



Oracy Policy

November 2025

Updated: November 2025

Review: September 2026

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Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in Autumn 2025.

It is due for review in September 2026.

<u>Head Teacher:</u>	<u>Date:</u>
<u>Chair of Governors:</u>	<u>Date:</u>

Why do we teach Oracy?

Oracy is a 'neologism' – a newly coined word or expression – which was first devised by Andrew Wilkinson in the 1960s in direct response to the growing importance placed on literacy and numeracy. It captures the essential need for talk (just as one needs to be literate and numerate) and also emphasises that it is a skill which can be acquired through teaching.

The Curriculum & Assessment Review (November 2025) discusses that the evidence for the benefits of oracy for young people's learning and life chances is well established. It also shares that, according to the Education Endowment Foundation (EEF), oracy interventions lead to significant improvements in student outcomes. Oracy is important for future study, life and work. In addition, strong verbal communication has clear benefits throughout life. For example, it improves workplace cohesion and productivity, and it has important benefits for psychological and physical health in later life.

Oracy at Toner Avenue Primary School

Oracy is hugely important at Toner Avenue Primary School. As a school, we work closely in line with the Voice 21 programme. Students will be taught both to and through talk to enable them to discuss, perform, debate and express themselves in a range of contexts, for a range of purposes.

Students will learn to listen carefully to others, building on their views or showing empathy as appropriate. Opportunities to learn active listening skills will become increasingly advanced as students move through the school. This will be supported by a culture which celebrates a range of accents and dialects, including those who use non-standard varieties of English.

We recognise that oracy in the classroom should be seen, by both teachers and students, as a valuable activity. Oracy plays an important role in collaborative learning activities, starting from when the students enter Early Years. Our aim is to enable students to improve their levels of oracy, so that they can all communicate effectively and confidently in front of any type of audience throughout their time at Toner Avenue Primary School, as well as in future years. These skills are encouraged in every area of our curriculum, as good communication skills can enhance learning across a range of subjects.

Many of our students start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Aims:

- To create opportunities for students to speak **independently** and with confidence to different audiences.
- To encourage respectful and productive relationships, which demonstrate respect and **care** for one another's voices and opinions.
- To ensure that standards of oracy improve as students progress through the school and that they **achieve well** through talk.

- To nurture students' pride in their voices by creating opportunities for them to use and develop their oracy skills.
- To support students with identified language needs to be able to communicate with confidence.

Objectives:

For students:

- To develop oracy skills to be able to communicate effectively in a range of contexts; understanding others, being understood and expressing themselves effectively.
- To develop oracy skills to be able to articulate views and express feelings constructively and appropriately.
- To be open-minded, to value the contribution of others and to take account of their views.
- To appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds.
- To understand the progress they have made in their oracy skills.

For parents and carers:

- To actively support their child's oracy development and show understanding of the importance of oracy skills to success in and beyond the classroom.
- To support students by discussing different subjects and areas of interest at home, along.

For teachers:

- To provide a role model to consistently demonstrate high standards of oracy to all students.
- To challenge linguistic prejudice and encourage students to recognise the richness and diversity of communication and language in their classrooms and communities.
- To ensure that oracy is at the heart of all teaching and learning activities.
- To develop the oral skills of students.
- To create a culture of talk where every voice is valued.

For SENDCo/Deputy SENDCo:

- Identify intervention strategies, assess and monitor students with speech and language needs.
- Support students with additional needs to take a full and active part in spoken language activities at a level appropriate for their needs, by supporting teachers to act on advice given by outside agencies..

- Support teachers to set targets which can then be worked on individually or in small groups.
- Provide specific intervention programmes for adults to work with individuals or groups of students specifically in the areas of speaking, listening and collaboration, where appropriate.
- Liaise and jointly plan with subject teachers to meet the individual needs of students.

For the leadership team (Oracy Lead/Oracy Champion):

- To actively raise the profile of oracy as a leading feature of all curriculum areas, ensuring that the oracy needs of every student are met through the curriculum.
- To ensure that the impact of an oracy education is monitored, making it part of our regular evaluation schedule.
- To ensure that each subject area has a broad range of oracy skills embedded within the schemes of work, and that the quality of oracy teaching and learning is of an excellent standard.
- To be responsible for identifying where staff development and support is required, offering appropriate professional development opportunities.
- To ensure that oracy standards, targets, provision and monitoring is embedded within School Development Plans.

For governors:

- To support the implementation and development of Toner Avenue Primary School's drive to improve standards of Oracy for all students.