



"Through God we Laugh, Love and Learn".

Oracy Policy

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You are the only second chance for some children to have a rich language experience. If these children are not

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Professor Neil Mercer



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Intent

All children deserve to have their voice heard. At St Michael's First School we recognise the vital role of oracy in children's academic progress, social development and emotional wellbeing. Our aim is to ensure every child can speak clearly, confidently and with expression so they can communicate ideas and feelings effectively, listen attentively, and respond thoughtfully to others.

We believe that strong oracy skills empower children to build relationships, share opinions, solve problems, ask questions, explain their thinking and participate fully in discussions and performances. These skills support learning across the entire curriculum and help children grow into articulate, respectful and self-assured communicators.

Across all subjects, children are given rich opportunities to develop spoken language through discussion, drama, role play and purposeful talk. In our Early Years Foundation Stage, Communication and Language is a prime area of learning and is focused on within both our Nursery and Reception setting. Beginning with baseline assessments using WellComm and teacher engagement in continuous provision, our teaching staff identify oracy needs and use this as a focus in teaching, learning and planning to set the foundations for learning before they enter KS1. Activities in EYFS are carefully planned ensuring children experience a language-rich environment filled with stories, songs, poems, hands-on exploration and high-quality interactions with adults.

Implement

At St Michael's First School, oracy is taught explicitly and embedded across the curriculum. We base our approach on the Voice 21 Oracy Framework to structure teaching and ensure progression in the four key strands: Physical, Linguistic, Cognitive, and Social & Emotional. Teachers will plan purposeful



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opportunities for talk in every subject so that speaking and listening become integral to learning.

High-quality modelling is central to our approach. Our team of staff demonstrate clear speech, rich vocabulary, active listening and respectful dialogue. Sentence stems and visual supports help children structure their ideas and build confidence. Across the school, pupils take part in a wide range of talk-rich activities, including:

- partner talk and group discussion
- drama, role play and hot-seating
- storytelling and oral rehearsal
- debates, presentations and performances
- questioning, reasoning and problem-solving tasks

In our EYFS, oracy is woven through daily routines and continuous provision. Children experience a language-rich environment filled with stories, songs, rhymes, high-quality interactions and carefully planned opportunities to develop vocabulary and communication skills. We have talking prompt cards around the classrooms in each area of learning to support adults in the room interacting with the children, building skills in conversational dialogue.

As children move through the school in KS1 and lower KS2, expectations increase in line with our Oracy Progression Map. Pupils learn how to articulate ideas clearly, listen actively, build on others' contributions, challenge respectfully and adapt their talk for different audiences and purposes.

We also celebrate oracy through whole-school events such as worships, performances, WOW themed days and opportunities to speak to wider



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audiences. This helps children recognise the value of their voice and develop pride in their communication skills.

Impact

Our approach to oracy ensures that children leave St Michael's First School as confident, articulate and thoughtful communicators. They are able to express themselves clearly, listen respectfully, collaborate effectively and use talk to deepen their understanding across the curriculum.

The impact of our oracy provision is seen through:

- **Improved confidence and self-esteem** in speaking situations
- **Stronger vocabulary and language development**, particularly for disadvantaged pupils and those with SEND
- **Greater engagement and participation** in lessons
- **Improved reasoning, problem-solving and critical thinking**
- **Enhanced social skills**, including turn-taking, empathy and respectful dialogue
- **High-quality presentations, performances and discussions** across the school

Teachers assess oracy continually through observation, questioning, discussion and the use of our Oracy Progression Map. In EYFS we benchmark children using the WellComm assessments and carry out individual or group activities to enhance communication skills. By the end of the academic year, outcomes are tracked using the EYFS Profile and Development Matters guidance. Across the school, pupils are supported to reflect on their own speaking and listening skills and identify next steps. By the time they leave Year 4, our pupils are equipped with the communication skills they need for middle school and beyond.



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