



SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO ORACY



"Oracy is not just about talking; it's about empowering children to find their voice and use it wisely."

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CONTENTS

INTRODUCTION

VISION

PRINCIPLES

THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

INTENT

IMPLEMENTATION

IMPACT

EFFECTIVE TEACHING AND LEARNING IN ORACY

SUPPORTING PUPILS IN ORACY, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL
NEEDS AND/OR DISABILITIES (SEND)

PROMOTING KEY SKILLS IN ORACY

EARLY YEARS FOUNDATION STAGE

KEY STAGE 1

KEY STAGE 2

PLANNING AND RESOURCES

CROSS-CURRICULAR OPPORTUNITIES

ASSESSMENT (*SEE IMPACT*)

HEALTH AND SAFETY

SAFEGUARDING AND CHILD PROTECTION

MONITORING AND REVIEW

INTRODUCTION

This document outlines the teaching, organisation and management of Oracy taught and learnt at Shobnall Primary & Nursery School.

The document has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the reading and writing subject leaders.

The main purposes of this document are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

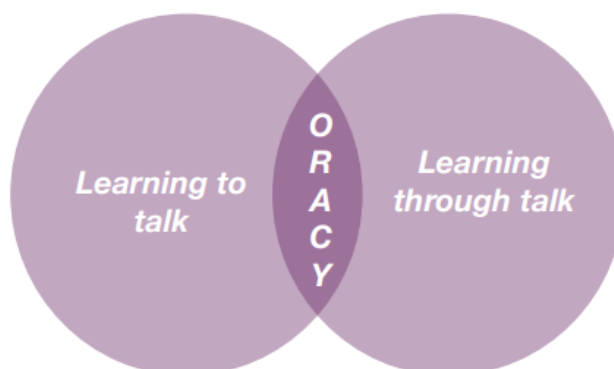
VISION

At Shobnall Primary and Nursery School, our ethos and purpose is to empower children to find their voice, speak with confidence, and use language thoughtfully and wisely in every aspect of learning and life.

PRINCIPLES

We believe every child has a voice that deserves to be heard . We equip our learners with the confidence and clarity to speak with purpose in a fast-changing, connected world.	Our children learn to communicate fluently and flexibly , drawing on a rich and expressive vocabulary to connect, persuade, inspire, and lead.
We nurture attentive, respectful listeners who understand that great communication begins with understanding others – a vital skill for collaboration in modern life.	We empower children to think aloud – to reason, reflect, explain, and challenge – building the critical thinking and creativity needed for the future.
We foster a culture where every voice matters and where children learn not just to speak, but to listen, empathise, and engage as global citizens.	We create opportunities for every child to speak in real-world contexts – from storytelling and performance to debate and digital dialogue – preparing them for the demands of 21st-century society.

THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLE



SHOBNALL PRIMARY & NURSERY SCHOOL APPROACH TO THE TEACHING OF ORACY

At Shobnall Primary and Nursery School, we recognise oracy as a fundamental component of a child's education and personal development. Oracy – the ability to speak, listen and respond effectively – is not simply about talking; it is about empowering children to find their voice, express their ideas with clarity, and engage meaningfully in dialogue. Our approach is rooted in the belief that spoken language is a powerful tool for learning, social interaction, and future life success.

Research from the Education Endowment Foundation (EEF) highlights that high-quality classroom talk supports vocabulary development, reasoning, and understanding. Their guidance on "Improving Literacy in Key Stage 1 and 2" states that structured oral language activities and dialogic teaching can lead to significant gains in both spoken and written outcomes, particularly for disadvantaged pupils. These findings underpin our belief that oracy must be explicitly taught and embedded across the curriculum.

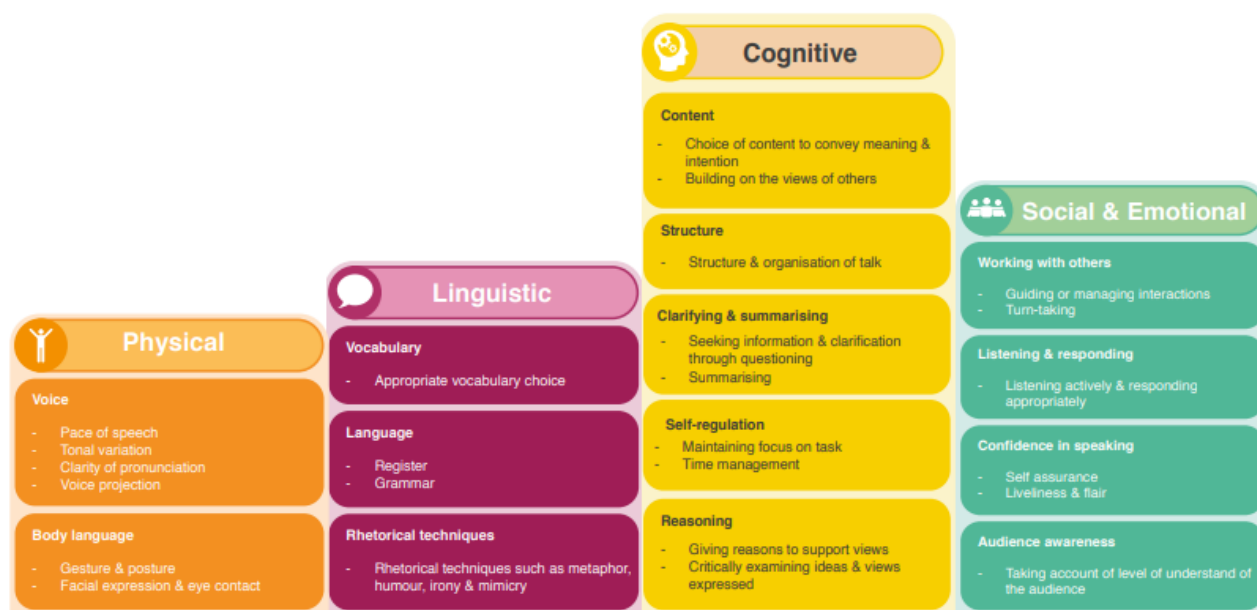
Our oracy provision is structured around the Voice 21 Oracy Framework, which breaks oracy into four strands:

- Physical – clarity of speech, voice projection, and non-verbal communication.
- Linguistic – vocabulary, grammar, and rhetorical techniques.
- Cognitive – structuring talk, building arguments, reasoning, and listening actively.
- Social & Emotional – confidence, empathy, turn-taking, and responding appropriately.

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



These strands are interwoven into lessons across all subject areas, with a focus on developing purposeful talk for learning. Pupils are explicitly taught how to articulate ideas, explain their thinking, build on others' views, and adapt their language depending on audience and context. Oracy is not left to chance; it is carefully scaffolded and modelled by staff, with regular opportunities for pupils to practise and perform in both informal and formal settings.

Cognitive science also informs our approach. Like writing, oracy draws upon working memory and executive function. Children must hold and manipulate ideas while selecting appropriate vocabulary and grammar in real time. Therefore, we provide visual scaffolds, talk structures (such as sentence

stems and discussion guidelines), and regular opportunities for rehearsal and reflection.

Developing oracy skills prepares our children not just for academic success, but for life in the 21st century—where communication, collaboration, and emotional intelligence are key. At Shobnall, we believe every child has the right to be heard and understood, and we commit to nurturing articulate, thoughtful, and empowered speakers for the future.

INTENT

At Shobnall Primary and Nursery School, we believe every child has a voice that deserves to be heard. Oracy is a powerful, life-enriching skill that enables our children to express themselves with confidence, clarity, and purpose—in the classroom and beyond. Our intent is to equip all pupils with the communication skills they need to thrive in a fast-changing, connected world.

We see oracy as a golden thread running through the curriculum, supporting progress in reading, writing, and understanding across all subject areas. Through a carefully planned, progressive oracy curriculum, we explicitly teach children how to speak fluently and listen actively. Pupils are introduced to rich and expressive vocabulary, subject-specific terminology, and varied language structures that support both spontaneous and structured talk for a range of purposes and audiences.

Our approach is rooted in the **Voice 21 Oracy Framework**, which develops skills across four strands:

- **Physical** – clarity, pace, tone, and body language
- **Linguistic** – vocabulary, grammar, and rhetorical style
- **Cognitive** – reasoning, explaining, questioning, and organising ideas
- **Social & Emotional** – empathy, confidence, collaboration, and active listening

We teach pupils **to talk** – so they can connect, persuade, inspire, and lead – and we teach **through talk**, using high-quality dialogue to deepen understanding, support vocabulary growth, and strengthen comprehension. Classroom talk is purposeful and inclusive, giving every child the opportunity to share, reflect, challenge, and grow. We nurture attentive, respectful listeners who understand that great communication begins with truly hearing others—an essential skill for collaboration and citizenship in the modern world.

Our oracy-rich environment celebrates every voice. From storytelling and poetry recitation to structured debate and digital dialogue, we create meaningful opportunities for children to speak in real-world contexts. We empower pupils to think aloud—reasoning, reflecting, and challenging—with the creativity and critical thinking skills needed for their futures.

By embedding oracy in every part of school life, we prepare our children to become confident communicators, thoughtful collaborators, and compassionate global citizens—ready to contribute positively to their communities and beyond.

IMPLEMENTATION

At Shobnall Primary and Nursery School, oracy is implemented through a progressive and systematic approach from the Early Years Foundation Stage (EYFS) through to the end of Key Stage 2. Our curriculum ensures that children develop the skills, vocabulary, and confidence to communicate effectively in a wide range of contexts, both within and beyond the classroom.

Early Years Foundation Stage (EYFS)

In Nursery and Reception, oracy is embedded within the prime area of Communication and Language. Children experience a language-rich environment where speaking and listening are modelled and practised throughout daily routines and continuous provision. Children are introduced to key vocabulary through thematic learning and supported by Widgeit Dual

SHOBNALL PRIMARY & NURSERY SCHOOL APPROACH TO THE TEACHING OF ORACY

Coding, Concept Cat, and progressive sentence stems to scaffold early communication. They engage in structured activities such as retelling familiar stories, role play, and simple presentations. Opportunities to "talk to inform", "talk to entertain", and "talk to share" are built into adult-led and child-initiated tasks. Oracy development is closely linked to emotional expression, turn-taking, and developing confidence in using complete sentences.

Teacher Talk Tactics for early language development



Instigate Present an idea or open up a new line of inquiry “ I think ____ “ Let’s begin with ____ “ I have a great idea, I’ll go first ____ Invite: X would you like to go first?	Build Develop, add to or elaborate on an idea “ X’s idea made me think ____ “ I’d like to know more about ____ “ Yes, and ____ Invite: Can anyone add to that?	Clarify Ask questions to make things clearer and check your understanding “ Do you mean that ____? “ I think you are saying ____ “ So, what you’re saying is ____ Invite: Do you have any questions about X?	Challenge Disagree or present an alternative argument “ I don’t think ____ “ You said ____ but what about ____? “ I disagree with ____ Invite: Does anyone disagree with X?
Stretch Add more detail; use more complex language or introduce new ideas “ Yes, it’s ____, you could even say it’s ____ “ That’s right, it’s ____ because ____ “ Yes, it’s a ____ Invite: Can you tell me more about...?	Speculate Encourage creative or abstract thinking and consideration of alternative viewpoints “ I wonder what would happen if ____? “ Perhaps ____ “ Do you think ____? Invite: What do you wonder about X?	Suggest Support thinking and problem solving by guiding next steps “ What if we tried ____ next? “ Have you thought about ____ “ Let’s give ____ a try Invite: What do you think we should try?	Encourage Offer praise to encourage and motivate “ You did such a good job of ____, now let’s think about ____ “ You really made me ____ “ Your use of ____ was ____ Invite: What do you like about what X did/ said?

Key Stage 1 (KS1)

In Years 1 and 2, pupils begin to develop greater fluency and control in their speech. Oracy is explicitly taught through:

- Weekly “Talk for Tuesday” sessions, focusing on the Voice 21 oracy strands (Physical, Linguistic, Cognitive, Social & Emotional)
 - “Turn To Your Partner” (TTYTP) talk tasks embedded across curriculum subjects
 - Carefully planned sentence stems to support classroom discussion and extend vocabulary
- Children participate in structured talk tasks such as retelling narratives, instructional talk, informal debates, and performances. Talk types (e.g. "talk to instruct", "talk to reason", "talk to entertain") are planned with specific outcomes and audiences in mind.

Key Stage 2 (KS2)

From Year 3 to Year 6, oracy teaching becomes more nuanced and formalised. Pupils engage with a wider range of talk types, including persuasive speeches, analysis, structured debate, reflective discussion, and presentation to authentic audiences.

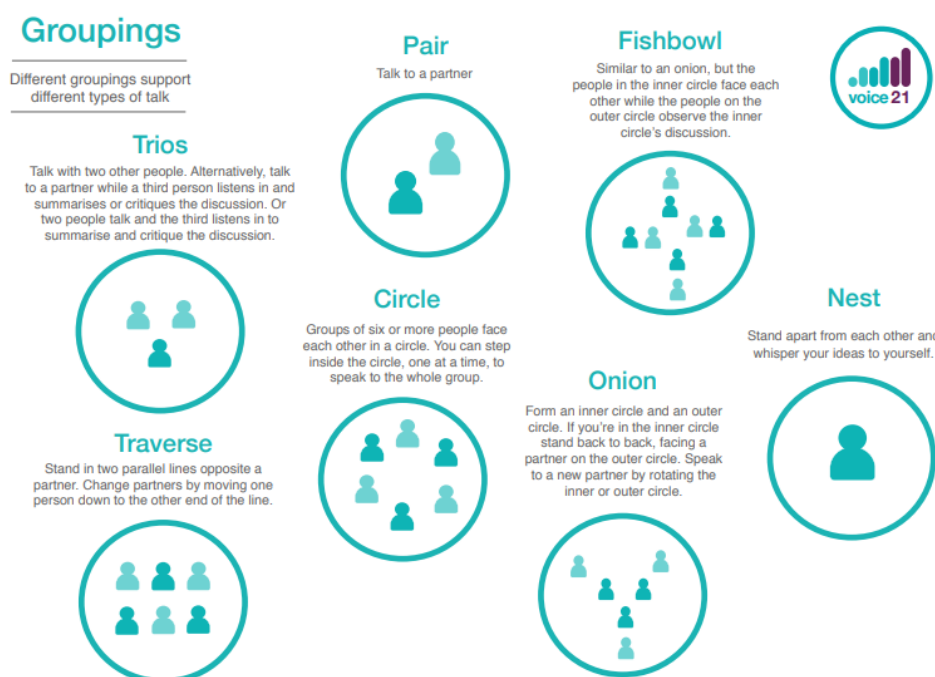
Student Talk Tactics



Instigate Present an idea or open up a new line of inquiry “ I would like to start by saying ____ “ I think ____ “ We haven’t yet talked about ____ Instigate	Probe Dig deeper, ask for evidence or justification of ideas “ Why do you think ____? “ What evidence do you have to support X idea? “ Could you provide an example? Probe
Challenge Disagree or present an alternative argument “ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____? Challenge	Clarify Asking questions to make things clearer and check your understanding “ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____? Clarify
Summarise Identify and recap the main ideas “ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____ Summarise	Build Develop, add to or elaborate on an idea. “ Building on X’s idea ____ “ I agree and would like to add ____ “ X’s idea made me think ____ Build

Progression is supported by:

- Weekly “Talk for Tuesday” sessions, with focus areas rotating across the four oracy strands
- Subject-linked oracy tasks, ensuring pupils rehearse and internalise key vocabulary and concepts
- Diction exercises to support clarity, articulation, and public speaking
- Oracy objectives embedded in all curriculum subjects, including English, PSHE, Maths, Science, and the humanities
- Pupils are encouraged to build, challenge, and summarise ideas with increasing independence, drawing on sentence stems and talk tactics (adapted from Voice 21 resources). They regularly speak to a variety of audiences, including peers, parents, and members of the wider community.



IMPACT

Ensuring Consistency and Pace of Progress

At Shobnall Primary and Nursery School, we are committed to delivering high-quality oracy education through consistent, structured, and progressive teaching across all phases. Every teacher is trained in Voice 21-informed practice and supported by a clear framework that outlines oracy progression from EYFS through to Year 6.

Weekly oracy sessions, including *Talk for Tuesday* and *Turn To Your Partner* activities, ensure deliberate, regular opportunities for all children to develop their speaking and listening skills. These sessions are built around the four strands of oracy (Physical, Linguistic, Cognitive, and Social & Emotional) and mapped against a whole-school progression document. This guarantees that oracy skills are not left to chance, but are systematically taught, revisited, and refined over time.

Each class follows the school's long-term oracy overview, ensuring coverage of talk types such as *talk to inform*, *persuade*, *reason*, and *entertain*, and enabling pupils to practise speaking in authentic, purposeful contexts. Progress is tracked through teacher assessment, classroom observation, and pupil self-reflection using tools such as sentence stems, talk tactics, and peer feedback.

Senior leaders monitor consistency through regular learning walks, pupil voice discussions, and the review of planning and recorded evidence of talk outcomes. This ensures fidelity to the school's

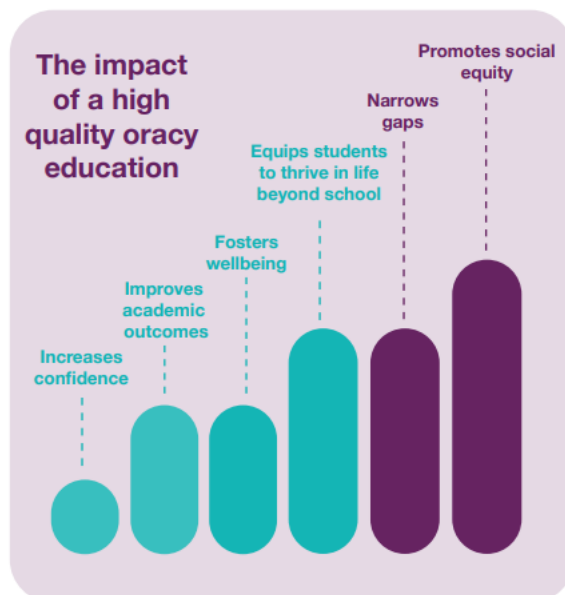
oracy vision and that every child has equitable access to high-quality oracy instruction.

Ensuring communication for life

We believe that strong oracy skills are essential for life beyond the classroom. At Shobnall, we equip our learners with confidence and clarity to speak with purpose in a fast-changing, connected world. Children learn to communicate fluently and flexibly, drawing on rich and expressive vocabulary to connect, persuade, inspire, and lead.

Our oracy curriculum develops not only competent speakers but also respectful, attentive listeners who understand that communication begins with empathy. Through regular real-world speaking opportunities - including performances, debates, assemblies, and community presentations - children learn to adapt their voice, language, and tone for a variety of audiences.

We foster a culture where every voice matters, ensuring that pupils leave Shobnall as articulate, confident individuals, ready to thrive in secondary education and contribute positively to society.



Impact – assessment

Assessment is an essential element of our oracy provision. It ensures that pupils make clear and measurable progress in speaking and listening, and that teaching is responsive to learners' needs.

Formative Assessment

- Teachers assess oracy continually through pupil talk in lessons, using sentence stems, questioning, and observational notes to identify strengths and next steps.
- During *Talk for Tuesday* sessions, pupils' performance against the strand focus (Physical, Linguistic, Cognitive, Social & Emotional) is monitored and used to adapt future planning.
- Pupils engage in self-assessment and peer feedback using Voice 21 talk tactics, encouraging reflection and ownership of progress.

Summative Assessment

- Each term, teachers review highlighted objectives from the whole-school oracy progression grid to monitor coverage and attainment.
- Recorded examples of pupil talk (e.g., video/audio clips, transcripts of presentations or debates) are used to moderate and assess skill development across classes.
- SLT reviews oracy progress through book looks (where applicable), performance audits, and curriculum reviews to ensure progression and parity across year groups.

By embedding a robust system of assessment and feedback, we ensure that all children leave Shobnall with the communication skills they need to succeed – both now and in the future.

EFFECTIVE TEACHING AND LEARNING IN ORACY

At Shobnall Primary and Nursery School, we believe that effective teaching of oracy enables pupils to become confident, thoughtful communicators who can use spoken language to explore ideas, reason critically, collaborate meaningfully, and lead with impact. Like reading and writing, oracy skills must be explicitly taught, deliberately practised, and purposefully applied across a wide range of contexts to ensure lasting progress.

We understand that oracy development is central to knowledge retention. When children are encouraged to articulate their thinking, explain their reasoning, and reflect aloud, they make stronger connections between concepts and embed learning more securely in their long-term memory. Teachers play a crucial role in modelling high-quality talk and structuring opportunities for purposeful dialogue.

Guided by the Voice 21 Oracy Framework and the Education Endowment Foundation (EEF) guidance on spoken language and metacognition, our approach to teaching oracy includes:

Explicit Teaching of Oracy Skills

We explicitly teach the four interrelated strands of oracy:

- Physical: voice projection, articulation, and body language
- Linguistic: vocabulary, sentence structure, and rhetorical techniques
- Cognitive: structuring ideas, reasoning, summarising, and questioning
- Social & Emotional: turn-taking, empathy, confidence, and awareness of audience

Teachers provide sentence stems, model exemplary talk, and use visual scaffolds to support learners at all stages.

Embedding Oracy Across the Curriculum

Oracy is not limited to discrete sessions. It is embedded into all subject areas through strategies such as:

- Turn To Your Partner (TTYTP) discussions with progressive sentence stems
- Regular opportunities for Talk for Writing, Talk for Maths, and dialogic reading
- Use of Talk Tactics to build, challenge, justify, and summarise ideas
- Structured group tasks, debates, storytelling, and presentations

Deliberate Rehearsal and Performance

To ensure oracy becomes automatic and transferable, pupils engage in regular opportunities to rehearse their speech for real-world purposes. These include:

- Termly oracy objectives with authentic audiences (e.g. parents, peers, community members)
- Performance poetry, assemblies, and role-play
- Debates, discussions, and explanatory talk in subject-specific contexts

Responsive, Reflective Practice

Teachers assess oracy formatively through observation, pupil self-assessment, and peer feedback. Reflection is a key component of oracy instruction: children are encouraged to evaluate their own talk and set targets for improvement, promoting metacognitive awareness.

By systematically embedding high-quality oracy instruction into everyday practice, we enable every child to develop the language, confidence, and critical thinking needed to succeed both academically and socially in today's world.

SUPPORTING PUPILS WITH ORACY, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

At Shobnall Primary and Nursery School, we recognise that children within each class will present a broad range of oracy strengths and needs. We are committed to ensuring that every pupil – regardless of ability, background, or need – can access high-quality oracy instruction and experience success as a speaker and listener. Our inclusive approach to oracy education is grounded in the belief that **every child has a voice that deserves to be heard.**

Targeted Oracy Support and Intervention

SHOBNALL PRIMARY & NURSERY SCHOOL APPROACH TO THE TEACHING OF ORACY

For children with Special Educational Needs and Disabilities (SEND), or those who experience difficulties with speech, language, and communication, we adapt our oracy provision in line with the **graduated approach**. This includes:

- Smaller group or one-to-one support focused on specific oracy skills, such as vocabulary development, turn-taking, or sequencing ideas
- Use of **visual aids**, including Widgeo symbols, sentence stems, and dual-coded resources to support understanding and expression
- Structured rehearsal of language through modelling, echoing, and repetition to help embed key language patterns and boost confidence

Children who require additional support benefit from increased exposure to **structured talk routines**, such as 'Turn To Your Partner' discussions and scaffolded group tasks. Staff use the **Voice 21 Talk Tactics** and progressive sentence stems to support all learners in expressing their thoughts clearly and appropriately.

Adapted Curriculum and Inclusive Teaching Strategies

For pupils with more complex communication needs, such as those with speech and language plans or EHCPs, oracy teaching is further tailored to support personal targets and next steps. Teachers work closely with the SENDCo, speech and language therapists, and families to adapt approaches and ensure that children can fully participate in oracy activities.

Key strategies include:

- **Chunking tasks** and simplifying language without reducing the depth of the learning
- Providing **additional processing time** and clear visual cues
- Using **assistive technology**, where appropriate, to support communication
- Pairing pupils thoughtfully to ensure peer modelling and supportive interactions

A Culture of Inclusion and Belonging

All pupils at Shobnall are encouraged to take part in discussions, presentations, and performances, regardless of their level of spoken fluency. We create a safe, respectful classroom environment where children feel heard, valued, and supported. By prioritising **inclusive oracy teaching**, we enable every child to grow in confidence and develop the communication skills they need to thrive both in school and in life.

PROMOTING KEY SKILLS IN ORACY

Through our teaching of oracy, we provide structured and meaningful opportunities for pupils to develop essential speaking and listening skills that empower them to communicate clearly, confidently, and with purpose. Our approach is based on the four strands of the **Voice 21 Oracy Framework**, which guide the explicit teaching and assessment of oracy across the curriculum.

The framework helps children develop a full range of oracy competencies through regular practice, reflection, and purposeful talk. These strands include:

- **Physical** – developing vocal skills (pace, tone, volume, articulation) and body language (eye contact, gestures, posture) to communicate clearly and engage an audience.
- **Linguistic** – using a wide and precise vocabulary, grammatical structures, and rhetorical techniques to express ideas effectively and adapt language for different contexts and audiences.
- **Cognitive** – organising talk, justifying opinions with reasoning and evidence, listening actively, asking relevant questions, summarising, and building on others' ideas.
- **Social & Emotional** – showing respect, empathy, confidence, and self-awareness when

communicating; adapting responses to different social situations and audiences.

We explicitly promote and practise the following oracy skills in daily classroom talk and whole-school activities:

- **Build and Justify** – expressing viewpoints clearly, with structured reasoning and evidence.
- **Challenge and Question** – engaging in respectful disagreement, offering counterpoints, and deepening discussion.
- **Clarify and Summarise** – paraphrasing ideas, explaining thinking, and summarising key points.
- **Perform and Present** – speaking to an audience with confidence, adapting voice and gesture to suit purpose.
- **Collaborate and Listen** – listening attentively, taking turns, encouraging contributions, and negotiating meaning.

These skills are embedded through rich classroom dialogue, talk tasks, presentations, debate, performance, and daily routines such as *Turn To Your Partner* and *Talk for Tuesday*. Through this carefully structured approach, pupils become articulate, thoughtful speakers and attentive, respectful listeners—well-prepared for the communication demands of the wider world.

PLANNING AND RESOURCES

At Shobnall Primary and Nursery School, we use the **National Curriculum** and the **Voice 21 Oracy Framework** as the foundation for our oracy curriculum. This ensures that children of all abilities are supported in developing their speaking and listening skills through a clearly sequenced and progressive programme. Our planning reflects the growing complexity of language use across the school, with increasing levels of sophistication in vocabulary, structure, and audience awareness.

In **Nursery and Reception**, oracy planning is closely linked to the Communication and Language area of learning. Provision is a balance of **child-led and adult-led experiences**, with a strong emphasis on spoken language development through songs, rhymes, role-play, storytelling, and structured talk tasks. Visual supports such as **Widgit symbols** and **Concept Cat vocabulary** ensure inclusive access to key language. Staff model and scaffold speech using supportive sentence stems and gestures, helping children build confidence in expressing themselves.

In **Key Stage 1 and Key Stage 2**, oracy planning is structured around our **whole-school Oracy Progression Document** and **Oracy Long-Term Overview**, which ensure full coverage of all four strands of oracy (Physical, Linguistic, Cognitive, Social & Emotional). Weekly **‘Talk for Tuesday’** sessions are planned to systematically develop strand-specific objectives, while **‘Turn To Your Partner’** talk tasks are built into daily lessons across the curriculum. These opportunities are planned with clear learning intentions and success criteria aligned to each year group’s progression.

Teachers use a shared planning format for whole-class oracy activities and termly focus tasks (e.g. debates, presentations, or performances). These plans outline:

- The oracy objective(s) being targeted
- Sentence stems or vocabulary to be modelled
- Group structures and support strategies
- Assessment checkpoints and opportunities for pupil reflection

All plans and resources are stored on the **staff shared drive**, enabling collaborative planning, monitoring, and consistency across the school. Teachers work closely with the **Oracy Lead** to reflect on practice, adapt plans to suit the needs of their cohort, and ensure high expectations for all learners.

Each classroom is resourced to support oracy effectively, including:

- Visual sentence stems and talk tactic prompts
- Diction practice materials
- Displayed oracy objectives and vocabulary
- Access to props, scripts, and audio/visual recording tools to support performance and reflection

Through this structured and collaborative approach to planning, we ensure oracy is meaningfully embedded in daily teaching and responsive to the developmental needs of all learners.

CROSS-CURRICULAR OPPORTUNITIES

At Shobnall Primary and Nursery School, staff are actively encouraged to make meaningful links between oracy and all areas of the curriculum. Oracy is not confined to English lessons; it is a vital tool for learning across subjects, enabling pupils to **deepen their understanding, articulate their thinking, and engage in collaborative learning**.

In subjects such as **history, geography, science, art, and RE**, pupils use oracy to explore concepts, question ideas, explain reasoning, and present findings. Structured talk tasks—such as debates, hot-seating, storytelling, and group discussion—help children to clarify and extend their learning while developing subject-specific vocabulary and communication skills.

Talk is used both **as a tool for learning and a form of learning itself**. Pupils learn to speak appropriately for different purposes, whether it's reasoning in maths, persuading in PSHE, or presenting findings in science. Carefully planned opportunities for spoken language are integrated into each subject area, using progressive sentence stems and key vocabulary aligned to curriculum objectives.

Spiritual, Moral, Social, and Cultural (SMSC) Development

Our oracy curriculum makes a significant contribution to pupils' spiritual, moral, social, and cultural development. Through rich, purposeful dialogue, children engage with complex themes such as **identity, fairness, diversity, belief, and justice**. They are encouraged to listen respectfully, share viewpoints, and challenge ideas constructively.

Opportunities for **whole-class discussions, restorative conversations, and community-focused speaking activities** foster empathy, reflection, and social responsibility. Children develop the confidence to express their values and opinions while learning to appreciate the perspectives of others.

In this way, oracy enriches both the **academic and personal development** of our pupils, helping them to become not only knowledgeable learners but also articulate, compassionate citizens who are well-prepared for the world beyond the classroom.

HEALTH & SAFETY

We ensure that all pupils have access to the full range of oracy learning experiences, including activities that take place beyond the classroom. Oracy at Shobnall often involves **group work, performances, presentations, role play, and participation in wider school or community events**, all of which are planned with health, safety, and wellbeing in mind.

When pupils are involved in **external speaking opportunities, off-site visits, or public presentations**, staff must consider appropriate health and safety measures. **Risk assessments are conducted** prior to any such activity to ensure that it is safe, inclusive, and suitable for all participants.

Staff are reminded to remain mindful of **pupil wellbeing and confidence** during oracy tasks, particularly when planning speaking activities for wider audiences. Appropriate scaffolding, encouragement, and safe environments are essential for building self-esteem and ensuring positive participation.

SAFEGUARDING AND CHILD PROTECTION

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training.

See JTMAT Safeguarding and Child Protection Policy and Shobnall Primary & Nursery School Safeguarding and Child Protection Procedures for further information.

MONITORING AND REVIEW

It is the responsibility of the subject leader:

- supports colleagues in their teaching, by keeping informed about current developments in reading and by providing a strategic lead and direction for this subject;
- to develop, implement and review an action plan for reading;
- to monitor reading throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in oracy is the responsibility of the reading and writing subject leaders. The work of the subject leaders also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every three years.