



Speaking and listening skills are fundamental to the teaching of English and are vital through the whole curriculum. In order to teach effective oracy skills across the curriculum, we will be using the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Our objectives are progressive and sequential; teaching the children the skills to confidently and effectively use the spoken language for educational progress, and for life in general. Classrooms are alive with the sounds of purposeful talk, from confident speeches in KS2 to children learning how to turn take in EYFS. We are committed to building and embedding a culture of oracy throughout our curriculum and want our children to develop effective communication skills for the here and now and the future.



Intent: We aim to...



Foster effective communication, enhancing critical thinking, and promoting collaborative dialogue. These elements are essential for children to improve their levels of oracy so that they express themselves clearly and are able to communicate effectively and confidently in front of any type of audience.

Provide opportunities for drama and role-play in each year group and enable opportunities for children to develop their listening skills through conversation.
We will promote small group and class discussions on specific topics/areas of the curriculum to enhance learning.



Provide pupils with diverse opportunities to develop their speaking skills in meaningful contexts. Students will engage in storytelling and presentations before larger audiences, fostering confidence and effective communication. Additionally, interactive games will be incorporated to enhance oracy skills through collaborative play.



Encourage children to engage in purposeful dialogue, enhancing their ability to persuade and entertain through structured speaking activities. Collaborative problem-solving will be taught through group work, allowing students to share diverse perspectives. Additionally, the curriculum promotes class and group debates, providing students with opportunities to develop their public speaking skills.



Encourage oracy work to be recorded or videoed, allowing for individual and collective presentations. These recordings will be showcased during assemblies and performances, as well as shared on our school website, Class Dojo, and social media platforms. This approach not only celebrates student achievements but also fosters a culture of effective communication within our school community.

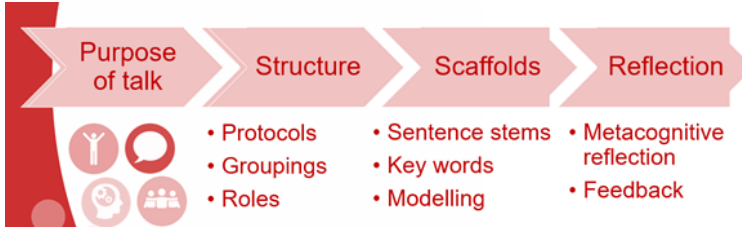


Implementation: How do we implement our aims?

Teaching - What approaches to Teaching and Learning do we use?

To effectively implement an oracy curriculum, a whole-school approach is essential. This begins with securing a school-wide ethos of talk. Explicit teaching strategies must be employed, where teachers model and scaffold talk, teach active listening, and utilise planned questions and feedback to enhance student engagement.

Curriculum mapping is crucial; oracy skills - physical, linguistic, cognitive, and social/emotional should be embedded into subject planning. Structured activities such as paired discussions, group projects, presentations, debates, role-play, and storytelling provide varied opportunities for practice. Creating a vocabulary-rich environment is vital, promoting diverse language use and acknowledging varied dialects and multilingualism. Continuous assessment will monitor and evaluate spoken language benchmarks, ensuring effective communication development. Finally, ongoing staff development (CPD) is necessary to train teachers on oracy frameworks and specific classroom techniques, equipping them to support students' oracy skills effectively.



Teaching

The successful implementation of an oracy curriculum requires a multifaceted approach to enhance students' speaking and listening skills.

Implement Effective Pedagogy: It is essential to employ evidence-based teaching strategies that promote active engagement and meaningful dialogue among students.

Provide Professional Development: Regular, ongoing training for all staff is crucial to build expertise in teaching and modelling high-quality talk. This professional development should focus on effective oracy practices and the integration of these strategies into daily lessons.

Model and Scaffold: Teachers must exemplify the talk they expect from students. Strategies such as "thinking aloud," providing sentence stems, and rephrasing children's contributions are vital in scaffolding language development and encouraging deeper engagement.

Create a Supportive Environment: Co-constructing ground rules for discussions, such as active listening and respectful disagreement, fosters a safe space where all students feel confident to participate. This collaborative approach is key to nurturing a culture of oracy within the classroom.



The implementation of the oracy curriculum is designed to enhance students' communication skills through a variety of targeted strategies.

- Structured Questioning will be employed to deepen understanding, utilising both open and closed questions to stimulate critical thinking and engagement (Bloom's Taxonomy).
- Collaborative Conversations will be facilitated, encouraging paired and group discussions that promote peer-to-peer learning and the sharing of diverse perspectives.
- To support the internalisation of new vocabulary and ideas, Oral Rehearsal will be encouraged, allowing students to articulate their thoughts verbally before committing them to writing.
- Finally, we will focus on Active Listening by explicitly teaching and practising these skills, ensuring that students can effectively build upon the contributions of their peers.

These strategies collectively aim to foster a rich oracy environment, equipping students with essential communication skills for their academic and future professional lives.



Implementation: Continued...

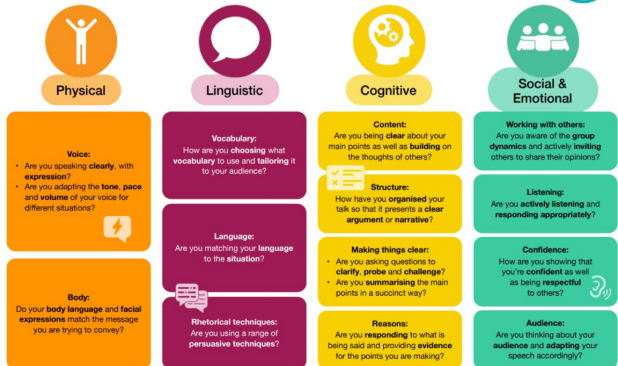
The Oracy Framework

At D'Eyncourt, oracy is a powerful tool for learning; by teaching children to better understand themselves, each other and the world around them, they can develop as well-rounded individuals.

We use the Oracy Framework to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Our aim for oracy is to develop good orators and make oracy central to curricular learning.

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Learning - 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe and secure
3. are supported by effective classroom routines
4. are emerged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their mathematical learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends



Adapted approaches to learning:

Early Years - Age appropriate sentence starters and vocabulary. Developing listening skills through an Oracy based lesson. Modelled activities and tailored group work.
 KS1 - Age appropriate sentence starters and vocabulary. Opportunities to start debating in Teacher led activities. Roles based lessons.
 KS2 - Age appropriate sentence starters and vocabulary. Depth of talking roles. Technology is linked to create narratives and depth of speaking skills.

See Oracy Progression document for more information

The Oracy Benchmarks

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We aim to development pupils' confidence and competence in spoken language and listening skills.

At D'Eyncourt, we use the following benchmarks within our learning. These benchmarks are used throughout EYFS, Key Stage One and Key Stage Two:

- Set high expectations for oracy;
- Value every voice;
- Teach oracy explicitly;
- Harness oracy to elevate learning;
- Apprise progress in oracy.

When planning a sequence of learning, we look at finding a balance between exploratory talk and presentational talk.

Exploratory Talk - When learners construct meaning, they are manipulating what is already available to them from various sources; exploring its possibilities and seeing what can and cannot be done with it. Exploratory talk provides an important means of understanding but learners are less inclined to embark on it unless they feel at ease, free from the danger of being contradicted.

Presentational Talk - Presentational talk offers more of a final draft. It is often heavily influenced by what the audience expects. This talk frequently occurs in responses to teacher questions when they are testing prior knowledge.

In an oracy-focused sequence of learning, children typically engage in both exploratory and presentational talk, strengthening and sharing their understanding of key concepts through talk.

What does our planning include?

- Opportunities for Oracy are embedded into every lesson.
- Sentence starters and vocabulary boxes so children are exposed to advanced language.
- Lessons that balance opportunities for learning to talk as well as learning through talk.
- Questioning in lesson using Bloom's Taxonomy
- Peer Feedback.
- Opportunities for all children to perform for an audience in each phase.

Key Resources in school:

- iPads/Computers.
- Table grouping.
- Classroom environment shows children's learning and questioning.
- CPD and informal sessions for development.



Impact: We know we've achieved our aims by...



Children making progress from their starting points and children speak with high quality spoken language.

Children develop deeper understanding, engage with complex ideas, and approach disagreements through joint reasoning.



Children feel understood, valued, and safe. It provides tools to manage emotions, reduce anxiety, and build relationships.



Children have a ambitious understanding of vocabulary and this supports literacy development.

Oracy improves interpersonal communication, empathy, and collaborative abilities allowing children to work with one another.



Disadvantaged pupils often start with less-developed spoken language; oracy interventions target this gap, improving their ability to advocate for themselves

Knowledge, understanding and skills are secured and embedded so children are prepared for learning beyond their time at D'Eyncourt.

The impact on our children is clear: strong progress, sustained learning and the development of transferable communication skills. Pupils become confident, articulate speakers who can express ideas clearly and listen attentively to others.

By the time they reach upper Key Stage 2, pupils are familiar with a wide range of discussion formats and spoken language strategies, allowing teaching to focus on higher-level oracy skills such as reasoning, debating, presenting and adapting language for different audiences and purposes.



Children understand the relevance and importance of spoken communication in the real world and recognise oracy as a vital life skill that supports learning across the curriculum and beyond school. As a result, pupils have a positive attitude towards speaking and listening, learning in an environment where talk is valued, it is purposeful and embedded as an essential part of effective teaching and learning.

Our children have a clear understanding of their strengths as speakers and listeners, as well as the areas they need to develop. They recognise that effective communication requires different skills across the curriculum and apply these confidently in a range of contexts.

Pupils demonstrate strong oracy skills through discussions, presentations, drama and collaborative learning, showing pride in their contributions and a clear understanding of how to express ideas effectively. Targeted feedback in lessons, alongside carefully planned interventions support pupils to refine their spoken language, ensuring a high proportion achieve age-related expectations or above. School expectations for talk are consistently high: we monitor and moderate oracy opportunities across the school to maintain quality and ensure pupils make strong progress. This provides a solid foundation for confident communication beyond D'Eyncourt.