



FRANCES OLIVE ANDERSON
Church of England (Aided) School
'Being different, Belonging together'



Oracy Policy

School: Frances Olive Anderson C of E Primary School

Policy Lead: Oracy Lead – Sarah Hill

Kagan Lead – Rebecca Bishop

Approved by: Governing Body

Date Approved:

Review Date:





1. Policy Statement

At Frances Olive Anderson C of E Primary School, we are committed to developing confident, articulate and thoughtful communicators. We recognise that high-quality oracy is fundamental to academic achievement, personal development and future success. Through a structured approach to speaking and listening, pupils learn to express ideas clearly, listen actively, collaborate effectively and engage critically with the views of others.

The school adopts Kagan Cooperative Learning Structures as a key pedagogical approach to ensure equitable participation, purposeful dialogue and active engagement for all pupils. These structures support the development of communication skills across the curriculum and provide regular opportunities for every child to speak, listen and think.

2. Aims

The school aims to:

- Develop confident, articulate speakers.
- Promote active and respectful listening.
- Extend pupils' vocabulary and language acquisition.
- Develop reasoning, questioning and critical thinking skills.
- Foster collaboration and positive relationships.
- Ensure all pupils have equitable opportunities to participate.
- Support academic achievement through structured talk.
- Prepare pupils to communicate effectively in education, employment and wider society.



3. Statutory and Non-Statutory Links

This policy supports and is informed by:

Statutory Guidance

- Early Years Foundation Stage (EYFS) Framework
 - Prime Area: Communication and Language
- National Curriculum for England (2014)
 - Spoken Language Requirements
 - English Programmes of Study
- Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (Current Version)

Non-Statutory Guidance

- Voice 21 Oracy Framework
- Education Endowment Foundation (EEF) Guidance Reports
- Kagan Cooperative Learning Principles
- Ofsted Education Inspection Framework

4. Definitions



Oracy is the ability to communicate effectively through spoken language and listening.

The school uses the four strands of oracy:

Physical

- Voice projection
- Fluency
- Pace
- Expression
- Body language

Linguistic

- Vocabulary
- Grammar
- Sentence structure
- Subject-specific language

Cognitive

- Reasoning
- Questioning
- Clarification
- Explanation
- Reflection

Social and Emotional



- Active listening
- Turn-taking
- Respectful disagreement
- Collaboration
- Confidence

5. Principles of Practice

Oracy is embedded across the curriculum and taught explicitly.

Teaching will be underpinned by:

Equity of Participation

Every pupil has opportunities to contribute through structured interaction.

Positive Interdependence

Pupils work collaboratively towards shared goals.

Individual Accountability

Every pupil is responsible for contributing to learning.

Simultaneous Interaction



Multiple pupils engage in discussion at the same time.

Inclusive Practice

All learners are supported to participate successfully.

6. Teaching and Learning

Teachers will:

- Explicitly teach speaking and listening skills.
- Model effective communication.
- Teach discussion protocols and expectations.
- Provide sentence stems and vocabulary support.
- Plan regular opportunities for structured pupil talk.
- Use Kagan structures routinely.
- Scaffold language for SEND and EAL learners.
- Promote high-quality academic talk across subjects.

Kagan Structures Used Across School

- Think-Pair-Share
- Rally Robin
- Round Robin
- Timed Pair Share
- Quiz-Quiz-Trade
- Fan and Pick



- Numbered Heads Together
- Stand Up, Hand Up, Pair Up
- Mix-Pair-Share
- Find Someone Who
- Rally Coach

7. Inclusion

The school is committed to ensuring all pupils can access oracy opportunities.

Support may include:

- Visual prompts
- Talk frames
- Sentence stems
- Vocabulary pre-teaching
- Structured partner work
- Adult modelling
- Alternative communication methods where appropriate

Pupils with SEND and EAL needs will receive additional support through adaptive teaching approaches.



8. Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve and review the policy.
- Monitor implementation through curriculum reports.
- Hold leaders accountable for standards.

Headteacher

The Headteacher will:

- Promote a whole-school culture of oracy.
- Ensure sufficient resources and training.
- Monitor implementation and impact.

Oracy Lead/Kagan Lead

The Oracy Lead will:

- Develop and review the policy.
- Provide staff training.
- Support curriculum planning.
- Monitor teaching and learning.
- Analyse pupil outcomes.



- Lead quality assurance activities.

Subject Leaders

Subject Leaders will:

- Embed oracy within subject planning.
- Monitor progression within their curriculum areas.
- Support colleagues with implementation.

Teachers

Teachers will:

- Deliver high-quality oracy teaching.
- Plan structured opportunities for discussion.
- Model effective communication.
- Assess pupils' oracy development.

Pupils

Pupils will:

- Participate actively in discussions.
- Listen respectfully to others.
- Follow agreed discussion norms.
- Reflect on and improve their communication skills.



9. Assessment

Assessment of oracy will be ongoing and formative.

Teachers will use:

- Classroom observations
- Discussion activities
- Presentations
- Group work
- Self-assessment
- Peer assessment
- Pupil conferencing

Assessment will focus on progression across the four strands of oracy.

Evidence may be collected through:

- Learning walks
- Video recordings
- Pupil voice
- Work scrutiny where talk supports written outcomes



10. Monitoring and Evaluation Schedule

Activity	Responsibility	Frequency
Learning walks	Oracy or Kagan Lead	Termly
Pupil Voice interviews	Oracy or Kagan Lead	Termly
Planning Scrutiny/work look	Subject leaders	Termly
Governor monitoring	Link Governor	Annually
Policy Review	All teaching staff and Governors	Every 2 years

11. EYFS – Year 6 Progression Map

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	Speaks audibly. Uses simple gestures and facial expressions.	Speaks clearly to a small group	Maintains appropriate volume	Speaks confidently to the class.	Adapts tone and expression.	Projects voice effectively	Speaks confidently to varied audiences
Linguistic	Uses simple sentences. Learns and applies new vocabulary.	Uses complete sentences	Uses increasingly varied vocabulary.	Uses subject-specific vocabulary.	Uses formal language when appropriate.	Uses precise and ambitious vocabulary.	Selects language appropriate to audience and purpose.



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Cognitive	Answers simple questions. Shares experiences and ideas.	Explains simple ideas.	Gives reasons for opinions.	Justifies responses	Challenges ideas respectfully.	Evaluates evidence and viewpoints	Constructs persuasive and reasoned arguments.
Social and emotional	Takes turns in conversation. Listens to others during play.	Waits for their turn. Responds appropriately	Builds on others' ideas.	Participates respectfully in discussions.	Facilitates collaborative discussion.	Demonstrates active listening consistently.	Leads discussions and debates effectively.
Kagan Structures	Talking Partners Mix and Mingle Turn and Talk	Think-Pair-Share Rally Robin	Timed Pair Share Round Robin Rally Coach	Numbered Heads Together Rally Robin Rally Coach	Fan and Pick Quiz-Quiz-Trade Rally Coach	Round Robin Numbered Heads Together	Debate Structures Quiz-Quiz-Trade Fan and Pick Cooperative Problem Solving



12. Success Criteria

Successful implementation of this policy will result in pupils who:

- Speak confidently and clearly.
- Listen attentively and respectfully.
- Use ambitious vocabulary.
- Explain, justify and evaluate ideas.
- Collaborate effectively with others.
- Demonstrate increasing independence in discussion and presentation.

Approved by: _____

Chair of Governors: _____

Headteacher: _____

Date: _____



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