WHOBERLEY HALL

PRIMARY SCHOOL

Oracy Policy

Implemented by school: Autumn 2026

Review by: Autumn 2029

Believing Achieving Learning for Life

Introduction

At Whoberley Hall Primary School, we believe every child deserves to develop a powerful, confident voice. Oracy is central to this belief. Guided by the **Voice 21 Oracy Framework** and underpinned by our school values — **Compassion, Respect, Determined, Creative, and Inventive** — we strive to create a culture where spoken language enables children to think deeply, communicate clearly, and participate fully in school and beyond.

Our oracy policy ensures that our children's voices are celebrated, empowered, and nurtured within an environment where all pupils learn to articulate themselves successfully.

Aims

Our oracy provision aims to: - Develop pupils' confidence, competence, and independence as speakers and listeners. - Embed high-quality talk across the curriculum, ensuring oracy is integral to learning. - Cultivate an environment where all children's voices are valued, heard, and respected. - Equip pupils with the physical, linguistic, cognitive, and social-emotional skills as defined by the **Voice 21 Oracy Framework**. - Ensure equity of voice so that every child — regardless of background, need, or starting point — can flourish. - Reflect our school values through purposeful, compassionate, respectful, and creative talk.

Principles Aligned with Voice 21

Our approach is rooted in the four key strands of the **Voice 21 Oracy Framework** and enriched by our school values.

1. Physical Strand

Children learn the physical aspects of speaking: posture, eye contact, clarity, pace, and voice projection. Staff explicitly teach and model effective communication. - *School values link:* **Respect** — children learn how their physical presence influences others.

2. Linguistic Strand

We teach vocabulary, grammar, and language structures explicitly so pupils can communicate with precision and purpose. - *School values link:* **Creative & Inventive** — children experiment with language and craft thoughtful contributions.

3. Cognitive Strand

Pupils learn to structure and organise their ideas, reason logically, ask questions, and build on the ideas of others. - *School values link:* **Determined** — children persevere in developing strong thinking and reasoning skills.

4. Social-Emotional Strand

We foster collaboration, confidence, empathy, and active listening so children can participate with sensitivity and curiosity. - *School values link:* **Compassion** — pupils learn to listen deeply, value differences, and respond kindly.

Implementation

Curriculum Design

- Oracy is deliberately planned across subjects and year groups.
- Teachers provide structured and spontaneous opportunities for talk.
- Learning sequences include explicit oracy outcomes where relevant.

Teaching Strategies

- Dialogic teaching
- Talk partners and group discussions
- Debates and formal speaking opportunities
- Storytelling, drama, and role-play
- Presentations and performances
- Language scaffolds and sentence stems

Learning Environment

- Classrooms display discussion guidelines, talk roles, vocabulary walls, and prompts.
- Calm, respectful learning spaces encourage participation and active listening.
- Children are encouraged to take risks with talk in a supportive environment.

Assessment

- Teachers use the Voice 21 Oracy Framework to inform assessment and planning.
- Formative assessment through observation, talk tasks, and pupil self-reflection.
- Progress in oracy is monitored across the curriculum.

Professional Development

- Staff engage in high-quality CPD linked to Voice 21 principles.
- Teachers collaborate to refine practice, share strategies, and reflect on impact.

Pupil Voice

We ensure children are genuinely heard and actively influence school life. - Opportunities include school council, pupil ambassadors, digital leaders, librarians, and curriculum panels. - Pupils help evaluate oracy provision and shape whole-school initiatives. - Children are empowered to lead, question, challenge, and contribute confidently.

This aligns with our commitment to **respect** each child's voice and **celebrate** their individualit

Inclusion

We are committed to ensuring all children can access and succeed in oracy. - Scaffolding strategies, visuals, and structured talk frames support children with additional needs. - A range of talk groupings ensures inclusive participation. - Staff adapt approaches to remove barriers and promote equity of voice.

Our inclusive approach reflects our value of **compassion**, ensuring every child is understood, supported, and heard.

Monitoring and Review

SLT and Oracy Champions monitor oracy through: - Learning walks and lesson visits - Pupil voice and listening surveys - Staff feedback and CPD reflection - Planning and book scrutiny.

Conclusion

At Whoberley Hall Primary School, we are committed to nurturing articulate, confident, compassionate communicators. Through our alignment with the **Voice 21 Oracy Framework** and our school values of **Compassion, Respect, Determined, Creative, and Inventive**, we ensure that children's voices do not just participate — they shine.