

Moorside Primary School



Oracy Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES



Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens.
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever-changing world.
We want all of our children to effectively engage with each other and with our community.

Our Values

We all believe...

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Child-friendly expectations are to be used in class and around school.

They are:

Learn and let others learn.
Celebrate what makes us special and respect our diversity.
Look after each other and our environment.
Solve problems calmly and cooperatively.



What is Oracy?

Oracy is the ability to communicate effectively through speaking and listening, enabling children to express their ideas, engage with others, and develop their understanding through purposeful talk.

Vision

At Moorside Primary School, our vision is for all children to become confident, articulate, and respectful communicators who can use their voice to learn, connect, and make a positive contribution to the world around them. We believe that high-quality talk is fundamental to learning and personal development. By embedding oracy throughout school life, we nurture children who can speak with confidence, listen with empathy, think critically, and participate fully in their communities, both now and in the future.

Many of our children start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Children are confident to discuss their learning and their wellbeing, preparing them for future life and learning beyond school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a school, we are proactive in driving oracy and are models for effective oracy skills, amongst ourselves and when supporting all learners, their parents and carers, and with the wider community.

Policy statement

Key oracy skills include speaking clearly and confidently, listening attentively and respectfully, asking and answering questions, reasoning and justifying ideas, collaborating with others, and adapting communication for different audiences and purposes. These skills enable children to learn effectively, build positive relationships, and participate fully in school and wider society.

Key oracy skills can be grouped into speaking, listening, thinking, and interaction skills:

Speaking Skills

- Speaking clearly and audibly.
- Using appropriate vocabulary.
- Explaining ideas and opinions.
- Asking and answering questions.
- Using Standard English when appropriate.
- Presenting information to an audience.

Listening Skills

- Listening attentively.
- Following instructions.
- Understanding and responding to others.
- Showing respect for different viewpoints.
- Building on the ideas of others.

Thinking Skills

- Reasoning and justifying opinions.
- Making connections between ideas.
- Clarifying and refining thinking through talk.
- Problem-solving collaboratively.
- Reflecting on discussions and learning.

Interaction Skills

- Taking turns in conversation.
- Working collaboratively with peers.
- Participating confidently in discussions.
- Negotiating and reaching agreements.
- Showing empathy and respect in communication.

Intent

At Moorside Primary School, we intend for all children to develop the oracy skills needed to communicate confidently, think critically, and engage effectively with others. We recognise that spoken language underpins learning, achievement, and personal development. Through a language-rich curriculum and purposeful planned and spontaneous opportunities for talk, children will learn to articulate their ideas clearly, listen actively and respectfully, reason and justify their thinking, and adapt their communication for different audiences and contexts. By embedding oracy across all areas of school life, we aim to empower every child to find their voice, build meaningful relationships, and become confident, successful participants in society.

Our Oracy Curriculum will enable children to:

- Communicate clearly, confidently and effectively in a range of situations.
- Express their ideas, opinions and feelings using appropriate vocabulary and language structures.
- Listen actively and respond thoughtfully to others.
- Ask purposeful questions to deepen understanding and promote curiosity.
- Explain, justify and evaluate their thinking using evidence and reasoning.
- Engage in meaningful discussions, debates and collaborative learning activities.
- Adapt their spoken language to suit different audiences, purposes and contexts.
- Build positive relationships through respectful communication and active listening.
- Develop confidence, resilience and self-esteem by finding and using their voice.
- Participate fully in school life and become responsible, informed and active members of society.

Implementation

Oracy is embedded throughout our curriculum and school culture, ensuring that all children have regular opportunities to develop and apply their speaking and listening skills. Teachers explicitly model and teach oracy skills through high-quality interactions, vocabulary-rich learning environments, and structured talk activities across all subject areas. Children are provided with opportunities to participate in discussions, debates, presentations, storytelling, collaborative group work and problem-solving tasks that promote purposeful talk and active listening.

Teachers use questioning, talk partners, think-pair-share approaches, group discussions, and exploratory talk to deepen understanding and encourage critical thinking.

Oracy expectations are consistently reinforced across the school, enabling children to develop confidence, articulate their ideas clearly, justify their opinions and respond respectfully to the views of others. Through assemblies, performances, pupil leadership roles and wider enrichment opportunities, children are encouraged to communicate effectively with a range of audiences and in a variety of contexts.

By embedding oracy across all aspects of school life, we ensure that children progressively develop the knowledge, skills and confidence needed to become effective communicators and successful lifelong learners.

Learning Environment

Each classroom has a working wall which contributes to promoting subject-specific vocabulary development. Classrooms display oracy expectations and guidance in an age-appropriate way. Where appropriate, teachers display stem sentences on the board to scaffold and challenge learners' thinking.

Inclusion

We are committed to ensuring that all children can fully access and participate in the development of oracy skills, regardless of their background, ability, language, or additional needs. Teaching is adapted to meet the diverse needs of learners, including children with SEND, those with speech, language and communication needs (SLCN), disadvantaged children, and those who speak an additional language. Staff provide appropriate scaffolds, visual supports, vocabulary pre-teaching, sentence stems, modelling and structured opportunities for talk to enable all children to participate successfully.

We foster an inclusive and supportive environment where every child feels valued, respected and confident to share their ideas. All pupils are encouraged to contribute, with teaching strategies designed to ensure that every voice is heard and celebrated. Through high expectations and targeted support, we aim to remove barriers to communication and ensure that all children develop the confidence and skills to express themselves effectively and achieve their full potential.

Supporting children with SEND through Adaptive Teaching

Children with Special Educational Needs and Disabilities (SEND) are supported through adaptive teaching strategies that ensure they can fully access and participate in oracy development. Teaching is carefully planned to meet individual needs, enabling all children to build confidence and success in speaking and listening activities.

Adaptive teaching may include:

- Clear modelling of language, vocabulary and communication skills.
- Use of visual prompts, pictures, symbols and graphic organisers to support understanding.
- Pre-teaching and revisiting key vocabulary and concepts.
- Sentence stems, talk frames and communication scaffolds to support spoken responses.
- Breaking learning into smaller, manageable steps.
- Structured opportunities for partner and small-group discussion before whole-class participation.

Additional thinking and processing time to formulate responses

- Multi-sensory approaches to support understanding and engagement.
- Targeted interventions for children with speech, language and communication needs (SLCN).
- Collaboration with SEND staff, speech and language therapists and external agencies where appropriate.

We foster a supportive and inclusive environment where all children feel confident to contribute and where their voices are valued. Through adaptive teaching, appropriate scaffolding and high expectations, children with SEND are enabled to develop their communication skills, actively engage in learning and achieve their full potential.

Through adaptive teaching, children with SEND are supported to access and participate fully in the school's oracy curriculum. Teachers use a range of strategies, including modelling, visual supports, structured talk opportunities and personalised scaffolds, to remove barriers

to communication and learning. This ensures that all children can develop as confident communicators and make progress from their individual starting points.

How children with an Additional Language are supported

Children with an Additional Language are supported through an inclusive approach that values and builds upon their home language, culture and prior learning experiences. Teachers provide a language-rich environment and adapt teaching to ensure children can access learning and participate fully in talk-based activities. Support strategies include explicit vocabulary instruction, visual aids, modelling of language, sentence stems, structured talk opportunities and collaborative learning with peers.

Staff carefully assess children's language proficiency and provide appropriate levels of support to develop both social and academic language. Opportunities for speaking and listening are scaffolded to build confidence and encourage participation. Where appropriate, additional interventions and targeted support may be provided to address individual language needs. We recognise multilingualism as a strength and encourage children to draw upon their full linguistic repertoire to support understanding, communication and learning.

Through these strategies, children are enabled to develop confidence, fluency and independence in spoken English, while ensuring they feel valued, included and able to achieve their full potential.

Tracking Progress in Oracy

Progress in oracy is tracked through ongoing formative assessment and regular opportunities for children to demonstrate their speaking and listening skills across the curriculum. Teachers observe and assess children's ability to communicate effectively, listen actively, use appropriate vocabulary, build on the ideas of others, and present their thoughts with confidence and clarity.

Assessment methods may include:

- Teacher observations during lessons, discussions and group work.
- Use of oracy progression frameworks and age-related expectations.
- Pupil self-assessment and reflection on speaking and listening skills.
- Peer assessment and feedback during collaborative activities.
- Records of presentations, performances, debates and spoken outcomes.
- Monitoring of participation and confidence in a range of speaking and listening contexts.
- Targeted assessment of children with identified speech, language and communication needs.

Assessment information is used to identify strengths, address barriers to communication and inform future teaching. Progress is discussed through pupil progress meetings, ongoing observations and discussions with children. This information is then used to ensure that all children continue to develop as confident, articulate and effective communicators.

Oracy progress is monitored through regular observation, assessment and feedback across the curriculum. Teachers evaluate children's development in speaking, listening, reasoning and discussion skills using agreed progression frameworks and classroom-based evidence. This enables staff to identify next steps, provide targeted support where needed and ensure that all children make sustained progress in becoming confident and effective communicators.

Impact

The impact of our oracy curriculum is that children become confident, articulate and effective communicators who can express their ideas clearly, listen attentively and engage positively

with others. Children demonstrate increasing confidence in a range of speaking and listening situations and use talk purposefully to support their learning, reasoning and problem-solving across the curriculum.

As a result of high-quality oracy provision, children:

- Speak clearly and confidently to different audiences.
- Listen actively, respectfully and respond appropriately to others.
- Use a rich and ambitious vocabulary in their spoken language.
- Explain, justify and evaluate their ideas effectively.
- Collaborate successfully with peers and contribute positively to discussions.
- Demonstrate increased confidence, resilience and self-esteem.
- Participate actively in lessons, assemblies, performances and wider school opportunities.
- Develop the communication skills needed for success in education, employment and life beyond school.

The effectiveness of our oracy curriculum is evidenced through pupil voice, lesson observations, work scrutiny, assessment outcomes, participation in discussions and presentations, and the confidence pupils demonstrate across all aspects of school life. All children, including those with SEND and those with an additional language, make progress from their individual starting points and are equipped with the communication skills necessary to thrive as lifelong learners and responsible members of society.

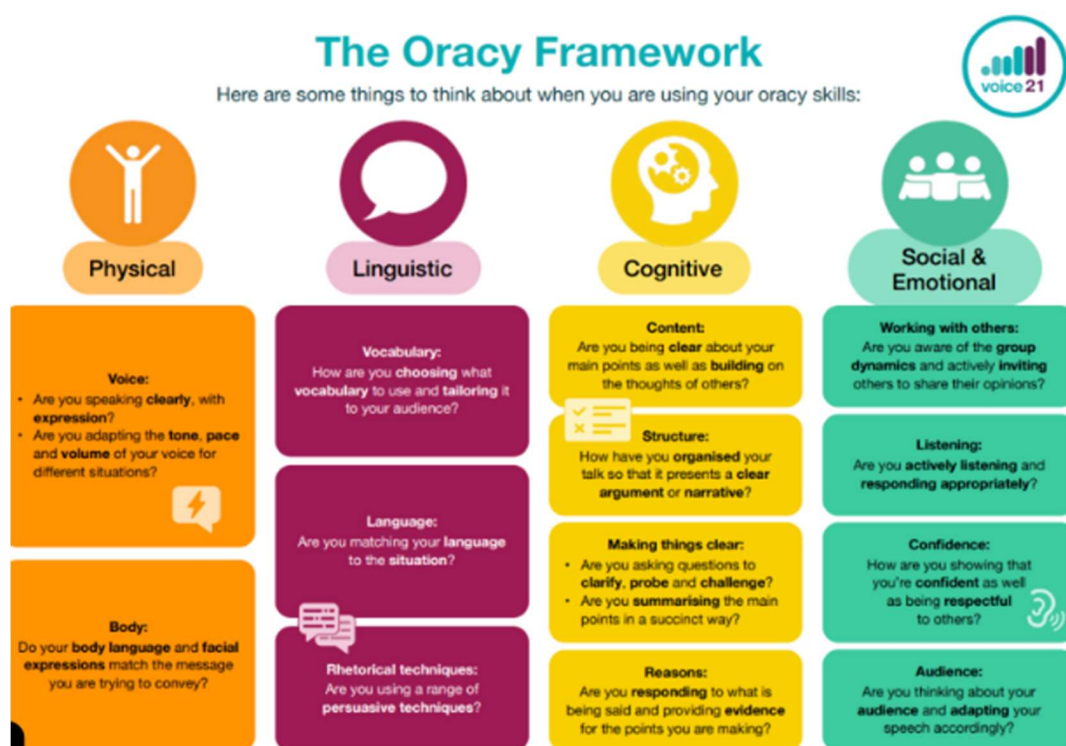
By the time children leave our school, they are confident, articulate and respectful communicators who can express their ideas, listen with understanding, think critically and engage effectively with others. They use spoken language as a powerful tool for learning and are well prepared for the next stage of their education and future life opportunities.

Roles and Responsibilities

The Oracy Leaders and the Senior Leadership Team will be responsible for monitoring the impact of this policy, and standards of spoken language across the school, through work scrutiny, planning scrutiny, drop in observations and lesson observations and any other relevant monitoring activities.

It is every class teacher's responsibility to ensure that this policy is adhered to.

Oracy Teaching Tools



The Oracy Framework



Cognitive

The deliberate application of thought to what you're saying



Linguistic

Knowing which words and phrases to use, and using them



Physical

Making yourself heard, using your voice and body as an instrument



Social & Emotional

Engaging with the people around you; knowing you have the right to speak



Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl

Introducing Teacher Talk Tactics

Instigate

Present an idea or open up a new line of inquiry



- “ Let's start the discussion by ____
- “ Has anyone considered ____
- “ Let's think about ____

Invite: — Who would like to begin our discussion?
— Does anyone have another idea?
— Would anybody like to share a different point?

Probe

Dig deeper; ask for evidence or justification of ideas



- “ Why do you think ____?
- “ Could you provide an example of ____?
- “ How do you know that?

Invite: — Would anyone like to probe what X said?
— Who would like to ask a probing question?
— Does this remind you of anything we've learned before?

Challenge

Disagree or present an alternative argument



- “ Have you considered ____?
- “ You mentioned X but what about ____?
- “ What if ____?

Invite: — Would anybody like to challenge X's idea?
— Does anybody have a counter argument?
— Who disagrees with that point?

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ To summarise X's idea?

Invite: — Can anybody summarise the main points so far?
— Could you summarise what X is saying?
— Who can recap the main ideas?

Build

Develop, add to or elaborate on an idea



- “ Building on X's idea ____
- “ X's idea made me think ____
- “ To develop X's idea ____

Invite: — Would anybody like to build on X's idea?
— Could you tell me more about...?
— Who can tell me why they might agree with X?

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Let me get this right, what you're saying is ____?
- “ Can you clarify what you mean by ____?

Invite: — Could anybody clarify what X is saying?
— Would anybody like to ask a clarifying question?
— Could I just check your understanding X?

