

Oracy Strategy

This strategy sets out Nutgrove Methodist Primary School's approach to developing oracy for every pupil. It defines oracy, summarises the research on why it matters, locates it in statutory guidance, and provides clear, practical commitments for whole-school and targeted delivery.

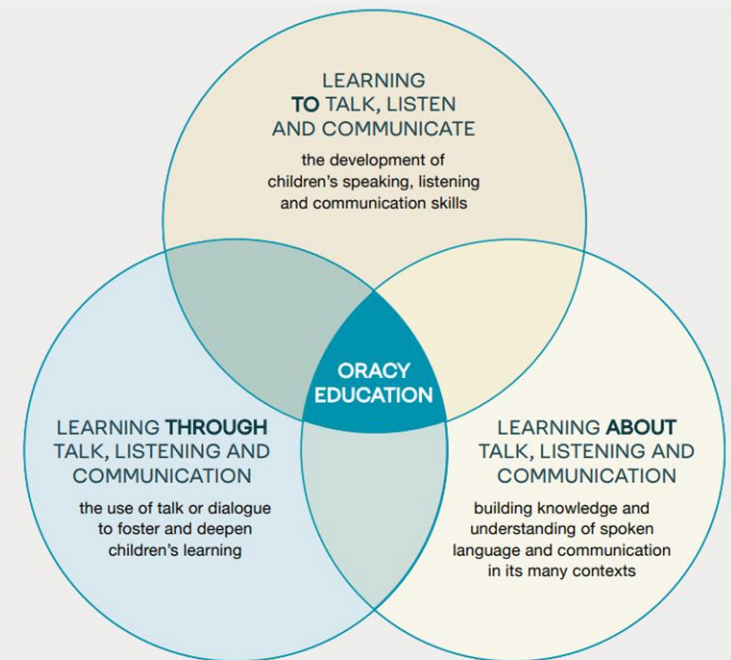
What is Oracy?

Oracy is the ability to communicate effectively using spoken language: to speak clearly and appropriately for a range of purposes and audiences, to listen actively and respond, and to use talk to learn, to influence and to participate as an agent in society.

(Model: [We need to talk, 2024 – Oracy Commission](#))

In line with the Voice 21 definition, oracy is not a single skill but a rich, teachable set of skills that enable pupils to express themselves with confidence, clarity and impact. It encompasses:

- **Physical** skills — using voice, gesture and posture effectively to engage others.
- **Linguistic** skills — selecting and shaping vocabulary, grammar and language structures to articulate ideas precisely.
- **Cognitive** skills — organising, sequencing and developing ideas, reasoning, questioning and building on others' contributions.
- **Social and emotional** skills — listening attentively, taking turns, collaborating, empathising and respecting different viewpoints.



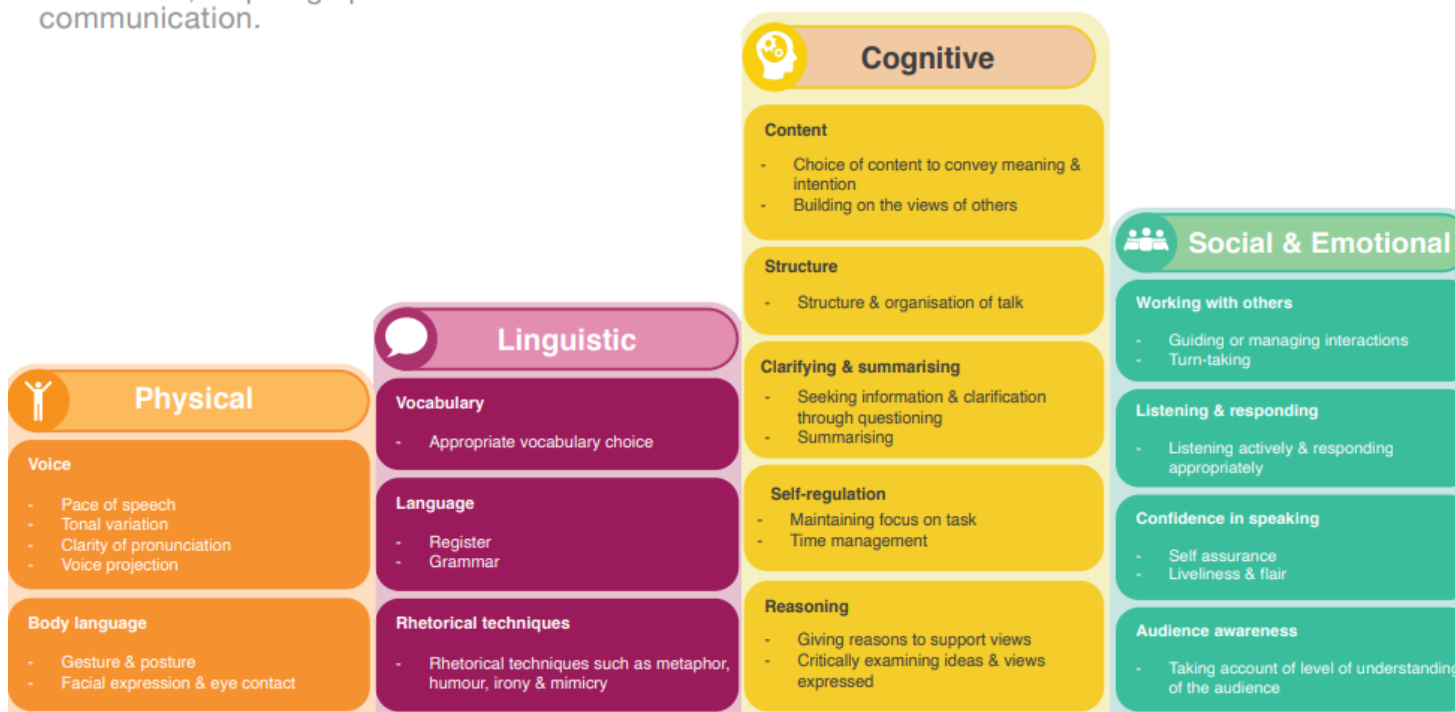
Together, these domains help pupils become confident communicators who can both learn through talk and use talk to make a difference beyond the classroom. Oracy is therefore central to academic success, personal development and active citizenship, and must be explicitly taught, modelled and practised across the curriculum.

At Nutgrove, we utilise Voice 21 Oracy Framework to support us.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy
Cambridge

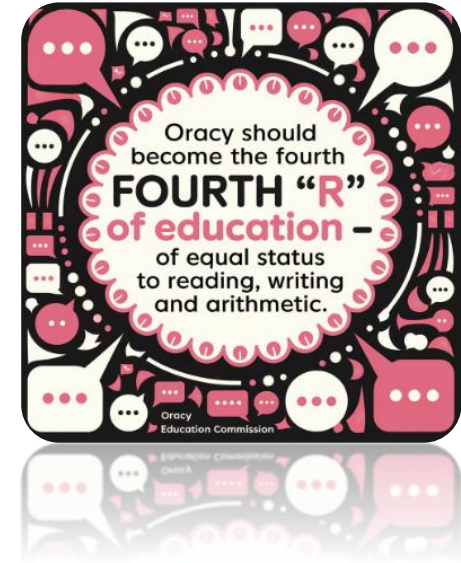


[What is oracy? - Voice 21](#)

Why does oracy matter?

We Need to Talk, a report of the Commission on the Future of Oracy in England (2014) argues for making oracy the 'fourth R' (alongside reading, writing, arithmetic and for systematic embedding of oracy across the curriculum.

[We need to talk, 2024 – Oracy Commission](#)



- Oracy improves learning outcomes: dialogic and oral language approaches have measurable positive effects on attainment. The Education Endowment Foundation (EEF) rates oral language interventions highly — oral language interventions (whole-class and targeted) have strong evidence of improving attainment, particularly for younger pupils and disadvantaged groups. ([EEF](#))
- Oracy underpins literacy & vocabulary acquisition: early vocabulary and language skill predict later reading accuracy and comprehension; gaps at school entry are strongly predictive of later attainment differences. National reports emphasise that language gap at 5 links to later lower outcomes. ([Better Communication](#)) Talking About a Generation (2017)
- Oracy supports well-being, confidence & life chances: parliamentary and sector reports (APPG, Communication Trust) link speech, language and communication to social, emotional and employment outcomes — with disproportionate impact on children from disadvantaged backgrounds. ([Education UK](#)) (Speak for Change 2021)
- Oracy benefits cross-curricular learning: research and practitioner evidence (Voice 21 and EEF summaries) show that purposeful classroom talk accelerates progress across subjects (e.g., dialogic teaching studies noted gains in English and science). Oracy instruction can therefore be a high-leverage approach for curriculum impact. ([Voice21](#))

What is statutory?

Early Years Foundation Stage (EYFS) — The EYFS statutory framework places early language at the heart of the curriculum; the EYFS Early Learning Goals (ELGs) include:

- Communication and Language — ELG: Listening, Attention and Understanding (Listen attentively and respond to what they hear with relevant questions, comments and actions...) and
- Communication and Language — ELG: Speaking ('Participate in small group, class and one-to-one discussions, offer their own ideas, and use recently introduced vocabulary').

However, this is woven through the intent of all Seven Areas of Learning as a golden thread. It is a Prime area that underpins success in all other aspects. The EYFS statutory framework states that: 'the development of children's spoken language underpins all seven areas of learning and development.'

([GOV.UK](https://www.gov.uk))

National Curriculum (primary) — The National Curriculum requires teachers to develop pupils' spoken language, reading, writing and vocabulary as integral parts of every subject. There is a statutory Spoken Language programme of study which underpins teaching across Key Stage One and Two.

Schools need to teach these statements, at a level appropriate to the age of the pupils:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Children should build on the oral language skills that have been taught in preceding years.

Children should develop competence in spoken language and listening to communicate effectively across different contexts and audiences. They need opportunities to work in varied group sizes — pairs, small groups, whole class — learning how to take turns and contribute constructively to conversations and debates.

Teaching should extend pupils' vocabulary from everyday language to a rich repertoire for expressing abstract ideas and a wide range of topics. Constructive feedback on speaking and listening is essential, both to build knowledge and skills and to secure strong foundations for future learning at primary and beyond.

([GOV.UK](https://www.gov.uk))

Progression in Oracy

In line with the non-statutory guidance in the Early Years Foundation Stage, children will be given progressive opportunities to build on the oral language skills from preceding years.

Below is Nutgrove's Progression in Skills and Knowledge for Oracy:

Progression in Skills & Knowledge - Oracy			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Physical			
I can look at who is talking and listen carefully. I can speak so others can hear me. I can use my face and body to show what I mean.	I look at the person speaking and use eye contact. I keep my hands still and show listening with nods and expressions. I project my voice so others can hear.	I make eye contact with the group when I speak. I speak loudly and clearly so everyone can hear. I start to change my tone and pace to make my speaking interesting.	I use my voice confidently, changing tone and volume for effect. I use my body language, posture and gestures to help my message.
Linguistic			
I can use new words I have learned. I can talk in sentences. I can describe things and retell events.	I speak in full sentences using words like 'and' or 'because'. I use sentence stems my teacher gives me. I try out new words.	I use longer sentences with different joining words. I try ambitious words to be more precise. I create my own sentence stems. I use words like 'firstly' and 'however' to link ideas.	I use sophisticated words in my speech. I create and use sentence stems myself. I use a wide range of joining words to sequence my ideas.
Cognitive			
I can ask questions to find out more. I can talk about what I am doing and why. I can make predictions and explain my ideas.	I give reasons for my ideas. I build on or challenge what others say. I can change my mind when I hear new information	I explain my thinking with reasons and evidence. I ask questions to probe and clarify. I compare different ideas and summarise them.	I support my views with clear reasons. I build on, challenge or clarify others' ideas. I change my mind when I hear strong arguments.

Social & Emotional			
I can take turns in conversation. I listen carefully when someone else speaks. I join in back-and-forth talk.	I listen to other people's opinions. I respect their ideas even if I don't agree. I use names when talking about someone's idea.	I invite others into the discussion. I show understanding of people's feelings. I help my group stay on topic.	I listen and respond respectfully to others. I invite and include everyone in the talk. I use names when I refer to someone's point.
Role Play & Drama			
I can pretend to be different characters in my play. I can use my voice and face to show feelings. I can act out stories I know. I can join in with role play with my friends. I can use props or costumes to help me pretend.	I can take on a role in a small group or class performance. I can use expression in my voice when acting. I can use actions and movement to show a character. I can join in role play to explore ideas or stories. I can perform a simple script or poem with others.	I can speak clearly and confidently in performances. I can use tone, volume and pace to show meaning. I can stay in character during role play or drama. I can improvise short scenes based on a theme. I can learn and deliver lines from a script	I can perform in front of an audience using voice, movement and expression. I can take part in scripted or improvised drama. I can use drama to explore complex characters or issues. I can give and receive feedback to improve a performance. I can collaborate with others to create a performance piece.

*****The PiXL Personal Learning Checklists for Reading and Writing include Spoken English (Oracy) and Oracy & Reading Sections. Please utilise these alongside.***

Progression in Skills & Knowledge – PiXL					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy & Reading – In Reading PLCs					
1a. Participates in discussions about what is read to them, taking turns and listening to what others say 1b. Reads aloud, and accurately, books that are consistent with their developing phonic knowledge	1a. Participates in purposeful discussions about what is read to them, taking turns and listening to what others say 1b. Asks questions about a text 1c. Reads aloud, and accurately, books closely matched to their	1a. Participates in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say 1b. Asks questions to improve their understanding of the text 1c. Reads fluently, using expression, flow and pace	1a. Discusses a range of texts read to them and that they have read, explaining key information and giving their opinion about it 1b. Asks questions to improve their understanding of the text 1c. Reads a range of texts aloud, using expression,	1a. Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views 1b. Probes texts through their own questioning and evaluation 1c. Recommends books that they have read to	1a. Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views 1b. Probes texts deeply through their own questioning and evaluation 1c. Constructs detailed responses about what

1c. Rereads texts to build up fluency and confidence in word reading 1d. Uses an increasing range of punctuation (. CL ! ?) to add expression and understanding to the text 1e. Retells familiar stories, fairy stories and traditional tales through a chosen format 1f. Learns and recites some poems by heart	improving phonic knowledge 1d. Rereads age-appropriate texts to build up fluency and confidence in word reading 1e. Uses a range of punctuation (.CL!?"",) to add expression and understanding to the text 1f. Retells a range of stories, fairy stories and traditional tales through a chosen format 1g. Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation 1h. Discusses favourite words and phrases	1d. Retells a wider range of stories, fairy stories and traditional tales through a chosen format 1e. Prepares poems and playscripts to read aloud and to perform 1f. Discusses words and phrases that capture the reader's interest	flow and pace to show understanding 1d. Retells a wider range of stories, fairy stories, myths and legends through a chosen format 1e. Prepares poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 1f. Discusses words and phrases that capture the reader's interest	their peers, giving reasons for their choices 1d. Prepares poems and plays to read aloud, considering expression, flow and pace 1e. Recites a range of poetry by heart 1f. Uses formal presentation and debate to explain their understanding of what they have read 1g. Discusses language that has had an impact on them as readers	they have read, recommending books to others and providing reasoned justifications for their views 1d. Confidently presents a range of texts aloud, considering expression, flow and pace so that the meaning is clear 1e. Recites a wider range of poetry by heart 1f. Uses formal presentation and debate to explain their understanding of what they have read 1g. Discusses language that has had an impact on them as readers
Spoken English (Oracy) – In Writing PLCs					
1a. Begins to orally generate ideas from a stimulus 1b. Discusses their writing with peer or teacher 1c. Reads their own writing clearly and audibly to peers and teacher	1a. Speaks in full sentences 1b. Orally generates and builds on ideas from a stimulus 1c. Orally tells a story 1d. Reads their own writing to peers and teachers with increased expression	1a. Discusses their ideas for writing 1b. Discusses features of writing similar to that they are planning to write 1c. Discusses what they have written, responding to a range of feedback 1d. Reads own writing aloud with appropriate intonation	a. Reads aloud own writing with appropriate expression to a group or the whole class b. Explains choice of language and sentence structure, making reference to the impact on the audience c. Speaks audibly and fluently with an increasing command for Standard English	a. Confidently performs own writing to an audience, using intonation, volume and pace b. Engages in critical discussions about their own and other people's writing, referencing the impact on the audience c. Uses appropriate registers for effective communication	a. Confidently performs own writing to an audience, selecting appropriate intonation to affect the audience b. Engages in critical discussions about their own and other people's writing, referencing the impact on the audience c. Selects and uses appropriate registers for effective communication

Our Approach

At Nutgove, we are committed to ensuring every pupil is a confident communicator who can speak, listen and think with purpose across the curriculum, preparing them for life beyond school.

We will achieve this through a combination of explicit and implicit teaching, high expectations for vocabulary and Standard English, talk as a tool for learning, early identification and targeted support for SLCN, and ongoing CPD for staff.

We recognise the importance of the Early Years and utilise this phase to establish strong foundations in communication and language. By prioritising early intervention and closing gaps quickly, we enable all children to access the wider curriculum with confidence. Through high-quality interactions, purposeful play, and structured opportunities for talk, we ensure that every child develops the skills to participate fully in learning and in life.

Whole School Approaches

At Nutgrove we:

- Have a progression approach to oracy with our oracy progression based on Voice 21 materials and also the Reading & Writing Frameworks
- Are an ELKLAN Communication Friendly Setting, demonstrating a commitment to staff CPD on oracy
- Have staff who understand and ensure positive interactions (Elklan model / ShREC approach)
- Daily storytime sessions timetabled across school
- Identification of key subject specific vocabulary to be taught explicitly (listed on unit plans / knowledge organisers)
- Focus on: drama, planning, oral rehearsal in English lessons, utilising our writing strategy
- Collaborative approaches encouraged across the curriculum and supported through 'Effective collaboration' statements
- Time made within the English curriculum for oracy in all units (See writing unit structure)
- Staff CPD to ensure they are committed to / skilled to support oracy

Targeted Approaches

At Nutgrove we:

- Prioritise high quality interactions with our most vulnerable children and those with speech, language and communication barriers
- Use Wellcomm to identify and intervene to support at the soonest point and continue this through school
- Use SALT programmes and referrals as required