

TANKERSLEY C of E (A) PRIMARY SCHOOL

ORACY POLICY



***“Guide me in your truth and teach me, for you are God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2026

Next review September 2028



Information about Oracy at Tankersley St Peters

Oracy Framework Policy

At Tankersley we recognise that oracy—the ability to speak and listen effectively—is a fundamental skill that significantly impacts academic success and future life opportunities. Research has consistently shown that strong oracy skills are crucial for cognitive development, academic achievement, and social-emotional well-being. For instance, studies by Voice 21 emphasises that oracy is a key factor in closing the attainment gap, as effective communication skills support deeper understanding and engagement across the curriculum (Voice 21, 2020).

Effective oracy skills are associated with better literacy outcomes, as children who can articulate their thoughts and ideas clearly are more likely to succeed in reading and writing. Furthermore, developing oracy skills helps students build relationships, manage conflicts, and navigate social situations more effectively, preparing them for future employment and community participation.

Our oracy policy is designed to build and enhance these essential skills, our commitment to fostering a rich oracy curriculum that ensures all children become confident, articulate, and respectful communicators who are well-prepared for the challenges and opportunities of the future. The policy is underpinned by a clear intent that details the progression of oracy knowledge and skills across year groups.

Aims:

- To develop strong early language skills in the Early Years, providing the foundation for effective communication and learning across the curriculum
- To develop children's' ability to express themselves clearly and confidently across all areas of the curriculum.
- To promote emotional literacy and self-regulation by equipping students with the oracy skills to express their emotions, manage conflicts, and navigate social interactions confidently
- To nurture the ability to use language for social interaction, supporting children in developing the conversational skills required to build relationships and engage collaboratively with others
- To integrate oracy across all subjects, ensuring consistent and purposeful opportunities for speaking and listening
- To equip children with a range of speaking skills for different purposes and audiences

Oracy Intent and Year Group Expectations

Our oracy curriculum is structured around a clear progression of skills across year groups, organised under the following key areas:

Cognitive – content, structure, clarifying & summarising, self-regulation & reasoning	Attention, Listening, and Understanding: Developing the ability to focus, listen attentively, and understand spoken information
Linguistic – vocabulary, language & rhetorical techniques	Vocabulary: Expanding students' vocabulary to enable precise and varied expression.
	Speech Sounds, Grammar, and Sentence Building: Improving clarity, accuracy, and complexity of spoken language through correct use of speech sounds, grammar, and sentence structures.
Social and Emotional – working with others, listening & responding, confidence in speaking & audience awareness.	Performance, Discussions, and Presentations: Building confidence and skill in public speaking, group discussions, and formal presentations.
	Conversations and Social Interaction: Enhancing social communication skills, including turn-taking, listening, responding appropriately, and adapting language for different audiences.
Physical – voice & body language	Physical Aspects of Communication: Focusing on non-verbal communication skills, including body language, eye contact, and voice modulation.

Each year group has specific outcomes and key sentence stems that are clearly displayed in classrooms through posters, ensuring that children have visible and accessible reminders of their oracy goals.

 Tankersley Oracy Progression Year 1 By the end of Year 1 a child will:			
Physical – Voice & Body language	Linguistic – vocabulary, language & rhetorical techniques	Cognitive – content, structure, clarifying & summarising, self-regulation & reasoning	Social and Emotional – working with others, listening & responding, confidence in speaking & audience awareness
•speak clearly and confidently in a range of contexts. •use appropriate tone of voice in the right context e.g. To project their voice to a large audience. •continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing. •re-read texts aloud, with accuracy and clarity •read aloud their writing clearly enough to be heard by their peers and the teacher.	•use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' •use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. •repeat in sentences using joining phrases to link ideas. •use taught vocabulary specific to the topic at hand. •try out new language. •be able to read and talk about books during story time. •listen to, talk about and learn by heart stories poems, rhymes and songs. •be able to orally answer comprehension questions. •answer in a full sentence. •plan and consider sentence construction, grammar or vocabulary orally before being asked to write. •use choral responses to practice pronouncing unfamiliar words (MTYT).	•offer reasons for their opinions. •disagree with someone else's opinion. •ask questions when they haven't understood. •build on others' ideas in discussions. •explain ideas and events in chronological order. •use oral composition, such as retelling a familiar story	•listen and respond appropriately to other, including adults. •begin to organise group discussions independently of an adult.

Three strands of Oracy

Our oracy framework is built around three key strands: Talk in the Early Years, Talk for Life and Talk for Learning. Each strand serves as a foundation for developing children's communication skills in different contexts, supporting both academic success and personal development.

Talk in the Early Years

Early language development is a key predictor of later academic achievement. High-quality verbal interactions, storytelling, and exposure to a rich vocabulary provide the foundation for future learning.

For this reason, Talk in the Early Years is a crucial strand in our framework. Ensuring that young children are immersed in a language-rich environment, with repeated reads, purposeful adult interactions, and opportunities for structured and free-flowing talk, lays the groundwork for their future educational success.

Talk for Life

Developing strong communication skills is not only essential for academic success, but also for personal and social development. Talk for Life equips children with the verbal tools they need to navigate everyday interactions, manage their emotions, and express their thoughts clearly and respectfully. Emotional literacy and self-regulation are closely linked to oracy, with children who can articulate their feelings more likely to manage conflicts and stress effectively.

By focusing on emotional language, conflict resolution, and social interactions, schools help children develop self-awareness, empathy, and resilience. These skills are critical for future success in personal relationships, the workplace, and wider society.

Talk for Learning

Oracy is central to learning and not just a medium for sharing knowledge, but a tool for deepening understanding. Effective classroom talk, such as structured discussions and peer-to-peer interaction, enhances children's critical thinking and problem-solving skills. High-quality classroom talk can significantly improve learning outcomes, especially when focused on reasoning and explanation.

By embedding Talk for Learning into daily lessons, teachers can improve children's engagement, encourage collaboration, and help them articulate their thinking, supporting learning across the curriculum. High expectations for verbal responses and the use of structured, open-ended questions encourage children to think deeply and build confidence in expressing their ideas clearly.

This three-strand approach—Talk for Learning, Talk for Life, and Talk in the Early Years—ensures that oracy development is holistic, preparing children not only for academic success but for effective communication throughout their lives. By integrating oracy across the school, teachers create an environment where every child's voice is heard and valued, fostering confidence, collaboration and a love for learning.

Talk in the Early Years

Talk in the Early Years focuses on laying the foundation for strong communication skills through engaging, interactive, and immersive language experiences. This section emphasises the role of story time and daily routines in developing young children's oracy skills.

Implementation Strategies:

Teaching and Modelling Language and Vocabulary: Focus on the intentional use of words to enhance their understanding (receptive vocabulary) and encourage children to apply those words in the correct context (expressive vocabulary). Adults play a key role in helping children expand their vocabulary and use it with confidence.

Naming and Labelling: Providing the correct spoken word for an object, activity, or concept. This is particularly important when introducing new or unfamiliar words to children.

Explaining and Showing: Offering additional information to support a child's understanding. This might involve combining words with visuals, gestures, or objects to make the meaning clearer.

Repetition: Reinforcing key words through consistent use over time, both during structured activities and in spontaneous moments throughout the day.

Imitation: Repeating a word after a child uses it, with clear pronunciation to reinforce its correct form. The adult emphasizes the word to draw attention to it.

Recasting: The adult repeats a child's phrase, correcting any articulation errors while maintaining the child's intended meaning.

Extending: Building on a child's phrase by adding extra words to enhance their vocabulary, showing how to use more complex structures.

Commenting: Making observations that naturally highlight key words, modelling language use in a way that is relevant to the child's context.

Narrating: Providing a rich or extended articulation of an observation that almost provides a running commentary of a child's activity.

Language-Rich Environment: Create settings that encourage talk, such as storytelling corners, puppet theatres, and role-play areas. Display visuals and props to support vocabulary development and conversational turn-taking.

Story Time : Integrate regular story time into the daily routine to build vocabulary, comprehension, and narrative skills. Use a variety of storybooks to expose children to diverse language and themes. Encourage children to predict what will happen next, describe characters, and express their opinions about the story.

Repeated Read Stories: Use interactive read-aloud techniques where you learn favourite phrases, ask questions, pause for predictions, and discuss the story's plot, characters, and illustrations. This helps children to engage more deeply with the text and practice articulating their thoughts. Revisit favourite books regularly to reinforce language patterns and concepts. Repeated reading helps children become more familiar with story structures and vocabulary, making it easier for them to retell stories and engage in discussions about them. Specific tier 2 vocabulary is explicitly taught for each text.

Poetry Basket: Read aloud many poems to reinforce language patterns and repetition. This enables children to recite poems from memory building on expression and tone.

Talk Through the Day: Teachers use purposefully planned Talk Through the Day time to teach children the language associated with different areas of provision or the curriculum. Key vocabulary and phrases are mapped out carefully ensuring they are revisited and built upon over time. Teachers link the language to the song and sing with the children and model the interactions if necessary so they learn the associated phrases and begin to use these when working independently.

Performance and Play: Use songs, rhymes, and poems to build confidence in speaking aloud. Regular "show and tell" sessions provide children with opportunities to practice speaking to an audience, enhancing their ability to express themselves clearly.

Adult Interactions: Ensure that adults model high-quality language and engage in meaningful interactions with children. Extend their responses, scaffold their language, and encourage back-and-forth exchanges. Adults should be attentive listeners, providing opportunities for children to take the lead in conversations and express their thoughts fully.

Recapping through Floor Books: Floor books are used to help children recap previous learning. The adult models using language to summarise activities which also supports with connecting ideas and planning next steps. This also helps children make links between experiences and areas of learning.

Descriptive Language: Use descriptive language to narrate daily activities, describe objects, and explain concepts. This helps children learn new words and understand how to use language to convey detailed information.

Role Play and Pretend Play: Facilitate role play and pretend play activities where children can practice using language in different contexts. Role play encourages children to use language creatively and to negotiate roles and scenarios with peers.

Encouraging Storytelling: Encourage children to create and tell their own stories. Provide prompts to help them develop their narrative skills and build confidence in sharing their ideas.

Interactive Reading Areas: Utilise areas within provision to help reading stories come to life: such as props, puppets or spoons, small work characters to encourage children to retell the story in provision with their peers.

Talk for Life

Talk for Life focuses on developing communication skills that support students' personal, social, and emotional well-being. This pillar emphasises the role of oracy in helping students understand and articulate their feelings, manage conflicts, and build healthy relationships.

Implementation Strategies:

Emotional Literacy and Self Awareness: Teach children the vocabulary needed to identify and express a wide range of emotions. Use activities such as emotion fans, feeling fans, storytelling, and role play to help students recognise and discuss their feelings. Encourage sentence stems like "I feel... because..." or "I need help with...".

Adult Modelling: Model self-reflective questioning—such as, 'I am feeling flustered this morning because..' or 'What could I have done in that situation?' This is a 'think aloud' metacognitive technique that allows children to evaluate actions, promotes self-reflection, and develops their use of self-talk.

Teach Self-Regulation Skills: Use oracy to support self-regulation strategies by teaching students how to articulate their needs and responses in stressful situations. Implement mindfulness and self-regulation strategies where students practice their skills for calming down or solving problems.

Warm Welcome and Safe Touch: Start each day with a warm welcome routine that includes safe, appropriate touch such as handshakes or high-fives, fostering a sense of connection and security. This daily ritual supports students in feeling seen and valued, creating a positive atmosphere for communication.

Positive Affirmations: Incorporate daily positive affirmations into the classroom routine. Affirmations help children develop a positive self-concept and build the confidence to express themselves.

Conflict Resolution: Equip children with the language needed for peaceful conflict resolution. Teach active listening, using phrases like "I hear you saying..." and guide children in expressing their viewpoints respectfully and finding common ground. Role-playing conflict scenarios can help children practice these skills in a safe environment. Use social stories and sentence stems to help children become independent at resolving conflict.

Teaching Problem-Solving Strategies: Through structured discussions, role play, and guided questioning, learn how to articulate their feelings, understand others' perspectives, and generate solutions collaboratively. This approach fosters emotional regulation, builds resilience, and helps children develop essential life skills like negotiation, compromise, and empathy.

Building Empathy and Understanding: Promote empathetic communication by encouraging children to listen actively and respond to others' feelings. Activities like "circle time" or "social stories" to explore how awareness of the feelings of others can help to develop children's empathy skills e.g., 'Paul forgot his lunch today, how does this make him feel?'

Waiting: The adult waits long enough for the child to act, vocalise or talk. The 10 second rule can be followed to give the child time to think and respond.

Modelling Social Rules of Communication: Adults demonstrate and emphasise how social rules guide interactions, whether during conversations, play, or other engagements. This involves modelling both verbal and non-verbal communication that aligns with cultural norms and expectations. Examples include greetings like waving or shaking hands, using polite phrases such as "please" and "thank you," taking turns in conversation, adjusting speech style, and controlling the volume of speech to suit different situations.

Positive Social Interactions: Foster an environment where children feel confident to engage in social interactions, using structured talk tasks such as partner discussions and group work. Teach polite conversation techniques, such as taking turns, making eye contact, and using positive language.

Real-World Application: Provide opportunities for children to practice these skills in real-life contexts, such as participating in school councils, leading worship, or engaging in community projects that require them to communicate effectively with others.

Storybooks for Emotional Literacy: During story time, teachers use carefully selected storybooks to discuss how characters feel and why they act in certain ways. This helps children to identify, recognise, and understand different emotions, encouraging empathy and self-awareness. By reflecting on the characters' experiences, students learn appropriate ways to react and behave in various emotional situations, supporting emotional regulation and conflict resolution.

School Routines:

Regular school worship focus on promoting children's social and emotional development by introducing a specific skill (Christian value) or strategy for the week ahead. These assemblies may emphasise themes like helping others, respecting differences, or showing empathy.

Classes hold carpet time (circle time) at the start or end of the day, providing an opportunity for children to share news, prepare for the day ahead, or reflect on the day's experiences. This routine fosters a sense of community while allowing children to practice social and emotional skills in a supportive environment.

School-wide systems recognise and reinforce the use of social and emotional learning skills. Examples include awarding points, peer nominations, praise postcards, or certificates sent home to celebrate positive behaviour and emotional growth.

Talk for Learning

Talk for Learning emphasises the role of spoken language as a powerful tool for deepening understanding, enhancing memory, and improving academic outcomes across all subjects. This strand focuses on how structured talk can help children clarify their thinking, articulate their ideas, and engage more fully in their learning.

Implementation Strategies:

High Expectations for Articulation: Maintain high expectations for how children articulate their responses. Encourage children to use complete sentences, precise vocabulary, and correct grammar when speaking. This focus on articulation helps children develop clear and effective communication skills, which are essential for academic success and future professional interactions.

Improving Responses to Answers: Teachers ensure appropriate wait time of 5-10 seconds after a question has been asked. The use targeted questioning techniques and use “Think-Pair-Share” and “Warm Calling” to ensure all students have opportunity to practice articulating their ideas.

Whole-Class Feedback Strategies: Teachers employ whole-class feedback techniques, such as “Talk Partners” and “Show Me Boards,” to gather responses from all students. This ensures that every voice is heard and allows for immediate feedback, enabling children to refine and improve their ideas based on collective input.

Talk Routines: Implement structured talk routines such as “Talk Partners,” “Think-Pair-Share,” (plus other Kagan Structures) and “Class Discussions” to provide regular, purposeful opportunities for students to practice and develop their oracy skills.

Conversation Protocols: Introduce specific protocols for discussions, such as using sentence starters, active listening cues, and respectful disagreement techniques, to foster high-quality dialogue.

Talk for Writing / oral composition: Integrated oracy opportunities into writing lessons to help children develop their ideas and structure their thoughts before they begin to write. Strategies such as Talk Partners, oral rehearsals, story mapping, build a sentence, hold a sentence and dictation allow children to verbalise their ideas, improving the coherence and

quality of their writing. By discussing their writing with peers, children gain clarity and are able to edit and refine their work more effectively.

Teaching Reading Prosody: Teaching prosody, which includes intonation, rhythm, and stress, helps children develop a more expressive and meaningful reading style. Explicit instruction in prosody improves their understanding of how voice modulation can convey emotions and meaning in text. This skill is crucial for comprehension, as it helps students interpret texts more deeply and makes oral reading more engaging and fluent.

Performance Poetry: Poems are mapped out for children to learn and perform in each year group. These poems are progressive in language and complexity through the year groups. Regular performance poetry gives children the opportunity to build confidence in public speaking and develop their oracy skills. By learning and reciting poems, children practice articulation, prosody, and expression. This routine helps improve fluency, enhances their understanding of rhythm and language patterns, and nurtures a love for literature while developing key oracy skills.

Using Explanation to Enhance Learning: Encouraging children to explain their thought processes and reasoning helps embed knowledge in long-term memory. Teachers use techniques such as “Explain to a Partner” and “Rally Coach,” where students take turns teaching a concept to a peer, to reinforce learning. This active processing of information deepens understanding and aids retention.

Collaborative Learning: is a structured approach where children work together in small groups to achieve a common goal. It involves clearly defined tasks that require active participation from each member, promoting the exchange of ideas and collective problem-solving. By engaging in activities such as sharing explanations, debates, and peer teaching, children learn to listen to one another, build on each other's contributions, and negotiate meaning.

Teacher Modelling: Teachers play a crucial role in modelling effective communication practices. By consistently demonstrating clear, articulate speech and using standard and grammatically correct English, teachers set high expectations for student language use. This modelling includes demonstrating how to use academic language, structure arguments, and engage in reflective conversation. Clear and grammatically correct language use by adults serves as a model for children, helping them develop strong language skills and understand the standards expected in academic and professional contexts.

Metacognitive Talk: Teachers model their own thinking during all lessons using ‘think aloud’. They then guide children to articulate their learning strategies, reflect on what worked well, and consider how they can improve. This metacognitive approach helps children become more aware of their own learning processes, enhancing self-regulation and independence.

Promoting Active Listening and Questioning: Active listening is emphasised as a critical skill for learning. Teachers model and explicitly teach active listening and questioning techniques, helping children to engage deeply with content, ask clarifying questions, and build on others' ideas. This active engagement fosters a collaborative classroom environment where knowledge is co-constructed.

Scaffolding Talk: Teachers use scaffolding techniques, such as sentence stems and word banks, to support children in using academic language confidently. This structured support helps children articulate their thoughts more precisely and develop a richer, more nuanced understanding of subject content.

Intentional Talk Time: Teachers to plan and incorporate at least one deliberate, open-ended enquiry question directly linked to the lesson objectives. These questions will stimulate meaningful discussion, encourage explanation, and promote debate among students, allowing them to articulate their thoughts, justify their reasoning, and engage with their peers' ideas.

Daily story time: Daily story time of at least 20 minutes is essential in every classroom to foster language development, comprehension, and a love of reading. By using a pre-planned reading spine that incorporates both classic literature and bold, new voices, educators can offer a rich and diverse range of stories that capture children's imaginations while exposing them to varied language structures and themes. Story time, when consistently ring-fenced, becomes a powerful tool for building vocabulary, improving listening skills, and deepening understanding, especially when the selected texts align with children's interests.

Intentional teaching of vocabulary: Deliberately teaching vocabulary across the curriculum ensures that children are exposed to a wide range of subject-specific and general words. Mapping out key vocabulary linked to texts and lessons helps children develop a deeper understanding of content, improves comprehension, and gives them the tools to express themselves more precisely. This systematic approach enhances academic performance and builds confidence in speaking and writing. Subject specific vocabulary is sent home to parents of SEND children to help support their understanding.

Intentional teaching of fluency: Fluency is essential for reading comprehension and confident speaking. Repeated reading of the same text enables children to improve their sight vocabulary at appropriately challenging texts. By focusing on repeated reading and teaching prosody, children practice pacing, accuracy, and expression. This intentional approach helps children become more fluent readers and speakers, improving their ability to convey meaning clearly and effectively. Regular practice builds both reading stamina and oracy skills, fostering a more natural flow in spoken and written language.

Drama and P4C activities: Teachers use talk-based teaching approaches, such as drama pedagogy – which emphasises storytelling, story making and decision making. Techniques such as conscience alley, communal voice, down the line and diamond 9 are used to

develop talk before writing and explore enquiry questions and building on other people's thoughts.

Monitoring and Evaluation

The implementation of the oracy policy, including its three key strands and year-specific projects, will be regularly monitored by the school leadership team.

Teachers will document oracy activities and outcomes of spoken language, which will be reviewed termly during Pupil Progress meetings to track progress and identify areas for development.