



Oracy Rationale

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School Focus: Oracy

Growing together, guided by love...

At our federation, we recognise that Oracy is a vital skill that empowers students to express themselves confidently and effectively in all areas of life. Our curriculum is designed to place Oracy at the forefront of the learning experience, facilitating rich dialogue, collaboration, and a culture of active participation. Through a strong emphasis on communication, we cultivate a learning environment grounded in the values of community, compassion, and courage.

Intent:

Speaking, listening and communication: learn to – learn through – learn about.

Community: We believe that strong communication builds stronger communities. Our curriculum encourages students to engage with one another and collaborate on projects that foster connections within our school and the wider community. By participating in group discussions and community projects, students learn to appreciate diverse perspectives while building lasting relationships.

Compassion: Compassionate communication is fundamental to our ethos. We teach students to listen actively, respond thoughtfully, and engage empathetically with their peers. By cultivating a caring environment, we empower students to express their feelings and support one another, fostering a sense of belonging and community spirit.

Courage: Speaking up and sharing ideas requires courage. Our curriculum encourages students to embrace challenges and voice their opinions, even in difficult situations. We promote a culture where every voice is valued, inspiring students to take risks in their communication and stand firm in their beliefs.

Implement:

Teamwork: Through collaborative projects and group discussions, students develop the ability to work effectively in teams, enhancing their communication and interpersonal skills.

Effective Participators: Our curriculum fosters active engagement, encouraging students to contribute meaningfully to discussions and take ownership of their learning experiences.

Independent Enquirers: Students are nurtured to ask questions and seek answers independently. By promoting inquiry-based learning, we empower them to explore their interests and express their findings confidently.

Creative Thinkers: We encourage students to think outside the box and develop innovative ideas. Oracy plays a crucial role in sharing and refining these ideas through collaboration and dialogue.

Self-Managers: Our curriculum instils a sense of responsibility. Students learn to manage their time, set goals, and reflect on their progress, allowing them to articulate their learning journey.

Reflective Learners: We promote a culture of reflection, where students regularly assess their communication practices and take constructive feedback to improve their Oracy skills



Impact - Predicted:

- Outstanding Oracy outcomes
- Impact on outcomes in other subject areas
- Improved cognitive, linguistic, physical, social and emotional skills assessed via the Voice 21 framework
- Academic success alongside thoughtful, engaged citizens who contribute meaningfully to society.

By fostering these skills within a framework of community, compassion, and courage, we are not only preparing students for academic success but also equipping them to be thoughtful, engaged citizens who contribute meaningfully to society. Our curriculum is designed to inspire learners to find their voices, respect the voices of others, and embrace the power of dialogue as a tool for change.

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Whole Federation Oracy Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Turn taking	Opportunity for different roles	Speak about something they are interested in	Share a story (real or fairy tale)	Speak at length about something they are interested in	Speak about a visit to somewhere
Year 1	Begin to apply subject specific vocabulary in everyday talk	Speak in front of a large audience like an assembly	Role of the instigator	Using questions to clarify understanding	A small group discussion without an adult	Listen to a peer for a sustained time period
Year 2	Use gestures appropriate for audience	Different role plays scenarios speaking in different contexts	Role of the builder	Hot seating	Sift information and focus on the important points	Participate in show and tell
Year 3	Give well-structured descriptions and explanations	Use specialist vocabulary to hypothesise, imagine and explore	Role of the summariser	Present to an audience of older or younger students	Take on an expert role	Become a storyteller for an audience including a speaking and listening role
Year 4	Use talk for a purpose	Perform poetry by heart	Role of the clarifier	Speak in front of an audience of adults	Speak audibly and fluently with an increasing command of Standard English	Speak with an adult for a specific purpose
Year 5	Use voice projection when presenting and appropriate register	Use justification in answers, arguments and opinions	Role of the prober and challenger	Introduce a school event/assembly as part of pupil leadership	Collaboratively solve a problem by listening and making relevant points	Performance poetry by heart with theme
Year 6	Use sentence stem structures for arguments and debate as well as the Listening wheel	Speak about a given topic -analyse, evaluate, compare, contrast and draw conclusions	Understand all of the Oracy roles and challenge peers to use these roles in debate	Have a debate competition / mock trial taking on board a role	Present an idea using persuasion and/or evaluate and respond to questions from the wider school community	Give a speech to an audience of peers or adults, using the appropriate formal tone

All year groups: team workers, reflective learners, creative thinkers, effective participators, independent enquirers, self-managers.

Community Courage Compassion