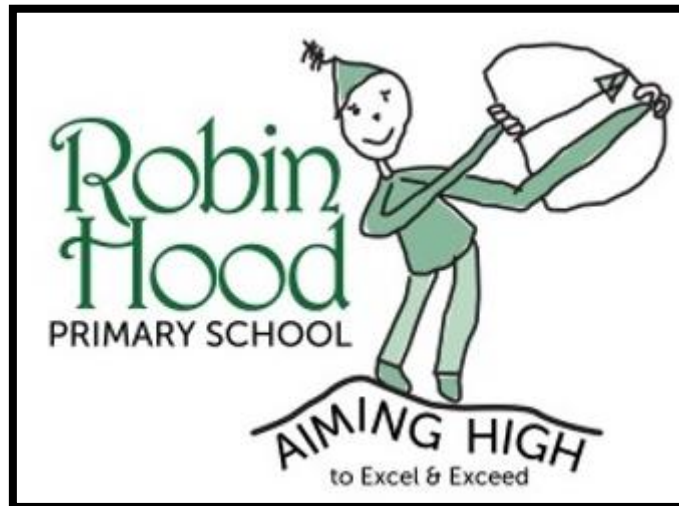


Robin Hood Primary School

Oracy Policy

2025



‘With the right teaching and support, students can become confident, fluent speakers able to express themselves eloquently in a range of different contexts. To teach students to become great speakers, it is important to first understand the skills that make for good oracy.’

‘TRANSFORM TEACHING AND LEARNING THROUGH TALK; THE ORACY IMPERATIVE; Amy Gaunt; Alice Scott

National Curriculum; 2014

Spoken language

6.2 'Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.'

What is Oracy?

From September 2024, we embarked on our Oracy journey.

Oracy is a powerful tool for learning; by supporting and teaching our children to become more confident and effective in their **speaking and listening skills**, we can empower them to find their voice. Oracy is to speaking what numeracy is to mathematics or literacy to reading and writing. It is nothing more than being able to express yourself well across a range of contexts. It's about having the vocabulary and the ability to structure your thoughts and articulate to others, so that it makes sense. It also focuses on building confidence to put views across and being able to listen to others and their points of view.

Adapted from Voice 21

Vision

At Robin Hood Primary School, we understand the vital importance speaking and listening has over a child's learning and social and emotional development. In order to support this even further, we are now embedding discreet oracy sessions into the curriculum to ensure opportunities for talk, which will support our children in their development to become fluent speakers and active listeners. By planning in purposeful oracy sessions, we are ensuring children have vocabulary enriched discussions, where they can practise those fundamental skills of speaking, active listening, problem solving, reasoning, negotiation and understanding, as well as how to project their voices, use body language to communicate, present, debate and continue a conversation through asking questions or building on another person's point of view. We aim for our children to be confident in their speaking and communication and be active listeners, who can adapt their skills in different situations and settings.

Intent, Implementation and Impact

Intent

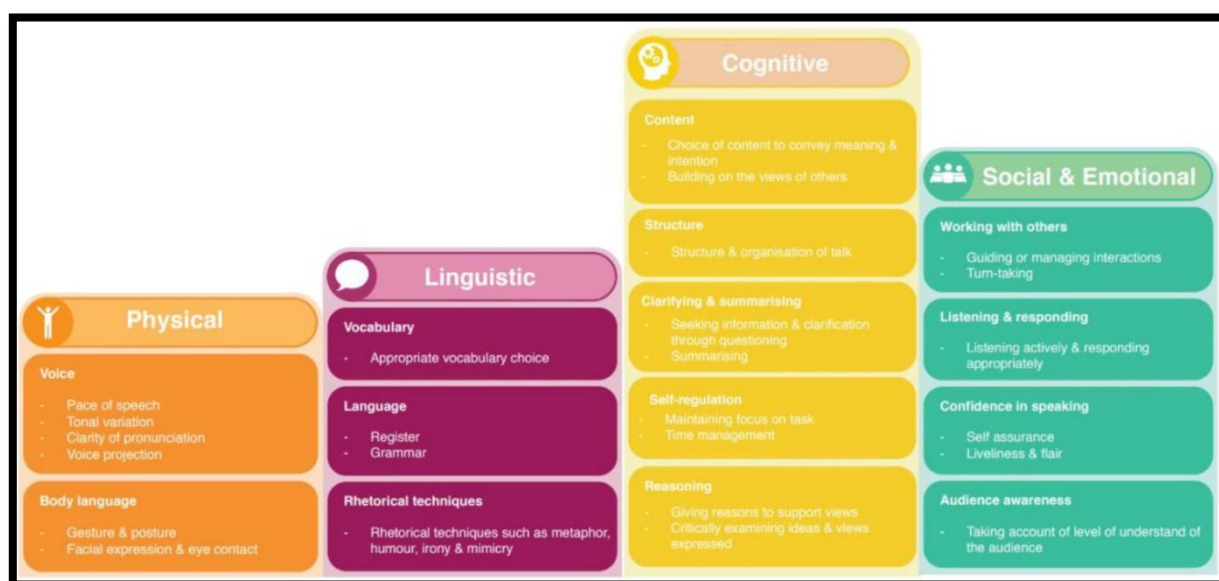
Pupils should be taught to:

- Be active listeners and respond to each other and adults appropriately
- Maintain focus and stay on topic, initiating ideas and respond to comments
- Ask probing and relevant questions which support the development of their understanding and further their knowledge
- Feel confident to speak in front of larger groups, showing an awareness of the audience through effective body language, projection and register
- Make connections with vocabulary from past and present units of learning and use the vocabulary accurately
- Justify their answers in an articulated manner
- Build on the views of others and consider and evaluate other viewpoints different to their own
- Participate in debates, discussions, presentations, role plays and small group discussions
- Use spoken language to imagine, speculate, and explore ideas
- Express feelings, opinions and ideas in a well-structured way

Implementation

The implementation is based around the works of the Oracy Framework: Voice21.

There are four strands within this framework, which are the foundation structure to developing oracy skills.

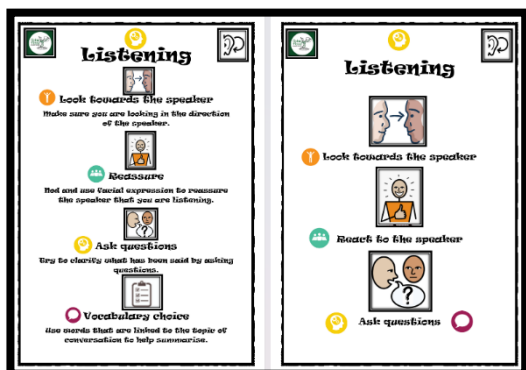


To support the deliverance of the four strands of oracy, we use the following sessions, documents and strategies:

- The four strands of oracy document
- Oracy progression document
- Talk tactics
- Sentence stems
- Talking points
- Groupings
- Adapted listening ladders for key stages
- Bespoke discussion guidelines
- Vocabulary bullseye
- Continuum line
- ABCQ (in dedicated oracy sessions)
- Chitter Chatter sessions (dedicated oracy session)
- Embedded aspects of oracy throughout the curriculum (ongoing)
- Ample opportunities to develop oracy skills through productions, School Council, Primary Parliament, Arts Week, project question

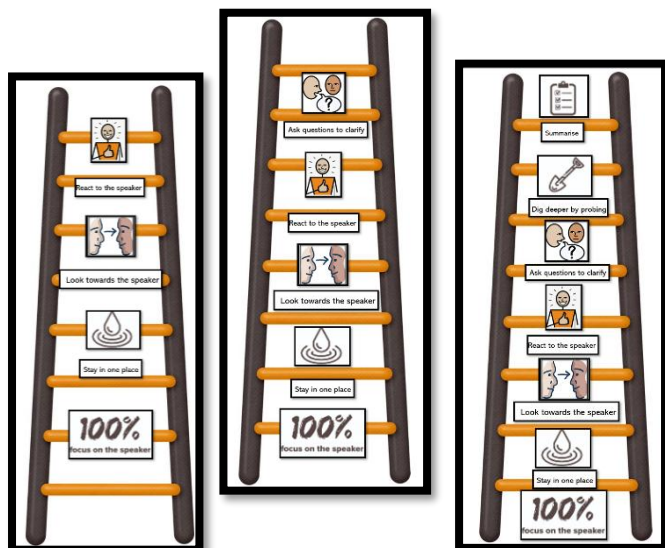
Listening Posters, Listening Ladders and Discussion Guidelines

To support children in their active listening, we adapted and developed approaches from Voice21.



Throughout the schools shared areas, you will be able to see Listening Posters, which give a basic outline of how to support active listening.

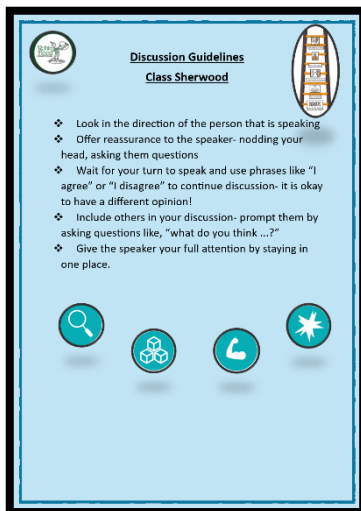
These are adapted for key stages and use the aid of widgets for inclusivity.



Each key stage has their own Listening Ladder, which is linked to the Listening Posters, Discussion Guidelines and the progression maps.

The Listening Ladders detail the skills required to show active listening and link into the talk tactics, such as clarification, probing and summarising.

The children refer to these in every session and then evaluate their listening skills at the end. This enables them to reflect on their active listening and gives them a visual support on where to aim for next.



The Discussion Guidelines were created during a dedicated oracy session, where the children verbalised what they valued in discussion and certain aspects which they thought were important. Each class has their own bespoke Discussion Guideline, which supports pupil voice and holds the children accountable for their own discussions and choices.

Groupings, Talking Points, Talk Tactics and Sentence Stems

To aid and support discussion, we have already started to embed the following into the curriculum, as well as using these aspects in our dedicated Chitter Chatter sessions.

Groupings- Voice21



Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. National Curriculum, 2014.

We aim for our children to be able to work together effectively. We use groupings to encourage and support discussion and to provide a safe and supported environment for those social interactions to take place and develop. We then aim for these skills to be applied in less structured environments independently.

Talking Points – Voice21

Talking points are statements that can be true or false. They are designed to spark conversation and can be used in every subject. We are currently embedding Talking Points into our curriculum, as well as using them in our dedicated oracy sessions.

Talk Tactics- Voice21



The Talk Tactics support with cognitive overload and provide a visual aid and structure for children to initiate a conversation, probe to dig deeper, challenge another point of view, ask clarifying questions, build on another person's argument and summarise discussion. These are practised in supported sessions, where children can practise these communicative skills.

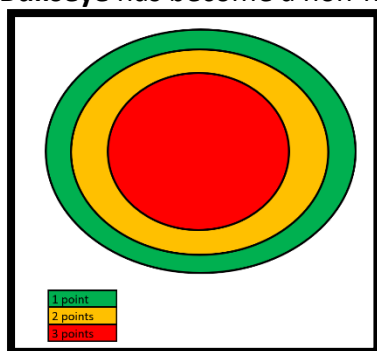
Sentence Stems- voice21

Talk tactic	Sentence stems ...	Inviting
 Instigate	Let's start the discussion by... Has anyone considered... Let's think about ... I would like to start by saying... Can I say... I think...	Who would like to begin our discussion? Does anyone have another idea? Would anyone like to share a different point?

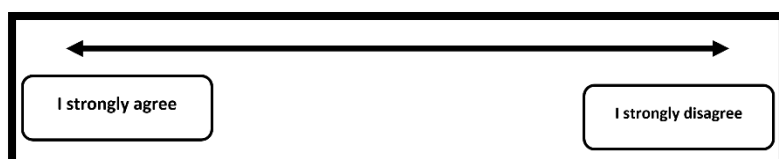
Sentence Stems are also used to support cognitive overload and provide a starter for a response. The Sentence Stems can be used alongside the Talk Tactics and work with a Talking Point. To support all children, we also use inviting questions, to prompt a response.

Vocabulary Bullseye, Continuum Line, ABCQ

Within the curriculum, we have a key focus on vocabulary which is why our **Vocabulary Bullseye** has become a non-negotiable in our discreet oracy teaching.



The **Continuum Line** is another way to prompt discussion and acts as an aid to engage children into voicing their opinions and is guided through Sentence Stems of 'I agree because...' and 'I disagree because...' and a Talking Point as the focus point.



The **ABCQ** method will be introduced through our Chitter Chatter sessions, and it is a way for children to Agree with, Build upon, Challenge and then Question.

Dedicated Oracy Sessions- Chitter Chatter

In 2024-25, we introduced fortnightly Oracy Chitter Chatter sessions which take place in the classrooms. In these sessions, pupils practise the skills from the four strands of Oracy, the Listening Ladders, Discussion Guidelines and apply Talk Tactics, Sentence Stems, Groupings.

We pride ourselves on consistency, so our aim is for our children to understand what they are being asked to do when they see the symbols in their sessions. These symbols are also embedded into the curriculum sessions and are used in each key stage (see below).

I see, I think, I wonder...



With the person next to you, take it in turns to say what you **see**.



Now, take it in turns to say what you **think is happening** in the picture. Make suggestions using what you can see.

What evidence can you give for this?



Finally, do you have any **questions**? What does the picture make you **wonder**?

I see, I think, I wonder...



Can you **instigate** a talking point with your partner?

What evidence can you give for your talking point?
(remember a talking point is a statement)

Do you **agree** with your talk partner, or would you like to **challenge** their talking point? Can you **build** on their talking point?

I disagree because...

I would like to make another suggestion...



Progression Maps

The **progression maps** support year groups in the gradual process and development of the Oracy skills and which aspects are age appropriate. They include the four strands of oracy, derived from Voice21, as well as the examples of age-appropriate Sentence Stems, Talk Tactics and Groupings.

Robin Hood Oracy Progression				
Foundation	Physical	Linguistic	Cognitive	Social and emotional
Oracy Objectives	To use gestures to support meaning in play. To pay attention to more than one thing at a time.	To use talk to play or practice new vocabulary. To pay phrases with words such as and. To use a wider range of vocabulary.	To ask questions. To wonder about ideas. To understand instructions which contain two parts. To talk about events that have happened to them.	To listen to others when conversation interests them. To focus attention – still listen or do but can shift own attention.
Sentence stems	Yes/no because... I like... because... I don't like... because... I can see...	I would like... This is the same as... This is different to... I wouldn't like to...	Can I have...? When is...? Can I have...?	
Talk Tactics				
Groupings				
To support and apply communication and listening skills.				

Robin Hood Oracy Progression				
Year 2	Physical	Linguistic	Cognitive	Social and emotional
Oracy Objectives	To use gestures to support ideas eg. gesturing towards someone if addressing their ideas. To maintain a directional look when addressing another person.	To adapt how they speak depending on audience and content. To use sentence stems to signal when they are building on or challenging another person's idea.	To ask questions to find out more. To build on ideas during a discussion – using sentence stems to support. To make connections between own experiences and what has been said.	To encourage involvement from others. To develop an awareness of the audience: what is going to interest them. To confidently deliver a short, prepared presentation.
Sentence stems	Yes/no because... If you... then... I know... because... I agree with... because... After that... I prefer... because...	...are different because... ...are similar because... I agree but I also think... I don't agree because... I would like to challenge... I think... because...	I believe... I am sure... I wonder... I think... Could you clarify? What did you mean by...? What did you mean when you said...?	
Talk Tactics				
Groupings				
To support and apply communication and listening skills.				

Robin Hood Oracy Progression				
Year 6	Physical	Linguistic	Cognitive	Social and emotional
Oracy Objectives	To speak fluently in front of an audience. To have stage presence. To consciously adapt tone, pace and volume of voice.	To vary sentence structure and length for effect when speaking. To be comfortable when using idiom and expression. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To construct a detailed argument or complex narrative. To be able to 'read a room' of a group and take action accordingly. Eg. for disengagement, changing the topic, for confusion, stopping to take questions for clarification.	To use humour effectively. To be able to 'read a room' of a group and take action accordingly. Eg. for disengagement, changing the topic, for confusion, stopping to take questions for clarification.
Sentence stems	On one hand... With hindsight... I would like to challenge... because... The evidence suggests... Given that... I am convinced... My opinion is... In summary... With what I now know, I can predict that...	Supporting evidence for this suggests... In comparison... Considering... Furthermore... The similarities/differences seem to be... Possible improvements could be...	I have changed my opinion because... Consequently... To further our discussion... Please could you clarify? How have you come to that conclusion? What has helped you make that inference?	
Talk Tactics				
Groupings				
To support and apply communication and listening skills.				

Consistency

As mentioned previously, **consistency** is key to the deliverance of oracy in order to set the same expectations and experiences for our children. Here we have examples of symbols being used on slides to support the discreet oracy in these sessions.

Oracy- I think, I see, I wonder



Cognitive

I see, I think, I wonder...



With the person next to you, take it in turns to say what you see.



Now, take it in turns to say what you think is happening in the picture.



Finally, do you have any questions? Does the picture make you wonder?



Memory Retention

Activate: What tribes made up the Anglo-Saxons?

Recap: What did Hadrian's Wall tell us about the past?



Flashback: Oracy- Continuous line

Mary Seacole should be celebrated just as much as Florence Nightingale for her achievements.



Cognitive

Strongly disagree

Strongly agree

Impact

Through the teaching of discreet oracy and dedicated oracy sessions, children are able to practise and apply the fundamental communication and discussion skills in a secure environment, where support can be provided quickly to ensure progress and identify any misconceptions. Our vocabulary and discussion rich sessions, promote a high level of expectation and participation from the children and are adapted in a way that is accessible. The children are immersed in new and previously taught vocabulary so that retention is a focus and application and understanding is essential. Our discreet oracy sessions, encourage children to voice their thoughts, elaborate on their ideas and build on others. It is a tool for promoting challenging thinking and questioning, but in a way that is respectful and builds confidence in talking within school, whether that is in the classroom, playground, School Council or at lunchtime. We want to equip children for their future, where they are able to coherently and fluently express and organise their own thoughts and be a thoughtful, active listener within society.

Monitoring

As we move forward into embedding our discreet oracy sessions throughout the curriculum, we will monitor for consistency and WWW/EBI to ensure our children, and staff team, are on an upward journey together.

Assessment

As a staff team, we are constantly assessing our children through formative assessment, which will take place through feedback and guidance during these discreet oracy sessions. By using the Progression Maps and Four Strands of Oracy, we are able to understand where our children are, and where they need to be, reviewing and adapting as we go.

Oracy across the curriculum

Oracy is currently being planned throughout our broad and balanced curriculum to support children in their ability to articulate their thoughts and their learning. In our sessions, the questions are adapted, and groupings and sentence stems are used to support all. In our purposefully planned sessions, modelling and scaffolding are used and children are given opportunities to talk in a variety of contexts, helping them with their confidence and participation. Our oracy aspects are sometimes used as a retention activity, or as a starter. They can also be used as a main session, where children used key talking points to develop their critical thinking skills and discussion in a small group.

Oracy in English

In January 2024, the school began to use the Teresa Heathcote Writing Sequence approach. In April 2025, Teresa delivered an INSET to teachers from Y1-Y6. There was a particular focus on transcriptional fluency, dictation and **oracy** within the teaching sequence.

We support our children by:

- Developing and building on vocabulary as a high-profile focus
- Providing experiences to support application and understanding of vocabulary and new skills learnt
- Participating in discussions through immersion activities
- Practising new vocabulary in discussion sessions, using groupings and practical activities
- Immersion activities should increase engagement through drama activities, videos, images and recordings
- Providing opportunities for well structured descriptions, explanations and narratives for different purposes
- Speak clearly, with projection to an audience

Oracy in Maths

Within Maths, we provide many opportunities for discussion which can be seen through problem solving, explanations and justifications. The aspects used in our Chitter Chatter sessions also support in Maths, where we support our children in 'I think' and how to provide evidence for why. Oracy plays a big role in Maths, where children are given time to articulate their understanding and use the correct mathematical vocabulary. We have also incorporated 'Notice and Wonder Wednesdays' and 'Pattern Talk Thursdays'.

Oracy in Science

In Science, children are provided with opportunities to:

- Use scientific vocabulary
- Ask questions
- Discuss what they have found out and how
- Predict using reasoning and prior knowledge
- Share their findings in different ways

Oracy in Foundation Subjects

In all our Foundation Subjects, oracy is taught and skills are applied by using the following:

- Talking points
- Talk tactics
- Sentence stems
- Group discussions
- Key vocabulary
- Asking questions
- Scaffolding and modelling
- Artefacts, images, videos and trips

Inclusion

Our oracy aspects are adapted for support of all children in classrooms. Our sentence stems help with cognitive load, as well as smaller groups to support confidence and talking to an audience. We want all our children to feel comfortable to engage with each other, our sessions are adapted for the needs within the classrooms and scaffolding and modelling provide additional help. We also use visual prompts and symbols for each oracy aspect, which can be used on slides, as well as the use of Widgets to provide clearer communication for any child with additional needs or EAL. In our ELPs (enhanced learning provisions) our skilled TA's work closely with small groups of children in supporting their communication and language skills.

The Oracy Lead, SLT, Head Teacher and ink Governor will be responsible for monitoring oracy, the consistency and impact this policy has across the school. This will be done through

observations and planning scrutiny. It is every class teacher's responsibility to ensure that this policy is adhered to.