

Abbey Mead Primary Academy – Oracy Policy

1. Rationale

At Abbey Mead Primary Academy, oracy is paramount in supporting children's academic, social and emotional development. We recognise that spoken language skills underpin all other areas of learning and are essential for children to flourish both within school and in wider society. Research shows that strong oracy skills enable individuals to thrive, overcome barriers, and achieve their aspirations. For this reason, oracy is greatly valued, explicitly taught, and woven throughout the curriculum for all pupils.

2. Aims

Through our commitment to high-quality oracy education, Abbey Mead Primary Academy aims to:

- Equip children with the confidence to articulate their thoughts, feelings and ideas clearly and respectfully.
- Enable pupils to become active listeners who can respond appropriately and build on the ideas of others.
- Support children's academic learning by embedding opportunities to develop spoken language across all subjects.
- Foster social development by encouraging collaboration, discussion, and peer-supported learning.
- Strengthen emotional development by providing pupils with the vocabulary and confidence to express themselves.
- Prepare children for life beyond school as articulate, empathetic and effective communicators.

3. Our Approach to Oracy

At Abbey Mead, we nurture oracy in multiple, deliberate ways to ensure all pupils learn **to talk** and **through talk**.

3.1 Oracy Across the Curriculum

- All subjects incorporate structured opportunities for high-quality talk.
- Each English writing unit includes a linked Oracy outcome, based on the class text, to develop high-quality speaking and listening skills. Teachers model effective spoken language and provide sentence stems, vocabulary prompts and dialogic structures.
- Pupils engage in paired talk, small-group discussion, whole-class dialogue, presentations and debates.

- Across lessons, children are supported to articulate their ideas clearly, justify their thinking, and respectfully challenge or build on the viewpoints of others.
- Dedicated time for Oracy and opportunities for pupils to develop their critical thinking skills through our Votes for Schools curriculum

3.2 Oracy in Mathematics

- In Maths, oracy is embedded through fluency, reasoning and problem-solving activities.
- Children are encouraged to verbalise their strategies, explain their thinking, and discuss alternative methods.
- High-quality mathematical talk enables pupils to deepen understanding, make connections, and evaluate their approaches.
- For example, Year 3 children frequently use structured oracy prompts to explain how they tackled a question, demonstrating clarity, reasoning and reflective thinking.

3.3 Learning to Talk

- Pupils are explicitly taught vocabulary, sentence structures, active listening and conversational norms.
- Teachers provide rich language models and scaffolded practice.
- Classrooms include visual supports, talk partners and structures that build children's abilities to speak confidently and coherently.

3.4 Learning Through Talk

- Discussion is used as a tool for learning and critical thinking.
- Dialogic teaching strategies encourage children to explore ideas collaboratively.
- Peer-to-peer talk supports reasoning, problem-solving and knowledge retention.

4. Oracy Guidelines

To ensure consistency and quality across the school, Abbey Mead promotes the following oracy expectations:

4.1 Talk Behaviour Guidelines

- **Speak clearly and audibly**, using full sentences.
- **Listen actively**, showing respect for others' contributions.
- **Take turns**, without interrupting.

- **Build on others' ideas**, using respectful sentence starters.
- **Use subject-specific vocabulary** accurately and confidently.
- **Ask questions** to clarify understanding or deepen discussion.

At the beginning of each academic year, individual classes create an 'Oracy Charter' as a set of guidelines that children and staff are expected to demonstrate and follow during lessons.

4.2 Classroom Structures

Teachers at Abbey Mead incorporate:

- Talk partners
- Discussion guidelines and sentence stems
- Group roles (e.g., facilitator, summariser, challenger)
- No-hands-up dialogue
- Structured debate formats
- Presentation and performance opportunities

5. Inclusion and Equal Opportunities

All children, including those with additional needs or English as an additional language (EAL), have access to high-quality oracy education. Teachers adapt scaffolds and supports to ensure every pupil can participate confidently and successfully.

6. Assessment and Monitoring

- Teachers observe and assess children's spoken language as part of ongoing formative assessment.
- Progress in oracy is reviewed during lessons, through targeted feedback, and across curriculum areas.
- The leadership team monitors implementation of oracy strategies through observations, pupil voice and work scrutiny.

7. Roles and Responsibilities

- **Teachers** ensure oracy opportunities are embedded in all lessons.
- **Pupils** engage respectfully, actively and confidently in talk.
- **Leaders** provide training, resources and guidance to maintain high standards of oracy provision.