for our pupils to practice essential skills, such as agreeing and disagreeing respectfully, and presenting their arguments in a clear and coherent manner.



Weekly Oracy assemblies

We also have weekly oracy assemblies that our children participate in, led by our Oracy Leader. These assemblies provide a valuable opportunity for the children to practise and develop their oracy skills, focusing on embedded techniques such as talk protocols, discussion guidelines, and active listening. The assemblies offer a larger setting for the children to explore the various strands of the oracy framework in greater depth. For instance, they can enhance their physical strand by projecting their voice to a wider audience, thereby developing their confidence and public speaking skills. Furthermore, these assemblies expose the children to a range of careers and inspirational individuals who have utilised oracy as a platform for achieving success. By doing so, we aim to inspire our children and help them appreciate the significance of oracy in their future lives.

Impact

As part of our commitment to developing effective communication skills in our pupils we will be using formative assessment against the Oracy Framework. This framework provides a comprehensive outline of the skills that we aim to nurture in our children, and it will be used to evaluate their development throughout the academic year. The Oracy skills will be integrated throughout the curriculum, enabling pupils to demonstrate their abilities in a variety of contexts. Additionally, extra-curricular activities such as assemblies, show and tell, and presentations of learning will provide further opportunities for pupils to showcase their skills. Our teachers will also be using the speaker categories to discuss individual progress with the children, providing them with feedback on how they can move through the categories and identifying their next steps. This approach will not only help to develop the pupils' Oracy skills but also encourage them to take an active role in their own learning and development. To ensure that our practice is informed by the latest research and best practices, we will be using teacher benchmarks from Voice 21. This will enable us to evaluate our own practice and identify areas where we can develop and improve. By working in partnership with organisations such as Voice 21, we are committed to providing our pupils with the best possible education and support to help them achieve their full potential.



Inclusion

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in English. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study English, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in English.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

Updated September 2024 by Lauren Davenport (Oracy Lead)

Updated February 2025 by Lauren Davenport (Oracy Lead)



This policy will be reviewed termly.