



Brackley Church of England Junior School

'We are a Caring, Celebratory, Courageous, Christ-inspired, Community rooted in Love.'

Oracy Policy

Policy Ownership	Teaching and Learning Committee/ Teaching and Learning Lead (Jennie Eaton)
Statutory Requirement	No
Date reviewed by committee	April 2026
Adopted by Full Governing Body	
Policy Review Date	April 2028

"Life in all its fullness"

Brackley Church of England Junior School

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1. Rationale

At Brackley Junior School, we believe that high-quality talk is fundamental to learning, thinking and social development. Oracy enables pupils to:

- Develop and articulate ideas clearly
- Deepen understanding through discussion
- Build confidence and self-expression
- Engage critically with others' viewpoints
- Succeed academically and beyond school

We recognise that spoken language underpins reading, writing and wider curriculum success, and is a key driver of equity, particularly for disadvantaged pupils.

2. Definition of Oracy

We define oracy as:

The ability to communicate effectively using spoken language, including the physical, linguistic, cognitive and social-emotional skills involved in speaking and listening.

Our approach is informed by Voice 21's Oracy Framework, which identifies four interrelated strands:

- **Physical** – voice, fluency, body language
- **Linguistic** – vocabulary, sentence structure, clarity
- **Cognitive** – reasoning, organising ideas, responding
- **Social & Emotional** – confidence, listening, turn-taking

3. Principles of Effective Oracy Teaching

Drawing on EEF guidance (particularly *Improving Literacy* reports), our approach is underpinned by the following principles:

3.1 Oracy is explicitly taught

- Speaking and listening skills are planned, modelled and practised
- Teachers do not assume pupils will 'pick it up'

3.2 Talk is purposeful and structured

- High-quality discussion is carefully designed, not incidental
- Tasks include clear roles, expectations and outcomes

3.3 Teachers model high-quality language

- Adults model full sentences, precise vocabulary and reasoning
- Sentence stems and scaffolds support pupils to do the same

3.4 All pupils are expected to participate

- Strategies ensure equitable participation, not just confident speakers
- Talk partners, routines and structures are embedded

3.5 Oracy supports thinking and learning

- Talk is used to clarify, extend and challenge thinking
- Discussion is integral to learning, not an 'add-on'

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4. Oracy in Practice

4.1 Classroom Routines

Oracy is embedded through consistent routines, including:

- **Talk partners** used regularly across lessons
- **Turn and talk** to rehearse ideas before sharing
- **Cold calling** to ensure all pupils are included
- **Think–pair–share** structures

4.2 Explicit Teaching of Oracy Skills

Teachers explicitly teach:

- How to build on others' ideas
- How to perform poetry and other written texts aloud
- How to agree and disagree respectfully
- How to justify opinions with evidence
- How to speak in full sentences

This may include:

- Sentence stems (e.g. *"I agree with... because..."*)
- Vocabulary banks
- Modelled examples of high-quality responses

4.3 Vocabulary Development

In line with EEF guidance:

- Tier 2 and Tier 3 vocabulary is explicitly taught and revisited
- Pupils are expected to use new vocabulary in spoken language
- Teachers model and insist on accurate, ambitious language

4.4 Structured Discussion

High-quality talk is supported through structured approaches such as:

- Debate
- Role play
- Group problem-solving
- Exploratory talk

Teachers:

- Set clear expectations
- Provide roles where appropriate
- Monitor and intervene to deepen discussion

4.5 Oracy Across the Curriculum

Oracy is embedded across all subjects, including:

- **English** – discussion of texts, oral rehearsal of writing
- **Maths** – explaining reasoning and methods
- **RE** – exploring beliefs and viewpoints
- **Foundation subjects** – presenting ideas and debating concepts
- **Collective worship**- pupil led collective worship weekly
- **Annual opportunities for children to perform in a class play**
- **Opportunities for children to read aloud in church**
- **Opportunities for pupil parliament/ faith leaders/ sports leaders/ play leaders to share news with class and in collective worship.**

5. Inclusion and Equity

We recognise that some pupils require additional support to develop oracy skills.

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We ensure:

- Structured talk opportunities for all pupils
- Scaffolds such as sentence stems and visual prompts
- Additional support for pupils with SEND
- A focus on increasing participation of quieter pupils

Oracy is a key tool in closing the disadvantage gap.

6. Classroom Environment

Classrooms support oracy through:

- **Learning walls** with key vocabulary and sentence stems
- A culture where mistakes are valued as part of learning

7. Assessment of Oracy

Oracy is assessed formatively through:

- Observation of pupil talk
- Quality of responses in discussion
- Use of vocabulary and sentence structures

Teachers may use:

- Checklists linked to the four strands of oracy
- Pupil self and peer assessment

Oracy is not formally graded but informs overall teacher judgement.

8. Staff Development

We are committed to developing staff expertise in oracy through:

- CPD informed by EEF and Voice 21 guidance
- Modelling of effective classroom practice
- Opportunities to observe and share best practice

9. Monitoring and Evaluation

Oracy is monitored through:

- Learning walks
- Book scrutiny (evidence of talk leading to written outcomes)
- Pupil voice
- Lesson observations

Leaders evaluate the impact of oracy on:

- Pupil engagement
- Quality of discussion
- Outcomes across the curriculum

10. Links to Whole School Priorities

Oracy supports our wider priorities, including:

- Improving writing outcomes
- Developing reasoning in maths
- Enhancing curriculum engagement
- Supporting behaviour through clear communication and restorative conversations

11. Review

This policy will be reviewed annually by senior leaders.

Appendix A: Oracy Progression

Strand	Year 3 – Foundations	Year 4 – Developing	Year 5 – Extending	Year 6 – Mastery
Physical	- Speaks clearly and audibly- Faces speaker/audience- Uses appropriate volume	- Maintains clear volume and pace- Begins to vary tone- Shows awareness of audience	- Uses expression and intonation- Adjusts volume and pace- Uses body language to support meaning	- Speaks confidently and fluently- Adapts delivery for audience/purpose- Uses gesture and expression effectively
Linguistic	- Speaks in full sentences- Uses simple stems (<i>I think... because...</i>)- Begins to use key vocabulary	- Uses a wider range of stems- Uses subject vocabulary consistently- Extends answers beyond one sentence	- Uses precise, ambitious vocabulary- Structures responses logically- Uses complex stems (<i>challenge/build</i>)	- Uses a wide range of vocabulary precisely- Speaks in well-structured responses- Adapts language for formality/audience
Cognitive	- Shares relevant ideas- Gives a simple reason- Retells or explains ideas	- Explains reasoning in more detail- Builds on ideas- Begins to compare ideas	- Justifies with evidence- Makes links between ideas- Asks questions to deepen thinking	- Develops and defends viewpoints- Evaluates and critiques ideas- Summarises and synthesises discussion
Social & Emotional	- Takes turns- Listens without interrupting- Responds simply (<i>I agree</i>)	- Builds on others' ideas- Shows active listening- Begins to disagree respectfully	- Sustains discussion- Challenges respectfully- Encourages others to contribute	- Leads discussion- Builds consensus or evaluates viewpoints- Shows high-level collaboration and respect

Appendix B:

Teacher Guidance

Oracy at Brackley Junior School – Staff One-Page Guide

Why Oracy Matters

Oracy is fundamental to learning. High-quality talk helps pupils to:

- Think more deeply
- Use precise vocabulary
- Explain and justify ideas
- Prepare for writing
- Build confidence and communication skills

Non-Negotiables (Every Lesson)

Talk is planned, not incidental

- Build in opportunities for structured discussion

All pupils participate

- Use strategies like *talk partners* and *cold calling*

Full sentences are expected

- Model and insist on complete responses

Vocabulary is prioritised

- Teach, display and expect use of key words

Teachers model excellent talk

- Use precise language and clear explanations

Core Classroom Strategies

1. Talk Partners

- Used regularly across all subjects
- Clear expectations for listening and responding
- Quick turn-and-talk to rehearse ideas

2. Cold Calling

- All pupils are expected to contribute
- Gives thinking time first (e.g. talk partners)
- Builds accountability and inclusion

3. Sentence Stems

Display and use consistently, e.g.:

- *“I think this because...”*
- *“I agree with ___ because...”*
- *“Another example is...”*
- *“I would like to challenge that idea...”*

4. Vocabulary in Speech

- Pre-teach key vocabulary
- Expect pupils to use it when speaking
- Re-model if needed

5. Structured Discussion

Use purposeful talk tasks such as:

“Life in all its fullness”

- Think–pair–share
- Debate
- Problem-solving in pairs/groups
- Explaining reasoning (especially in maths)

What High-Quality Oracy Looks Like

Pupils can:

- Speak in full, clear sentences
- Use subject-specific vocabulary accurately
- Build on others' ideas
- Justify opinions with reasons
- Listen respectfully and respond appropriately

Scaffolds to Support Pupils

- Sentence stems
- Vocabulary banks
- Modelled answers
- Talk frames
- Visual prompts

Inclusion

Ensure all pupils can succeed by:

- Giving thinking time before speaking
- Using talk partners before whole-class responses
- Supporting quieter pupils to contribute
- Adapting expectations where needed

Teacher Checklist

Before / during your lesson, ask yourself:

- Have I planned purposeful talk?
- Are all pupils expected to contribute?
- Am I modelling high-quality language?
- Are pupils using key vocabulary?
- Is talk helping deepen understanding?

Remember

Talk is not an add-on – it is central to learning.