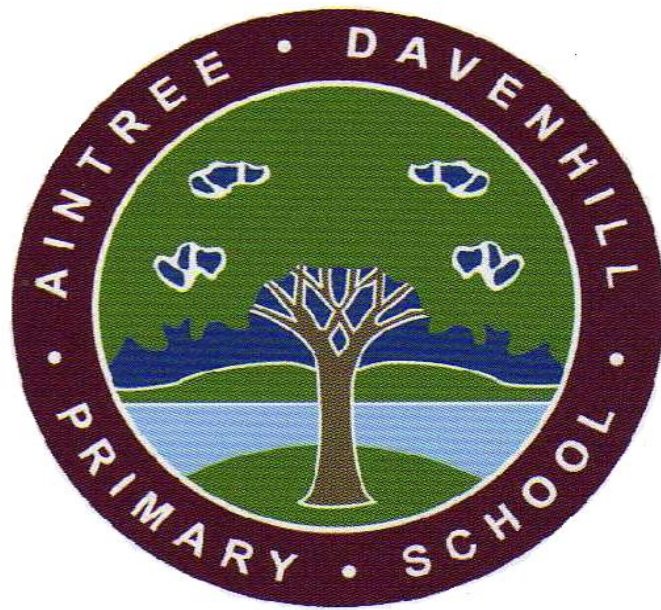


Aintree Davenhill Primary School



Oracy Policy

Approved by

September 2026

Review date September 2027

1. Rationale

At Aintree Davenhill Primary School, we believe oracy is a vital component of a child's education and personal development. Through the consistent and purposeful teaching of speaking and listening skills, we nurture confident, articulate, and thoughtful communicators.

Our school motto, "**Excellence and Enjoyment**", guides our oracy approach: we strive for high standards in spoken language while ensuring children experience the joy of learning through talk, discussion, and performance. Oracy underpins learning across the curriculum and helps children develop the confidence to thrive academically, socially, and emotionally.

2. Aims

Our oracy provision aims to:

- Promote **excellence** in spoken language, vocabulary use, and respectful discussion.
- Foster **enjoyment** in speaking and listening through rich, engaging learning opportunities.
- Equip children with the tools to express themselves clearly and confidently.
- Embed structured oracy opportunities across all areas of the curriculum.
- Value every child's voice, developing active listeners and thoughtful speakers.
- Promote communication, empathy, and collaboration across the school community.

3. Principles of Effective Oracy Teaching

We are committed to a whole-school approach to oracy, grounded in the following principles:

- **Explicit teaching** of vocabulary, sentence stems, discussion roles and turn-taking.
- **Talk as a tool for learning**, supporting understanding and metacognition.
- **Voice for all**: every pupil has regular opportunities to speak and be heard.
- **Progressive development** of oracy skills from Early Years to Year 6.
- **Modelling** of effective talk by adults across the school.

4. Oracy Strategies and Structures

To ensure consistency and quality across all classes, we use key strategies to support oracy development:

Creating Class Discussion Rules

Each class co-constructs a set of **discussion rules** at the beginning of the year and revisits them regularly. This collaborative process helps children:

- Understand what respectful and productive talk looks like.
- Take ownership of their speaking and listening behaviour.
- Build a positive classroom culture where all voices are valued.

Examples of rules include: *Take turns to speak*, *Listen without interrupting*, *Look at the person speaking*, *Use kind and respectful language*, and *Give everyone a chance to contribute*. These rules are displayed prominently in classrooms and used to reflect on the quality of talk.

Progressive Oracy Roles Across the Key Stages

To support the development of increasingly sophisticated oracy skills, pupils take on structured **oracy roles** during group work and discussions. These roles are introduced progressively throughout the key stages to match children's developmental stages:

- **EYFS and KS1:** Children begin with simple roles such as **Speaker** and **Listener**, learning to take turns and respond appropriately.
- **Lower KS2:** Additional roles such as **Questioner** (asks clarifying or deepening questions) and **Summariser** (recaps key points) are introduced.
- **Upper KS2:** Pupils take on more complex roles such as **Chairperson** (leads and manages discussion), **Clarifier** (ensures understanding), and **Challenger** (respectfully questions and offers alternative views).

These roles help pupils become active participants in group learning, develop leadership and empathy, and reflect more critically on their communication. Teachers model and scaffold these roles, ensuring all pupils are supported to participate meaningfully.

Agree–Build–Challenge (ABC)

We teach children to structure talk using the ABC model:

- **Agree** – “I agree with [name] because...”
- **Build** – “I'd like to add to what [name] said...”
- **Challenge** – “I have a different view because...”

This helps pupils engage critically and respectfully, deepening understanding.

Talk Partners

Children regularly work in **talk partners**, encouraging:

- Active listening and turn-taking.
- Rehearsal of ideas before speaking to the class.
- Confidence-building in a supportive setting.

Partners are rotated regularly to foster communication with a wide range of peers.

Talking Trios

In **talking trios**, children:

- Take on rotating roles (e.g., speaker, listener, summariser).
- Develop their speaking and listening skills collaboratively.
- Reflect on the effectiveness of their own talk.

Partner Classes

As part of our commitment to collaboration and community, each class is paired with a **partner class** elsewhere in the school. These partnerships provide additional oracy opportunities such as:

- Shared reading and storytelling sessions.

- Joint discussions and topic-based presentations.
- Cross-age mentoring and peer feedback.

This approach builds confidence, leadership and a sense of shared learning across year groups.

5. Oracy Across the Curriculum

We embed oracy throughout the curriculum by creating purposeful, meaningful talk opportunities that support children to speak with confidence, clarity, and subject-specific accuracy.

- **English:** drama, debate, storytelling, performance poetry, oral rehearsal.
- **Maths:** verbal reasoning, explaining thinking, justifying methods.
- **Science:** hypothesising, explaining processes, using precise scientific vocabulary.
- **Humanities:** discussions, historical role-play, geographical enquiry, presentations.
- **Art and Design:** critiquing work, articulating creative choices, using descriptive language.
- **RE/PSHE:** circle time, philosophical enquiry, exploring beliefs and values through respectful dialogue.

To help children *speak like experts* in every subject, we provide:

Sentence Stems

Teachers model and provide subject-specific **sentence stems** to scaffold responses and support deeper thinking. These stems build oral fluency and allow pupils to structure their ideas clearly. Examples include:

- **Science:** *"I observed that...", "My prediction is...", "This suggests that..."*
- **Maths:** *"I know this because...", "The pattern I see is...", "I used this method because..."*
- **Geography:** *"The evidence shows...", "This feature is found in...", "I can compare these locations by..."*

Stems are adjusted for different year groups and are displayed or provided during relevant tasks.

Talk Cards

We also use **talk cards** with prompts tailored to different roles or discussion focuses. These visual supports:

- Encourage full sentence responses.
- Help pupils stay focused during group talk.
- Provide reminders of oracy roles and discussion behaviours.
- Reinforce vocabulary and sentence structures for each subject.

Talk cards are used across all key stages and help pupils build independence and confidence when engaging in structured discussions.

6. Oracy Beyond the Classroom

Class Assemblies

Each class leads an assembly for the school and families at least once per year. These assemblies:

- Offer a real audience and purpose for speaking.
- Showcase learning and performance skills.
- Encourage pride, confidence, and enjoyment in speaking.

Teachers provide structured support to help children prepare and rehearse.

Whole School Opportunities

We also create a culture of oracy through:

- **School Council** and pupil leadership groups.
- **Performance opportunities:** poetry recitals, drama productions, end-of-year shows.
- Participation in **local oracy projects** and speaking competitions.

7. Assessment

We assess oracy in the following ways:

- Informal formative assessments during lessons.
- Teacher observations of group and individual contributions.
- Peer and self-assessment using sentence stems or oracy reflection tools.
- Evidence of progress collected via video, audio, or pupil voice surveys.
- Use of a progression framework to monitor development from EYFS to Year 6.

8. Staff Development

To maintain high standards in oracy, we provide:

- Staff CPD focused on effective oracy strategies.
- Shared planning sessions to embed oracy across subjects.
- Regular reviews of practice through lesson observations and learning walks.

9. Inclusion and Equity

We ensure all pupils can access oracy-rich learning by:

- Providing sentence starters, visual supports, and vocabulary scaffolds.
- Valuing home languages and supporting EAL learners.
- Using inclusive groupings to ensure every child is heard.

We recognise that strong oracy skills can close the attainment gap and are essential for lifelong learning.

10. Partnerships with Families

We encourage families to support oracy at home by:

- Reading and discussing books together.
- Taking part in oracy-based homework tasks (e.g. interviews, presentations).
- Attending class assemblies and school performances.

11. Review of Policy

This policy will be reviewed annually by the English/Oracy Lead and the Senior Leadership Team. Input will be gathered from staff, pupils, and families to ensure it remains effective and aligned with our school's commitment to *Excellence and Enjoyment*.

12. Monitoring and Evaluation

The impact and implementation of this oracy policy will be monitored through:

- **Learning walks and lesson observations** focused on speaking and listening.
- **Pupil voice** interviews and surveys to gather feedback on oracy experiences.
- **Work scrutiny**, including transcripts or audio recordings where applicable, to assess the use of oracy skills in written work.
- **Regular reviews of progress** against the oracy progression framework.
- **Tracking and reporting** of pupil progress in speaking and listening across the curriculum.
- **Feedback from parents and partner classes** to ensure a collaborative approach to oracy development.

This ongoing process will ensure that oracy remains a central focus, that improvements are made based on evidence, and that children's oracy skills continue to develop in line with the aims of the policy.