

St Boniface Federation



Oracy Policy for St Mary's 2026-2028

St Saviour's Catholic Primary School, Totland

St Mary's Catholic Primary School, Ryde

St Thomas of Canterbury Catholic Primary school, Carisbrooke

The policies of the Governors of the St Boniface Federation are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.

Signed on behalf of Governors: Alexandra Pettitt Chair of Governors Date: March 2026	To be reviewed by: March 2028
Revisions made	

1. Introduction & Rationale

1.1 Purpose of the Policy

This policy outlines how our school ensures that every pupil has access to a **high-quality oracy education**—teaching pupils to speak confidently, listen actively and communicate effectively in a range of contexts. It supports our curriculum, behaviour expectations and wider school culture to ensure **oracy is experienced, taught and valued across all subjects**.

1.2 Why Oracy Matters

- Oracy is foundational to literacy and learning across the curriculum and supports pupils' confidence, wellbeing and future life opportunities.
- Development of speaking, listening and communication skills is reflected in national frameworks such as the Writing and Reading Frameworks and recent inspection criteria, which emphasise the role of oral language.
- Oracy skills empower pupils to articulate ideas, think critically, collaborate with others and function socially across a wide range of contexts.

1.3 Definition

Oracy is the ability to articulate ideas, develop understanding and engage with others through **spoken language, listening skills and communication** in a range of contexts and for different purposes.

2. Vision and Aims

2.1 Vision Statement

Every pupil at our school will become a **confident and effective communicator**, able to express ideas, listen with understanding and engage meaningfully with diverse audiences.

2.2 Aims

1. **To teach oracy explicitly** as a core set of skills including speaking clearly, listening actively, engaging thoughtfully, articulating ideas and responding with purpose.
2. **To integrate oracy opportunities across the curriculum**, not only in English but in maths, science, history, geography, RE, arts and PSHE.
3. **To build a culture of oracy** where talk is valued, visible and celebrated across school life.
4. **To ensure progression** in oracy skills from EYFS through KS2.
5. Pupils engage in **regular and purposeful talk opportunities**, including a dedicated **weekly debate programme**.

6. The school environment encourages real-world communication, including **mobile-phone-free zones** at key times to promote conversation with peers and parents.
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3. Leadership & Management

3.1 Oracy Leadership

- A named **Oracy Lead**/champion with responsibility for coordinating the development of oracy across the school, monitoring practice and championing staff CPD.

3.2 Strategic Planning

- Oracy forms part of the School Improvement Plan with clear, measurable targets.
- Oracy provision is reviewed annually through self-evaluation, including identifying strengths and areas for development.

3.3 Whole-School Culture

We will cultivate a culture that:

- **Celebrates pupils' achievements in oracy**, including speaking opportunities, assemblies and displays about pupil voice.
- Embeds oracy beyond lessons—for example in **assemblies, student councils, parent meetings, playtimes and performances**.

3.4 Mobile Phone Free Zones (Before & After School)

To encourage meaningful **talk between pupils and parents and peer-to-peer interaction**, the school operates a **mobile phone-free zone**:

- Phones must be switched off and placed away at the start of the school day.
 - During morning drop-off and end-of-day pick-up, staff and parents are encouraged to engage in talk with children.
 - Posters and communications to parents promote the expectation and its benefits for family conversation and social interaction.
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4. Curriculum & Teaching Practice

4.1 Curriculum Structure

- Teachers plan oracy opportunities within **medium and short-term planning** across all subjects.

- Oracy progression is defined across year groups to ensure skills systematically develop over time.

4.2 Types of Oracy Activities

A broad and balanced oracy curriculum includes:

- **Talk for learning (collaborative discussions)**
- **Presentational talk** (presentations, speeches, performances)
- **Dialogic talk** (questioning, debate, reasoned discussion)
- **Exploratory talk** (building and challenging ideas).

4.3 Explicit Teaching of Oracy Skills

Teachers build in:

- Scaffolded opportunities for **pupil talk** with sentence stems and modelling.
- Clear **discussion rules** co-constructed with pupils.
- Formative feedback to pupils on oracy learning.

4.4 Weekly Debate Programme

To support pupils' ability to reason, articulate and listen respectfully, every class engages in a **weekly debate** on age-appropriate topics.

Debates will:

- Follow a clear structure: opening statements, rebuttals, audience questions and reflection.
- Rotate roles (chair, speakers, timekeeper, audience) so all pupils experience leadership.
- Include topics drawn from the curriculum, pupil interests and real-world issues.
- Be used to assess key oracy skills such as argumentation, vocabulary use, listening and response.

4.5 Inclusion and SEND

- All pupils are supported to access oracy opportunities, with adaptations and scaffolding as required, so every voice is heard and valued.
 - Specific support is provided for pupils with communication needs to ensure equity of participation.
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5. Assessment & Progression

5.1 Assessment Approach

- Oracy is assessed through **teacher observation, rubric-based criteria and pupil self-reflection**, rather than high-stakes testing.
- Evidence is collected through recorded tasks, peer assessments, teacher notes and pupil progress profiles.

5.2 Progression Statements

Progression in oracy will reflect growing competence in:

- Clarity of expression
 - Listening and responding
 - Purposeful talk
 - Adapting talk for different audiences and contexts.
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6. Professional Development

6.1 CPD for Staff

- Structured training for teachers and support staff on oracy pedagogy, benchmarking standards and practical classroom strategies.
 - Opportunities to share practice and reflect on oracy across phases.
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7. Community & Parental Engagement

7.1 Parental Involvement

- Parents/carers receive guidance on how to support oracy at home through newsletters and workshops.
 - Pupils showcase oracy learning through presentations and community events.
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8. Monitoring & Evaluation

8.1 Monitoring Practices

- The Oracy Lead will compile termly learning walks, classroom discussions and lesson samples.
- Pupil voice and teacher self-evaluation help shape future policy and practice.

8.2 Policy Review

- This policy will be reviewed every 2 years or sooner if required to reflect evolving best practice and national developments.
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9. Appendices

9.1 Oracy Benchmarks Summary

- A summary of the Voice 21 Benchmarks that guide school and teacher practice (attached as a reference document).

9.2 Classroom Discussion Rules Template

- Co-constructed rules standards for pupil talk and interaction.